LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Roots Academy

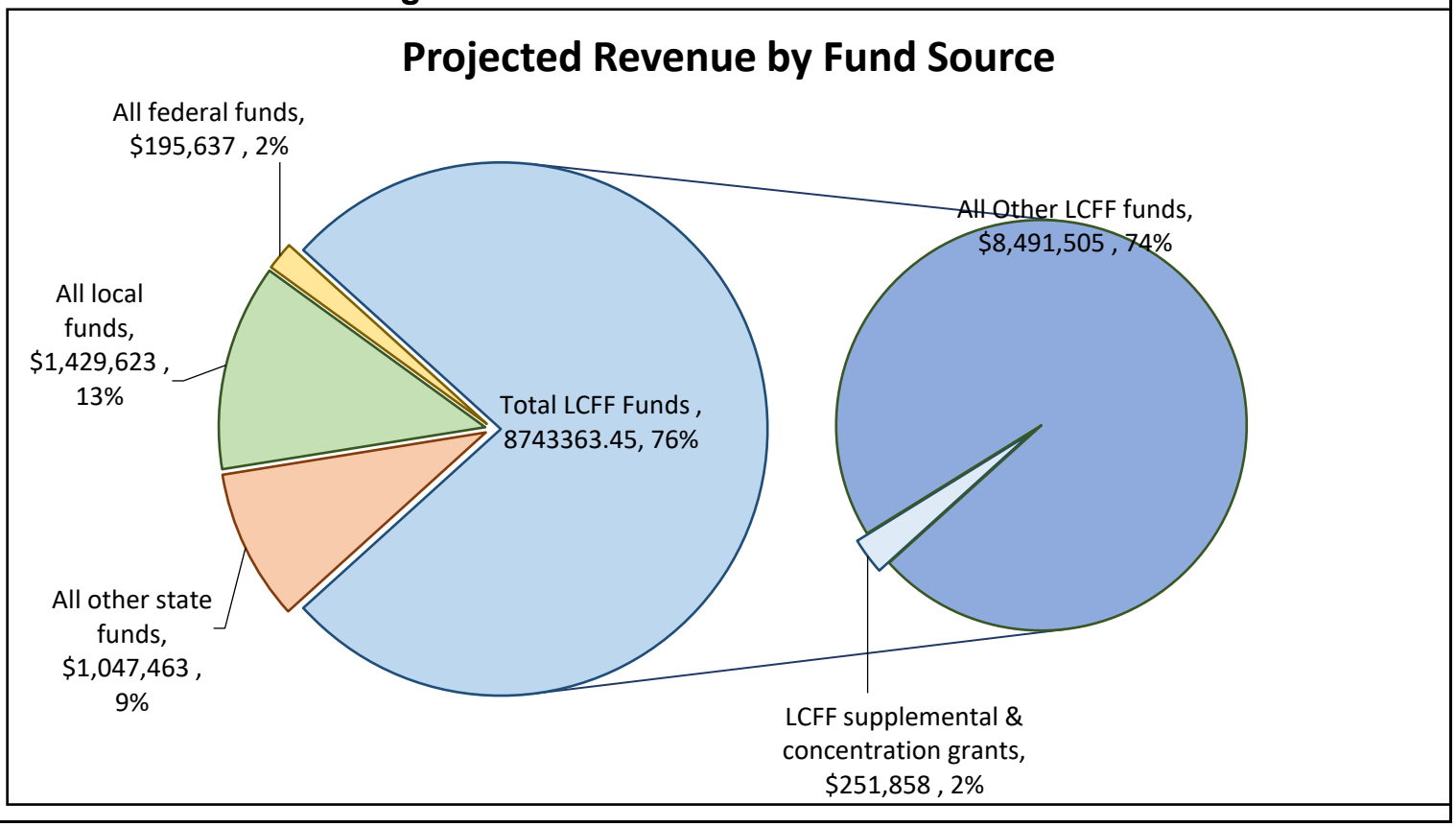
CDS Code: 30 66464 0123729

School Year: 2026-27

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 2026-27 School Year

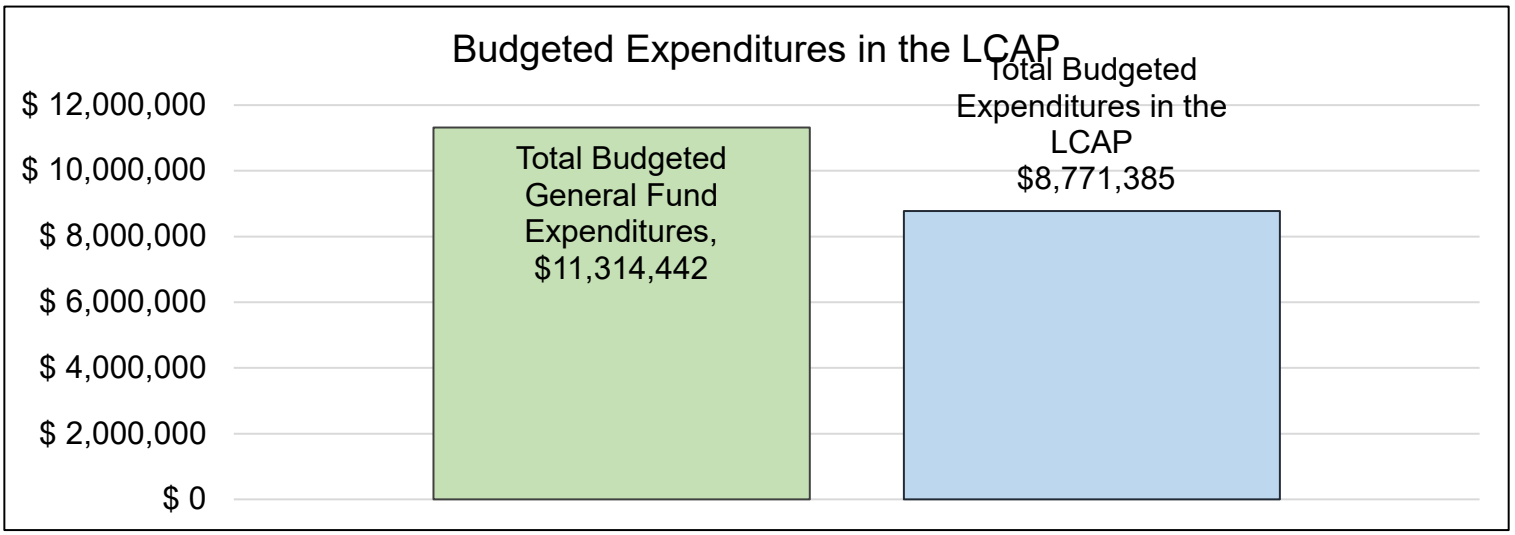


This chart shows the total general purpose revenue Community Roots Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Roots Academy is $11,416,086.89, of which $8,743,363.45 is Local Control Funding Formula (LCFF), $1,047,463.35 is other state funds, $1,429,622.98 is local funds, and $195,637.10 is federal funds. Of the $8,743,363.45 in LCFF Funds, $251,858.05 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 2026-27. 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 $11,314,441.79 for the 2026-27 school year. Of that amount, $8,771,385.00 is tied to actions/services in the LCAP and $2,543,056.78 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

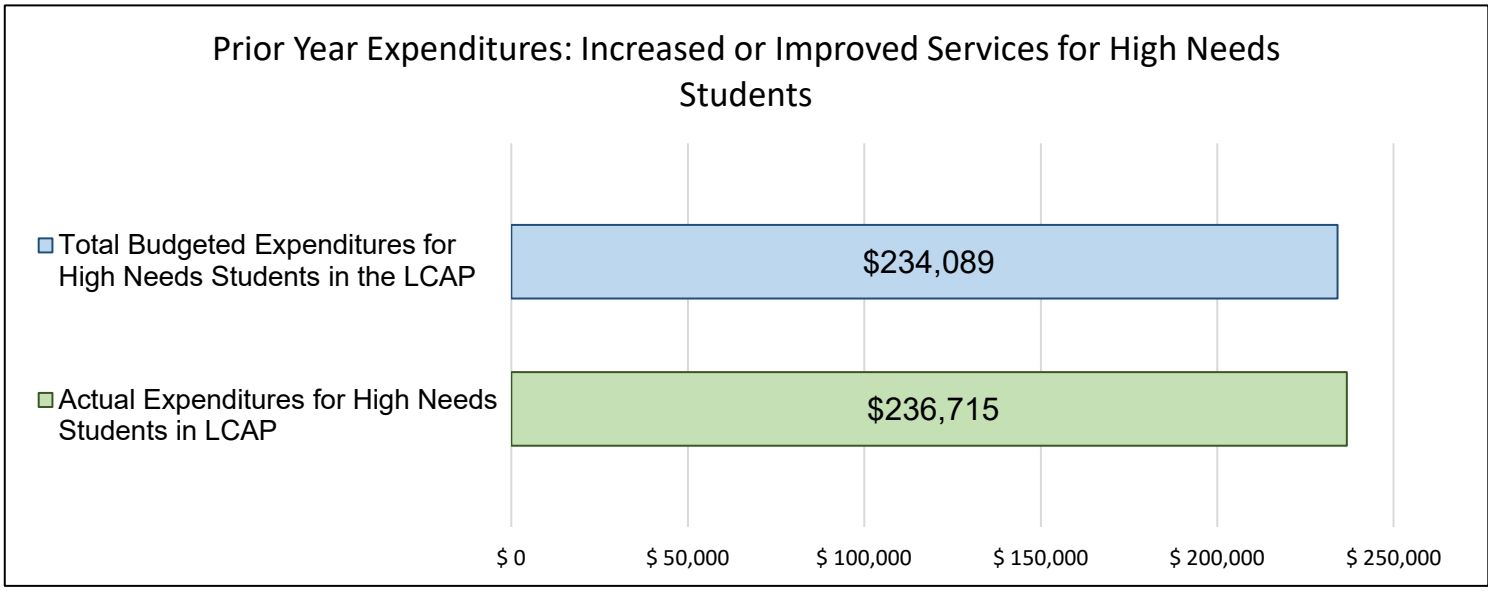
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Community Roots Academy is projecting it will receive $251,858.05 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 $254,054.26 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 2025-26



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 2025-26, Community Roots Academy's LCAP budgeted $234,089.00 for planned actions to increase or improve services for high needs students. Community Roots Academy actually spent $236,715.06 for actions to increase or improve services for high needs students in 2025-26.

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 2026-27

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 a direct-funded charter school authorized by the Capistrano Unified School District and located in a district facility under a multi-year Memorandum of Understanding. CRA earned WASC accreditation in its second year of operation and has maintained that accreditation through ongoing improvement cycles.

Vision

CRA is a learning community with rigorous academic standards dedicated to building strong relationships among all members. The school embodies the 21st century values it teaches and practices, with collaboration, creativity, adaptability, reflection, and evaluation embedded in CRA's philosophy, governance, curriculum, and daily operations. CRA supports and values children's different learning styles and strives to reach every student through meaningful project-based curriculum. 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 students are and to grow into the individuals they 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 students are deliberately taught to recognize the connections between their formal education and the world around them. By combining curiosity with application, students develop deep content understanding, self-motivation, and confidence. These skills empower students to take on challenges, become who they want to be, and reach their fullest potential.

Project-Based Learning Model. CRA's educational model uses semester-long projects as the framework for teaching multiple disciplines and 21st century skills simultaneously. Students engage in complex real-world projects through which they develop and apply academic skills and content knowledge. With project-based learning at the center, the school emphasizes mastery of fundamental academic skills alongside problem-solving, critical thinking, collaboration, initiative, effective communication, adaptability, evaluation of information, and imagination. Every student participates in and articulates their learning through project-based presentations to stakeholders, including community members from various professions.

Multi-Tiered System of Supports (MTSS). CRA 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 levels of the school system to support students. The framework addresses Common Core State Standards, core instruction, differentiated and student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS has a broader scope than Response to Intervention because it aligns the entire system of initiatives, supports, and resources to address the needs of all students, including gifted and high-achieving learners.

Demographics

Community Roots Academy is a WASC-accredited public school serving approximately 738 students in grades K-8. The student population is 61% White, 18% Hispanic, 14% Two or More Races, 5% Asian, 1% Filipino, and 0.3% African American. Student groups include 2% English Learners, 15% Students with Disabilities, 0.1% Foster Youth, 0.4% Homeless, and 15% Socioeconomically Disadvantaged. CRA reflects the community it serves in Laguna Niguel and has developed a one-year LCAP that addresses all eight State Priorities.

Course Offerings and Programs

Community Roots Academy offers a broad course of study for all students that extends well beyond core subjects. Elementary students participate in Music in grades K-4, and students may join Choir beginning in fifth grade, with Orchestra available in grades 5-8. All students have access to Library, Garden, and Art programs in grades K-8. Middle school students have additional opportunities including Model UN in grades 7-8 and Digital Media and Student Leadership Team in grades 6-8, while elementary students may participate in Green Champs and Junior Coaches in grades 3-5. Advanced learners may access 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 established a comprehensive CTE program for all middle school students in grades 6-8, with pathways in Robotics, Sustainability, Agriculture, Filmmaking, Business Entrepreneurship, and Digital and Visual Arts. The program is supported by a CTE grant awarded to CRA by the California Department of Education.

Expanded Learning Opportunities. CRA provides a robust afterschool program known as Community Care Club, partially funded through the Expanded Learning Opportunities Program. Services include tutoring in reading and mathematics, STEAM programming, Homework Club, Orchestra for grades 5-8, Acting Academy for Kids, Middle School Debate Club, and the Roots Athletics Sports Program. The athletic program continues to expand each year with new team sport offerings and has established a partnership with the City of Laguna Niguel for field access at Crown Valley Park.

Major Accomplishments and Recognition

Environmental Leadership. Community Roots Academy has demonstrated an exceptional commitment to environmental stewardship, earning the 2026 California Green Ribbon Schools Gold Level Award, following Silver Level recognition in 2024 and Bronze Level recognition in 2023. CRA 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. In 2024, CRA developed a new outdoor learning flex space, garden shed, and greenhouse, and completed comprehensive bathroom renovations to improve water and energy efficiency. A kindergarten mural was also added, connecting to the fall PBL

Community Project and to CRA's core values. In 2025, an additional rainwater harvesting tank was installed, further supporting the school's environmental sustainability goals.

Academic and Professional Recognition. CRA received the 2024 Ignited Innovation Grant in recognition of innovative educational practices by a science teacher. School administrators and teachers co-presented at the 2026 CCTE SPAN Conference and have published research on project-based learning and inclusion, feedback that supports growth for all students, restorative practices through a prismatic evaluation of a K-8 school's third year of implementation, and redesigning systems through an examination of student support team practices in K-8 schools. School administrators and teachers also co-published a book released in 2026, *Leadership, Organizational Change, and Restorative Practices: A Prismatic Examination of Managing Complex Change in a K-8 School* (Routledge Research in Educational Leadership). Students have earned more than 25 awards and recognitions in film festivals and arts competitions. CRA has established a Strong Workforce Program partnership with Saddleback Community College and received a $10,000 Sprouts Grant for garden development.

Academic Performance. Community Roots Academy continues to meet the legal requirement for the High Performing Tier under Criterion 2, as determined by the California Department of Education. This designation has been confirmed across the 2023, 2024, and 2025 California School Dashboards, based on student group performance on the academic indicators, including English Language Arts, Mathematics, and the English Learner Progress Indicator. CRA's sustained results reflect consistent academic excellence across multiple years.

Community Partnerships

Community Roots Academy has established meaningful partnerships that support the school's mission and vision and provide students with authentic, real-world learning experiences. Ongoing collaborations include Project Adventure for social-emotional learning, the Coast Film and Music Festival for student arts showcases, Shipley Nature Center for environmental education, the U.S. Geological Survey for earth science programming, the Laguna Beach Festival of Arts for STEAM initiatives, and the University of California, Irvine Student Teaching Program for educator development.

CRA's partnership with the Los Angeles Angels operates through the Angels' Adopt-A-School Program, the Science of Baseball program, and the Angels' environmental sustainability initiatives. As part of this partnership, 3rd grade students presented their project-based learning Sustainability Cities of the Future project to Angels executives at Angel Stadium, followed by a public presentation to a large pre-game audience. This marks the third consecutive year that CRA students have had the opportunity to present their project-based learning work at the stadium.

CRA also collaborated with Obi Kaufmann, a resident field expert, naturalist, artist, and author, to host a three-day Wayfinder field study experience for middle school students. The CRA campus serves as a reporting center for the Jet Propulsion Laboratory in the event of an earthquake and hosts community events that showcase CRA's environmental sustainability initiatives to hundreds of family and community members each year.

Behavior Framework and Values

CRA has developed and implemented a comprehensive Behavior Framework grounded in six core school values: Community, Perseverance, Collaboration, Well-being, Critical Thinking, and Open-Mindedness. The framework sets clear schoolwide expectations and guidelines that help students understand behavioral standards while building positive relationships and promoting social skills. It includes schoolwide positive

reinforcement mechanisms now under development, along with classroom-specific systems that recognize students who exemplify 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 the appropriate actions needed to make situations right and establish clear next steps, including communication with parents when necessary.

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

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Community Roots Academy has $17,321 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be used, including a comprehensive needs assessment, is provided in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Community Roots Academy is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

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 performance on the **2025 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. The CA State Board of Education (SBE) added the Science Indicator, and a performance level (color) was added to the 2025 CA Schools Dashboard.

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

Three Years Strong: CRA's Continued High Performance on the 2025 California School Dashboard

Community Roots Academy's continued strong performance on the 2025 California School Dashboard reaffirms the school's designation as a High Performing Tier school for charter renewal purposes and reflects sustained excellence across academic, English Learner progress, attendance, and behavioral indicators. The 2025 results are not incidental. They reflect the cumulative impact of the school's LCAP actions, including tiered academic supports through MTSS, fully credentialed and well-supported instructional and administrative staffing, embedded professional learning, tiered SEL programming and counseling, and consistent family engagement. Each indicator below is paired with the LCAP actions that have most directly contributed to the result.

English Language Arts Academic Indicator: CRA earned a Blue performance level for All Students on the ELA Academic Indicator with a Distance from Standard (DFS) of +48.8, indicating that students scored, on average, 48.8 points above the proficiency standard. Several student

groups also achieved Blue performance levels, including Hispanic students at +35.4 DFS, White students at +45.6 DFS, and students identifying as Two or More Races at +62.4 DFS. Socioeconomically Disadvantaged students achieved a Green performance level at +13.1 DFS, and Students with Disabilities performed at the Yellow level at -26.4 DFS.

These results reflect several aligned LCAP actions. The MTSS framework has delivered targeted Tier 2 and Tier 3 reading instruction through a credentialed Reading Specialist serving grades K-3 and Education Specialists providing SAI phonics pull-out instruction. The Step Up to Writing curriculum adoption, combined with three full days of professional development and ongoing coaching, has strengthened consistency of writing instruction across K-5. Universal screening through DIBELS in grades K-5 and i-Ready Reading three times per year has enabled early identification of students needing additional support. CRA's specialized professional development for the Special Education Department on reading and comprehension, alongside the full integration of special education staff into grade-level PLCs, continues to support growth for Students with Disabilities, which remains a focused area for improvement.

Mathematics Academic Indicator: On the Mathematics Academic Indicator, the Two or More Races student group earned a Blue performance level at +19.7 DFS. The All Students group achieved a Green performance level at +12.9 DFS, with Hispanic students at +3.2 DFS, White students at +9.3 DFS, and Socioeconomically Disadvantaged students at -24.2 DFS, all earning Green performance levels.

These outcomes reflect direct LCAP investments in mathematics instruction. CRA's partnership with the Orange County Department of Education provided weekly embedded math coaching in elementary PLCs and monthly coaching for grades 6-8, supporting consistent implementation of Illustrative Mathematics (IM) 360, which was adopted in 2025-26. A Math Intervention Teacher serving grades 4-8 has provided Tier 2 small-group instruction informed by i-Ready diagnostic data, unit assessments, and teacher input. Special education staff have also participated in mathematics professional development with the OCDE math coach, strengthening alignment between core instruction and specialized services. The Green performance level for Socioeconomically Disadvantaged students at -24.2 DFS remains an area of focused attention, which CRA will continue to address through expanded Tier 2 intervention via Associate Teachers assigned one per K-5 grade level in 2026-27.

Science Indicator: The 2025 California School Dashboard introduced the Science Indicator, which CRA earned at a Blue performance level. CRA students achieved 66.8 Science Points (SPs), an increase of 1.9 points from the prior year. The White student group also earned a Blue performance level with 66.6 Science Points, representing a 2.8 Science Point increase from the prior year.

This result reflects the strength of CRA's Broad Course of Study and project-based learning approach. Science instruction is grounded in real-world, hands-on investigation supported by Garden programming across grades K-8, the new outdoor learning flex space, the outdoor garden and kitchen, partnerships with the U.S. Geological Survey, the Jet Propulsion Laboratory, Shipley Nature Center, and Bosch Design Thinking, and the expanding CTE pathways in Sustainability, Agriculture, and Robotics. The Science Indicator is reported for informational purposes only on the 2025 Dashboard and is not used for state or federal support determinations.

English Learner Progress Indicator: CRA did not receive a performance level color for the English Learner Progress Indicator (ELPI) because fewer than 30 English Learner students were enrolled and tested on the Summative ELPAC. However, among the English Learner students who were enrolled and assessed, 57.1% made progress toward English language proficiency, an increase of 3.8 percentage points from the prior year. CRA also had one student meeting the Long-Term English Learner (LTEL) definition who was tested; the CDE does not publicly report performance for any student group with fewer than 11 students in order to protect student privacy.

The growth in the percentage of English Learners making progress reflects CRA's targeted LCAP actions to support English Learners, including the initial ELPAC administration in late August (planned for 2026-27) to identify EL students earlier in the school year, integration of English Learner needs within the MTSS framework, push-in language support delivered by credentialed teachers, and translation and interpreter services that ensure English Learner families have full access to school engagement structures.

Chronic Absenteeism Indicator; CRA's performance on the Chronic Absenteeism Indicator demonstrates significant progress in supporting consistent student attendance. The Asian student group earned a Blue performance level with a 0% chronic absenteeism rate, a sharp decline from 9.5% in the prior year. The All Students group earned a Green performance level at 6.8%, with the following student groups also achieving Green performance levels: Socioeconomically Disadvantaged students at 8.5% (down from 17%), Students with Disabilities at 8% (down from 13.4%), Hispanic students at 8.5% (down from 15.3%), White students at 7.4% (down from 10.9%), and students identifying as Two or More Races at 5.4% (down from 8.1%).

These substantial declines across nearly every student group reflect the impact of CRA's LCAP actions to strengthen attendance, school climate, and family engagement. The SEL and Attendance staff communicates the school's attendance plan to families before the school year begins and to students at orientation. CRA has increased parent communication and engagement regarding attendance, chronic absenteeism, tardies, and early dismissals through Director's Talks, monthly PPO meetings, and supplemental evening Zoom PPO meetings. The expanded 5th-to-6th grade transition program, schoolwide Wellness Weeks, and the integration of SEL monthly themes into morning announcements, lunch, and classroom instruction have strengthened students' sense of connection and belonging, which research consistently identifies as a leading driver of attendance.

Suspension Rate Indicator: CRA's 2025 Suspension Rate Indicator results reflect a strong and continuing commitment to restorative practices, positive behavior interventions, and inclusive school climate. The Asian, Hispanic, and Two or More Races student groups each earned Blue performance levels with 0% suspension rates. The All Students group earned a Green performance level with a 0.9% suspension rate (7 students total), a decline from 1.3% (10 students) in the prior year. The Socioeconomically Disadvantaged student group earned a Green performance level at 1.6% (2 students), a decline from 2.6% (3 students) in the prior year. The Students with Disabilities student group reported a 2.6% suspension rate (3 students), a slight increase from 1.8% (2 students) in the prior year.

The overall decline in schoolwide suspension rates reflects sustained LCAP investment in tiered SEL programming and counseling. Counselors deliver tiered counseling and SEL support for identified students, schoolwide Restorative Conversations and Restorative Circles training with OCDE has been completed, and the Behavior Framework grounded in CRA's six core values continues to anchor responses to behavioral incidents in learning rather than punitive measures. The MTSS Team, including the Director of Student Services, Counselors, and General Education teachers, provides ongoing input on SEL implementation. The slight increase in the SWD suspension rate will be addressed in 2026-27 through expanded Tier 2 SEL programming, the planned adoption of the Wayfinder SEL curriculum, deeper integration of behavior interventions into the Elementary Assistant Director and Middle School Student Development Director roles, and continued collaboration between the Special Education Department and counseling staff on SEL IEP goals.

Summary

Community Roots Academy's 2025 California School Dashboard results reflect a coherent pattern of strong, sustained performance driven by the school's LCAP actions. Tiered academic supports through MTSS, fully credentialed instructional and administrative staffing, embedded

professional learning in mathematics and writing, tiered SEL programming and counseling, expanded family engagement structures, and consistent attendance and behavior systems have collectively contributed to Blue and Green performance levels across both Academic Indicators and the new Science Indicator, meaningful growth in English Learner progress, substantial reductions in chronic absenteeism across nearly every student group, and continued low schoolwide suspension rates. These results, combined with CRA's continued designation as a High Performing Tier school under Criterion 2 in the 2023, 2024, and 2025 California School Dashboards, affirm the effectiveness of the school's integrated LCAP. CRA will continue to use Dashboard data to inform ongoing improvement, with focused 2026-27 attention on accelerating ELA growth for Students with Disabilities, narrowing the mathematics performance gap for Socioeconomically Disadvantaged students, and sustaining the SEL and behavioral supports that have driven improvements in attendance and school climate.

Comprehensive Needs Assessment: Students with Disabilities (SWD) – 2025 Dashboard

Identified Gaps: The 2025 California School Dashboard data identify the Students with Disabilities student group as the highest-priority focus area at Community Roots Academy. Performance gaps for SWD are documented across multiple state indicators, with notable declines or persistent underperformance in academic areas:

- ELA Academic Indicator: SWD earned a Yellow performance level at -26.6 Distance from Standard (DFS) on the 2025 Dashboard. While this reflects an improvement from -44.3 DFS (Orange) on the 2024 Dashboard, the student group continues to perform significantly below the proficiency standard.
- Mathematics Academic Indicator: SWD earned an Orange performance level at -54.1 DFS on the 2025 Dashboard, a decline from -29.6 DFS (Orange) on the 2024 Dashboard. The widening of the math performance gap for SWD represents the most pressing instructional concern identified through the data review.
- Suspension Rate Indicator: SWD received an Orange performance level at 2.6%, representing 3 students suspended, an increase from 1.8% (2 students) in 2023-24. Because the SWD n-size at CRA is relatively small, individual student behavioral events disproportionately affect the rate. While the rate appears elevated, the underlying count represents a small number of students, and SWD are overrepresented in the metric due to the small n-size. Even so, the indicator warrants targeted SEL and behavioral attention alongside academic intervention.

Data Analyzed: CRA's leadership team and SST conducted a comprehensive review of quantitative and qualitative data sources, including 2024 and 2025 CAASPP and SBAC results, 2024 and 2025 Summative ELPAC results, 2024-25 and 2025-26 EOY i-Ready ELA and Math diagnostic growth data disaggregated by student group, 2025-26 DIBELS results, 2025-26 CapIt assessment results, leadership team classroom observations, and student work samples in writing.

Educational Partners Engaged in the Analysis: The needs assessment was informed by input from the Leadership Team (Elementary, Middle School, and Special Education Directors); the Student Study Team, including the Elementary, Middle School, and Special Education Directors, Counselors, the School Psychologist, the Speech-Language Pathologist, and teacher representatives; teachers participating in grade-level PLCs and staff meetings; and ELOP and intervention teachers.

Identified Strengths and Demonstrated Growth

The data review identified meaningful schoolwide and SWD-specific strengths that provide a foundation for accelerated growth. On the 2025 Dashboard, schoolwide ELA performance increased by 15 points to +48.8 DFS, schoolwide Mathematics performance reached +12.9 DFS (a 5.3

point increase), and 57% of English Learners made progress on the ELPI (a 3.8 percentage point increase). Chronic absenteeism declined from 19.3% in 2021-22 to 11% in 2023-24 and 6.8% in 2024-25, and current Average Daily Attendance is 95%.

For Students with Disabilities specifically, i-Ready EOY diagnostic data show year-over-year improvement in ELA and Reading: the percentage of SWD meeting annual typical growth increased from 39% in 2024 to 43% in 2025, the percentage meeting annual stretch growth increased from 18% to 23%, and the percentage with improved placement increased from 43% to 48%. In Mathematics, however, the trend was mixed: typical growth decreased from 46% in 2024 to 30% in 2025, stretch growth decreased from 20% to 10%, and improved placement decreased from 54% to 46%. The Kelvin Climate Survey, the California Green Ribbon recognition, and expanded community partnerships including the Coast Film Festival Wayfinder Expedition and the Angels Baseball Science of Baseball program reflect strong school climate and engagement programming. The expanded ELOP program now offers afterschool reading, math, and writing interventions alongside enrichment programs through Community Care Club.

Greatest Identified Needs

The data clearly indicate that the most significant area of need is academic acceleration for Students with Disabilities, particularly in mathematics and in reading comprehension. The Mathematics performance gap for SWD widened from -29.6 DFS to -54.1 DFS between 2024 and 2025, and SWD remained at the Orange performance level for two consecutive years. While ELA performance improved from Orange to Yellow, SWD continued to perform at -26.6 DFS, and only 48% of SWD demonstrated improved i-Ready Reading placement compared to 54% of other student groups. In Mathematics, only 46% of SWD demonstrated improved placement compared to 51% of other student groups.

The greatest instructional needs appear to be in phonics, reading comprehension, and Tier 2 mathematics intervention. These foundational gaps create barriers to accessing grade-level content across all subject areas, disproportionately affect SWD and English Learners reading significantly below grade level, and limit the ability of these students to demonstrate content knowledge on assessments. The cross-content impact of reading deficits compounds performance gaps in mathematics, science, and social studies, where language and reading barriers prevent students from demonstrating conceptual understanding. Priority focus areas, based on the data, are targeted reading comprehension and vocabulary interventions for SWD, specific Tier 2 mathematics intervention for SWD, and enhanced language acquisition supports for Long-Term English Learners.

Issues Identified This Year: Three categories of issues were identified through the data review.

1. ELA and Mathematics achievement gaps, including persistent underperformance for Students with Disabilities across multiple subject areas and a decline in English Learner i-Ready improved placement from 67% to 46%.
2. Instructional delivery issues, including reading comprehension deficits that prevent access to grade-level content, insufficient differentiation in core instruction to address the needs of diverse learners (particularly SWD and EL students), and limited access to Tier 2 intervention curriculum for students who have foundational phonics skills but lack reading comprehension.
3. Limited access to Tier 2 intervention curriculum for mathematics, which has constrained CRA's ability to respond to widening math gaps for SWD.

Resource Inequities: conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified several resource inequities affecting Students with Disabilities. Instructional materials and curriculum inequities include limited access to high-quality reading intervention materials specifically designed to address comprehension deficits for diverse learners, and insufficient specialized curriculum resources targeting the language acquisition needs of LTELs who have plateaued in their language

development. Teaching quality and support inequities include uneven distribution of experienced and trained teachers working with the highest-need student populations, particularly SWD. Instructional time and attention inequities include inadequate additional instructional time allocated to students performing significantly below grade level (particularly in reading comprehension), insufficient small-group instruction opportunities for targeted reading support in grades 4-8, and ineffective scheduling practices that limit the ability to provide extended learning time during the school day for SWD in grades 6-8.

Root Cause Analysis

The leadership team identified several root causes for SWD performance gaps. These include insufficient explicit instruction in reading comprehension strategies needed for academic content areas, scheduling constraints limiting extended learning time for students with the greatest needs, limited teacher preparation in specialized instructional strategies for multilingual learners and students with disabilities, staffing challenges including recent teacher turnover in general education and special education departments, disengagement from learning by the student or parent, and inconsistent school attendance.

2026-27 Action Plan: CRA'S Action Plan focuses on accelerating learning for Students with Disabilities through expanded Tier 2 academic intervention delivered by Instructional Facilitators. Instructional Facilitators are the most appropriate staffing structure to deliver this support because they are embedded within classrooms, deliver push-in and small-group instruction during the regular instructional day, hold the credentials and training needed for targeted reading and mathematics intervention, and can be flexibly assigned to the grade levels and content areas with the greatest demonstrated need. Their role bridges general education and special education and ensures that intervention is delivered in the least restrictive environment.

Expanded Instructional Facilitator capacity is the most effective and direct use of Learning Recovery Emergency Block Grant (LREBG) funds at Community Roots Academy. LREBG funds are specifically intended to address learning loss, accelerate the academic recovery of student groups who experienced disproportionate impact, and provide evidence-based instructional support. Allocating remaining LREBG funds to Instructional Facilitator capacity directly addresses the widening mathematics gap for SWD, supports continued ELA growth for SWD, and aligns with the school's MTSS framework, which already relies on Instructional Facilitators to deliver tiered academic intervention.

The Plan of Action will include school-based literacy and mathematics leadership teams, grade-level band intervention blocks dedicated to targeted Tier 2 interventions, identification of grade-level Tier 2 Teacher Associates to lead interventions and progress-monitor students for growth, regularly scheduled Tier 2 Intervention PLC meetings, K-3 phonics professional development led by the school Reading Specialist, grades 4-8 reading comprehension professional development led by the Reading Specialist, professional development specific to English Learner and Long-Term English Learner language acquisition, and parent workshops on supporting reading and mathematics at home.

Metrics Used to Measure Progress

Progress toward narrowing achievement gaps for Students with Disabilities will be measured through i-Ready benchmark assessments administered three times yearly, DIBELS benchmark assessments administered three times yearly, DIBELS progress monitoring conducted bi-weekly, student work samples, CAASPP Interim Assessments, CAASPP Summative Assessments, and SEIS data on progress toward math IEP goals measured through benchmarks twice yearly.

Funding Sources

The primary funding source for the expanded Instructional Facilitator capacity is the Learning Recovery Emergency Block Grant (LREBG), which CRA will fully expend during the 2026-27 school year. This investment represents the most direct alignment between LREBG's intended purpose (addressing learning loss for student groups disproportionately impacted) and CRA's identified need (accelerating ELA and mathematics performance for Students with Disabilities). LCFF base funding will continue to support the existing MTSS framework, Reading Specialist, Math Intervention Teacher, Special Education Department, and core instructional staffing.

Learning Recovery Emergency Block Grant (LREBG) Funds: 2026-27 Plan

Plan Overview: Pursuant to California Education Code Section 32526, Community Roots Academy will fully expend its remaining LREBG balance of $17,321 during the 2026-27 school year to fund Instructional Facilitator capacity dedicated to Tier 2 and Tier 3 academic intervention for Students with Disabilities and other pupils identified through CRA's comprehensive LREBG Needs Assessment as performing in the lowest achievement bands.

Identification of Pupils in Greatest Need

CRA's comprehensive needs assessment, conducted pursuant to EC Section 32526(d), identifies Students with Disabilities (SWD) as the student group in greatest need of learning recovery supports. The 2025 California School Dashboard documents that SWD earned an Orange performance level in Mathematics at -54.1 Distance from Standard (DFS), a decline from -29.6 DFS in 2024, and a Yellow performance level in ELA at -26.6 DFS. The needs assessment also identified individual pupils, with disproportionate concentration among SWD, whose i-Ready, DIBELS, CapIt, and CAASPP scale scores place them in the lowest achievement level or on the low end of the second lowest achievement level.

Selected Intervention and Use of LREBG Funds

CRA will allocate the full $17,321 LREBG balance to an Instructional Facilitator who will deliver targeted Tier 2 and Tier 3 academic intervention in literacy, reading comprehension, and mathematics during the regular instructional day. The Instructional Facilitator will provide push-in support and small-group instruction, with primary emphasis on SWD and other pupils performing in the lowest achievement bands. Intervention will be informed by i-Ready, DIBELS, CapIt, classroom assessments, teacher input, and IEP goals tracked through SEIS, and will be coordinated with the Reading Specialist, Math Intervention Teacher, Education Specialists, and the Student Study Team.

Rationale for the Selected Intervention

The Instructional Facilitator role aligns directly with the statutory purpose of LREBG and addresses the specific needs identified in the needs assessment. Delivery during the regular instructional day ensures equitable access, particularly for SWD who may face barriers to afterschool or weekend programs. The role complements CRA's existing MTSS structure (Reading Specialist, Math Intervention Teacher, Education Specialists, and 2026-27 Tier 2 Teacher Associates), bridges general and special education service delivery, and allows flexible assignment to the grade levels and content areas of greatest need.

Educational Partners Engaged in the Plan

The plan was developed with input from the Leadership Team (Elementary, Middle School, and Special Education Directors), the Student Study Team, teachers in grade-level PLCs, ELOP and intervention staff, and families through PPO meetings, Parent-Teacher Conferences, and Kelvin Climate Surveys.

Metrics Used to Measure Progress

Progress will be measured through i-Ready ELA and Math benchmarks (three times yearly), and performance on the Academic Indicator on the CA School Dashboard.

Projected Outcomes

CRA projects sustained and accelerated growth for SWD and other identified pupils, demonstrated by improvement in SWD Distance from Standard on the ELA and Mathematics Academic Indicators, increases in the percentage of SWD meeting i-Ready typical and stretch growth, increased improved placements on i-Ready and DIBELS, and consistent progress toward IEP goals.

Expenditure of LREBG Funds

The entire $17,321 LREBG balance will be expended during 2026-27 on the Instructional Facilitator role. No LREBG funds will remain unexpended at the close of the school year.

Alignment with the LCAP

The LREBG-funded Instructional Facilitator aligns directly with the 2026-27 LCAP actions for Services to Support Students with Disabilities, MTSS Addressing Academic Needs to Accelerate Learning, and Measuring Student Progress and Assessments, ensuring coherent implementation and avoiding duplication across funding sources.

Reflections: Technical Assistance

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

Community Roots Academy is not eligible for Technical Assistance (Differentiated Assistance).

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 Comprehensive Support and Improvement.

Support for Identified Schools

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

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	**Dates:** Bimonthly meetings held in person from September 2025 through May 2026. **Topics Covered** The Leadership Team engaged in bimonthly working sessions to inform the development of the 2026-27 LCAP. Topics covered included the LCAP Midyear Update, the use of Learning Recovery Emergency Block Grant (LREBG) funds, enrollment, Kelvin Climate Survey data on school climate, culture, and engagement, prospective parent tours, PPO initiatives, internal data review, and schoolwide initiatives including the updated Parent and Student Handbook and the development of a comprehensive needs assessment. The team reviewed multiple types of data to identify areas of strength and areas for growth across academic, behavioral, and social-emotional indicators. **Feedback Provided** • The Leadership Team's feedback informed key LCAP refinements for 2026-27, including the following priorities: • Continue Tier 2 phonics interventions and develop systematic reading comprehension interventions in grades 4-8. • Continue Tier 2 mathematics interventions across all grade levels. • Develop a plan to strengthen instruction and interventions specific to English Learners and Students with Disabilities, including expanded access to extended learning opportunities through the Expanded Learning Opportunities Program (ELOP). • Continue to develop the Behavior Framework, data documentation, and restorative practices to reduce chronic behavioral concerns. • Identify a new data management system that integrates academic, behavioral, and SEL data into a single platform for streamlined analysis, tracking, and documentation.
Teachers	**Dates:** Engagement occurred throughout the school year from August 2025 through May 2026 via weekly Professional Learning Community (PLC) meetings and monthly professional development sessions.

Educational Partner(s)	Process for Engagement
	Topics Covered Teachers engaged in ongoing discussions to inform the development of the 2026-27 LCAP. Topics covered included the LCAP Midyear Update, the use of Learning Recovery Emergency Block Grant (LREBG) funds, analysis of student data (academic, behavior, social-emotional learning, and attendance), Kelvin Climate Survey responses, MTSS and Student Study Team (SST) structures and procedures, Tier 2 interventions, the Expanded Learning Opportunities Program (ELOP), and multiple schoolwide initiatives. **Feedback Provided** • Teachers identified the following strengths of CRA's current program: • Strong staff collaboration across teams, including between teachers and administrators. • Strong caring relationships among adults, students, and families. • Strong student engagement in project-based learning (PBL) projects. • Adequate access to the instructional materials and supplies needed to deliver high-quality instruction. • Teachers also identified the following priorities for refinement in 2026-27: • Additional professional development in behavior de-escalation, collaborative problem solving, and executive functioning skills. • Grade-level band intervention blocks built into the master schedule to ensure protected time for Tier 2 intervention. • Clearly defined and consistent roles and responsibilities for the additional teacher (Tier 2 Teacher Associate) assigned to each grade level. • Continued development of the Behavior Framework, including clearer consequences for students with chronic minor or major behavioral concerns and a defined escalation pathway identifying who to contact and when for additional support. • Continued development of the staff pay scale, including strategies to raise salaries so that they are more closely aligned with comparable salaries in local districts.
Classified Staff	**Dates:** Engagement was ongoing throughout the 2025-26 school year and included weekly Special Education PLC meetings (with Instructional Facilitators), bimonthly leadership meetings (with Executive Administration, Elementary, Middle School, and Special Education administrators, the Office Manager, Human Resources, and the Community Care Club and ELOP Director), and monthly office and facilities staff meetings. Classified staff and other personnel were also surveyed in March 2026. **Topics Covered** Classified staff and other personnel participated in ongoing discussions to inform the development of the 2026-27 LCAP. Topics covered included the LCAP Midyear Update, the use of Learning Recovery Emergency Block Grant

Educational Partner(s)	Process for Engagement
	(LREBG) funds, Kelvin Climate Survey results, schoolwide systems, schoolwide initiatives, facility operations, and the School Comprehensive Safety Plan. **Feedback Provided** • Classified staff and other personnel identified the following priorities for refinement in 2026-27: • Develop more robust professional development specific to the Instructional Facilitator role and responsibilities, including Specialized Academic Instruction (SAI) strategies, behavior management, de-escalation, collaborative problem solving, and executive functioning skills. • Update the schoolwide School Comprehensive Safety Plan in 2026-27 to reflect current practices, schoolwide expectations, and any regulatory changes. • Streamline schoolwide communication across all departments to support coordination, consistency, and efficient information flow.
Students	**Dates:** Student engagement occurred through multiple structured surveys during the 2025-26 school year. The Kelvin Climate Survey was administered in March 2026. Students in grade 5 were surveyed in May 2026 regarding their transition into middle school and middle school elective offerings. Middle school students were surveyed in May 2025 and May 2026 about their interests, questions, and elective course offerings. Students in grade 6 were surveyed in May 2025 and May 2026 about their experience during their first year of middle school. Middle school students also completed a Career Speaker Interest Survey in January 2026. **Topics Covered** Students engaged in discussions and surveys to inform the development of the 2026-27 LCAP. Topics covered included the LCAP Midyear Update, the use of Learning Recovery Emergency Block Grant (LREBG) funds, student interests, career speaker interests, school programs, elective offerings, and middle school experiences. **Feedback Provided** • Students identified the following strengths of CRA's current program: • The Roots Athletics program is a success, with students expressing appreciation for the variety of sports available. • Students reported strong connections to many of their teachers. • Students reported that the school does a good job supporting them. • Both elementary and middle school counselors are highly appreciated, and students feel well supported by them. • The Middle School Leadership Team values the opportunities to plan and run middle school socials and pep rallies. • Students also identified the following priorities for refinement in 2026-27:

Educational Partner(s)	Process for Engagement
	• Elementary students would like additional opportunities to play sports on the field during recess. • Middle school students would like additional free dress days and expressed a preference for not being required to wear a CRA t-shirt. • Continue to develop leadership opportunities for students in grades 3-8. • Continue to develop opportunities for collaboration between elementary and middle school students.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Dates:** Parent engagement occurred throughout the 2025-26 school year through structured ongoing forums and targeted surveys. Monthly PPO Administration meetings included the PPO President, PPO Vice President, PPO Secretary, Executive Director, Elementary Director, and Middle School Director. Monthly PPO meetings provided an open forum for all families. Additional targeted feedback was gathered through the Middle School Showcase feedback in February 2025, the Middle School Matters Parent Input Survey in January 2026, and the Kelvin Climate Survey administered in March 2026. **Topics Covered** Parents participated in ongoing discussions and feedback opportunities to inform the development of the 2026-27 LCAP. Topics covered included the LCAP Midyear Update, the use of Learning Recovery Emergency Block Grant (LREBG) funds, K-5 specialist programs, the Behavior Framework, SEL and school-based counselor support, MTSS and academic supports, the School Comprehensive Safety Plan, community resources, and schoolwide initiatives. A parent-initiated proposal also led to a significant addition to schoolwide programming. Parents brought the idea of a School Community Safety Night to administration, specifically requesting presentations on the School Comprehensive Safety Plan, emergency drills, and e-bike safety. Administration approved the proposal, and the PPO partnered with community organizations including the Orange County Sheriff's Department, the District Attorney's Office, Moms Demand Action, and the Fire Department to host CRA's first Community Safety Night in February 2026. CRA students also participated in the OC Run Club for the first time, an event organized through parent engagement. **Feedback Provided** • Parents identified the following strengths of CRA's current program: • Parents expressed a strong sense of community and meaningful connections among staff, students, and families. • Parents reported numerous opportunities to be involved in the school community. • Parents expressed strong appreciation for the school's project-based learning approach. • Parents also identified the following priorities for refinement in 2026-27: • Streamline schoolwide communication to families, given the high volume of messages currently being sent. • Schedule events and presentations further in advance to give families sufficient advance notice.

Educational Partner(s)	Process for Engagement
	• Continue to offer evening PPO meetings and Volunteer Training orientations via Zoom to accommodate working families. • Continue to have administrators, teachers, or related service providers present topics at the beginning of monthly PPO meetings. Parents specifically appreciated the counselors' presentation, the athletics presentation, and the opportunity to meet the elementary specialist teachers and learn more about the art, music, library, garden, and PE programs. This format has increased PPO meeting attendance. • Offer reading and mathematics informational nights for parents to learn strategies they can use to support their children at home.

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

Feedback from Community Roots Academy's educational partners directly shaped the actions, refinements, and structural commitments adopted in the 2026-27 LCAP. The themes raised by administrators, teachers, classified staff, students, and families converged on a small number of high-priority refinements, each of which is reflected in a specific action within the plan.

- **Tiered Academic Intervention.** Administrators, teachers, classified staff, and families consistently called for sustained Tier 2 phonics intervention in K-3, the development of systematic reading comprehension intervention in grades 4-8, continued Tier 2 mathematics intervention, and clearer roles for the additional teacher at each grade level. In response, the adopted LCAP expands the MTSS framework (Goal 1, Action 2) to include Associate Teachers assigned one per K-5 grade level as the dedicated Tier 2 interventionists in reading, writing, and mathematics; preserves the credentialed Reading Specialist for K-3 phonics; sustains the Math Intervention Teacher for grades 4-8; and introduces dyslexia screening for Kindergarten and grade 1. Designated Tier 2 intervention time will also be built into the master schedule (Goal 1, Action 5), responding directly to teacher feedback on protected intervention blocks.
- **Supports for Students with Disabilities.** The comprehensive needs assessment, informed by educational partner input, identified Students with Disabilities as the student group in greatest need of learning recovery. In response, CRA will fully expend its $17,321 LREBG balance on Instructional Facilitator capacity to deliver Tier 2 and Tier 3 intervention during the instructional day (Goal 1, Action 5).
- **Behavior, SEL, and School Climate.** Administrators, teachers, families, and students requested continued development of the Behavior Framework, clearer behavioral consequences, expanded SEL programming, and increased opportunities for student leadership and emotional safety. In response, the adopted LCAP includes the adoption of the Wayfinder SEL curriculum, expanded schoolwide PBIS with monthly positive incentive experiences, continued Restorative Conversations and Restorative Circles training, and expanded leadership opportunities for students in grades 3-8 (Goal 1, Action 3).
- **Professional Learning.** Teachers requested job-embedded coaching, peer learning, and protected PLC time, and administrators identified the need to build site-based capacity in mathematics. The adopted LCAP (Goal 2) responds with 10 days of summer professional development, three non-instructional learning days, early release Wednesdays for weekly PLC-based learning, and the development of exemplary teacher leaders in mathematics to facilitate site-based math professional learning as the OCDE-facilitated elementary PLC model transitions.
- **Family Engagement and Safety.** Parents requested streamlined communication, advance scheduling of events, evening Zoom options, continued Director's Talks featuring teachers and counselors, and reading and mathematics informational nights. The adopted LCAP sustains and expands these structures (Goal 3) and continues the Community Safety Night model that originated from parent leadership in 2025-26.

- **Data Infrastructure.** Administrators and teachers requested a unified data platform integrating academic, behavioral, and SEL data. In response, CRA is researching a comprehensive Student Data Dashboard, including Schoolytics, to support more responsive MTSS decision-making (Goal 1, Action 3).

Goal Continuity. Partner feedback affirmed the priorities of the existing LCAP goals. As a result, no changes were made to the LCAP goals for 2026-27. Refinements were applied at the action level to provide greater detail, incorporate partner input, and reflect lessons from prior implementation.

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.

Community Roots Academy developed this goal to formalize and continue the strengthening of its Multi-Tiered System of Supports (MTSS) as the central framework for identifying and addressing students' academic, social-emotional, behavioral, and mental health needs. CRA's mission centers on whole-child education, and over multiple years of data review, CRA has consistently observed that closing achievement gaps and improving school climate require an integrated system that addresses academic learning, social-emotional development, and behavioral health together rather than in isolation.

Data-Informed Considerations: CRA's review of California School Dashboard performance, i-Ready diagnostic results, DIBELS results, and internal progress monitoring data demonstrated continued performance gaps for Socioeconomically Disadvantaged students and Students with Disabilities relative to the schoolwide student population, particularly in English Language Arts and Mathematics. While CRA has met the High Performing Tier under Criterion 2 in the 2023, 2024, and 2025 California School Dashboards, sustained performance at the schoolwide level does not eliminate the need to accelerate growth for these student groups. The MTSS framework provides the structure to do so through universal screeners, tiered interventions, and data-driven progress monitoring.

Response to Social-Emotional and Behavioral Needs: CRA also developed this goal in response to documented increases in student social-emotional, behavioral, and mental health needs, particularly in grades K-2. Counselors, teachers, and administrators reported elevated levels of social-emotional and behavioral challenges among the youngest students, and parents identified safety, connectedness, and student well-being as priorities through Kelvin survey results and PPO feedback. A strengthened MTSS framework allows CRA to address these needs through Tier 1 universal SEL programming, Tier 2 targeted small-group supports, and Tier 3 individualized counseling and intervention, ensuring that every student receives the level of support appropriate to their needs.

Educational Partner Input: Educational partner input from teachers, administrators, parents, and the PPO further reinforced the importance of this goal. Educators have identified the need for sustained, site-based intervention capacity, protected intervention time within the master schedule, and clearer integration between general education and special education service delivery. Families have requested expanded SEL programming, restorative practices, and

earlier identification of students with learning difficulties, including dyslexia. The MTSS framework directly responds to these requests by providing structured, schoolwide systems that connect classroom instruction, intervention, SEL, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 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 SED +3.2 SWD -34.6 Hispanic +19.8 White +27.3 Two or More Races +39.6	2023-24 ELA CAASPP DFS All Students +33.8 SED +4.3 SWD -44.3 Hispanic +12.4 White +32.1 Two or More Races +42.5	2024-25 ELA CAASPP DFS All Students +48.8 SED +13.1 SWD -26.6 Hispanic +35.4 White +45.6 Two or More Races +62.4	2025-26 ELA CAASPP DFS All Students 48.9 SED 13.2 SWD -26.4 Hispanic 35.5 White 45.8 Two or More Races 62.5	All Students: +18.9 SED: +9. SWD: +8 Hispanic: +15.6 White: +15.6 Two or More Races: +22.8
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +3.8 SED -18.4 SWD -60.4 Hispanic -10.2 White +0.5 Two or More Races +11.7	2023-24 Math CAASPP DFS All Students +7.7 SED -29.6 SWD -52.3 Hispanic -10.1 White +6.9 Two or More Races +4.5	2024-25 Math CAASPP DFS All Students +12.9 SED -24.2 SWD -54.1 Hispanic +3.2 White +9.3 Two or More Races +19.7	2025-26 Math CAASPP DFS All Students 13 SED -24 SWD -54 Hispanic 3.4 White 9.4 Two or More Races 19.8	All Students: +9.1 SED: -5.8 SWD: +6.3 Hispanic: +7 White: +8.8 Two or More Races: +8
3	% Proficient CAST Source: CAASPP Website	2022-23 CAST % Met/exceeded All Students 55.10% White 55.34%	2023-24 CAST % Met/exceeded All Students 53.94% White 52.13%	2024-25 CAST % Met/exceeded All Students 55.77% White 55.88% 2024-25 CAST (Science Points) All Students +66.6 White +66.6 Source: Dashboard	2025-26 CAST (Science Points) All Students 66.8 White 66.8	All Students: +0.67% White: +0.54%
4	% EL who made progress towards	62.5% Source: 2023 Dashboard	53.3%	57.1%	2025-26: 26.1%	-5.4%

	English Language Proficiency Source: CA School Dashboard		Source: 2024 CA School Dashboard	Source: 2025 CA School Dashboard		
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 34.8% Proficient	2023-24: 36.36% Proficient	2024-25: 44.4% Proficient	2025-26: 0%	+9.6%
6	Reclassification Rate Source: Dataquest	2022-23: 34.7%	2023-24: 36.4%	2024-25: 44.4%	2025-26: 0%	+9.7%
7	Attendance Rate Source: CALPADS	2022-23: 94%	2023-24: 94.5%	2024-25: 95.2%	2025-26: 95.4%	+1.2%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 13.9% SED 20.4% SWD 20.9% Asian 10.5% Hispanic 17.9% White 13.6% Two or More Races 13.6%	2023-24: Chronic Absenteeism Rate All Students 11.0% SED 17.0% SWD 13.4% Asian 9.5% Hispanic 15.3% White 10.9% Two or More Races 8.1%	2024-25: Chronic Absenteeism Rate All Students 6.8% SED 8.5% SWD 8.0% Asian 0.0% Hispanic 8.5% White 7.4% Two or More Races 5.4%	2025-26 Chronic Absenteeism Rate All Students 6.6% SED 8.2% SWD 7.9% Asian 0.0% Hispanic 8.3% White 7.2% Two or More Races 5.5%	All Students: -7.1% SED: -11.9% SWD: -12.9% Asian: -10.5% Hispanic: -9.4% White: -6.2% Two or More Races: -8.2%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 1.5% SED 2.0% SWD 0.0% Asian 0.0% Hispanic 0.0% White 1.8% Two or More Races 0.9%	2023-24: Suspension Rate All Students 1.3% SED 2.6% SWD 1.8% Asian 0.0% Hispanic 0.0% White 1.9% Two or More Races 0.0%	2024-25: Suspension Rate All Students 0.9% SED 1.6% SWD 2.6% Asian 0.0% Hispanic 0.0% White 1.4% Two or More Races 0.0%	2025-26 Suspension Rate All Students 2.2% SED 1.6% SWD 4.5% Asian 0.0% Hispanic 0.5% White 1.8% Two or More Races 0.5%	All Students: -0.6% SED: -0.4% SWD: +2.6% Asian: 0% Hispanic: 0% White: -0.4% Two or More Races: -0.9%

11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0.1%	0%
12	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	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%	2025-26: 100%	+3%
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%	2025-26: 100%	+3%

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 2025-26

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: CRA has fully implemented this action. To strengthen instructional planning and expand time for intervention cycles, CRA shifted the i-Ready Middle-of-Year (MOY) and End-of-Year (EOY) diagnostic windows earlier in the school year in response to schoolwide data trends. Specifically, the MOY administration moved from January 2026 (after winter break) to December 2025 (before winter break). The EOY administration is also being moved from May 2026 to the end of March 2026 (prior to spring break and before CAASPP testing).

In addition, CRA implemented the mCLASS DIBELS Reading difficulty risk screener for students in grades K–2. The screener is currently being administered during the middle-of-year DIBELS diagnostic window to allow uninterrupted, foundational phonics instruction at the beginning of the year.

CRA continues to partner with Measure Ed to ensure that all i-Ready and DIBELS assessment data are uploaded into PowerSchool. By the end of the school year, i-Ready and DIBELS results will be fully housed within PowerSchool to provide centralized access and strengthen comprehensive student progress monitoring. Collectively, this assessment system supports consistent, data-driven decision-making and enables targeted instruction and interventions to advance every student's academic growth.

Action 2: 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 observations, enabling teams to adapt supports accordingly.

Elementary MTSS Implementation (K–5): The elementary MTSS structure is well established and functioning effectively:

- A credentialed Reading Specialist delivers targeted phonics intervention and reading instruction for students in grades K–3, providing all Tier 2 phonics intervention.
- Trained Education Specialists provide all Tier 3 SAI phonics pull-out instruction, which has strengthened the integrity of Tier 2 intervention cycles.
- Instructional Associates provide additional tiered intervention and high-dosage, evidence-based tutoring.
- Elementary math intervention is currently provided by classroom teachers and Instructional Facilitators.
- The SST process is consistent and streamlined, with the SST team meeting weekly to review student data, Tier 2 progress, and assessment requests to determine next steps for individual students.
- A newly established Tier 2 Teacher Team (one teacher from each K–5 grade) meets regularly with the MTSS Coordinator to discuss Tier 2 interventions across grades, share instructional practices and resources, and strengthen cross-grade articulation and accountability.

Middle School Implementation (6–8)

- A math interventionist currently works with students in grades 6–8.
- Wayfinders provides students the opportunity to apply for additional academic and project-based learning experiences. Each Wayfinder excursion is unique, connecting students with experts in the field and community partners.

Challenges and Areas in Progress

- *Staffing impacts on intervention:* Staff members responsible for Tier 2 intervention occasionally need to substitute in classrooms, which can disrupt intervention cycles, particularly during periods of high staff absence, such as December.
- *Launch Lab discontinued:* Launch Lab is not currently operating due to the departure of the staff member who managed the program.
- *Middle school MTSS structure:* Work is underway to adapt the successful K–5 MTSS/SST structure for middle school (grades 6–8), including developing a master schedule to support implementation.

Action 3: This action was fully implemented. Counselors continue to provide social-emotional learning (SEL) programming and curriculum to support student well-being and a positive school climate. Project Adventure is used primarily in elementary physical education and during Wednesday Wellness Recess. In grades K–5, the MTSS Recess Team designs and facilitates additional Wednesday recess activities that intentionally build collaboration, problem-solving, and peer connectedness.

Administrative support structure

CRA refined and clarified key leadership roles to strengthen implementation and accountability.

- The Associate Director role has been retitled to Elementary Assistant Director. Responsibilities include supervising Tier 2 interventions, tracking data, coordinating the SST team, supporting behavior interventions, communicating with families, monitoring attendance, conducting teacher observations and feedback, and administering the Kelvin student survey.
- A new Middle School Student Development Director position has been added. This role also serves as the Middle School Dean of Students and focuses on behavior interventions, parent communication, middle school athletics and sports fundraisers, student programs and engagement, and attendance monitoring.

Together, these structures ensure consistent SEL support and responsive systems that promote both academic growth and student development.

Key successes Chronic absenteeism has decreased overall.

- Counselors planned and delivered four Student Wellness Weeks during the school year (as reflected in the schoolwide activities calendar for 2025–26).
- Student behavior incidents have declined across grade levels, supported by clearer expectations and more consistent, proactive communication with students, staff, and families.
- Middle school tardies between periods have decreased due to strengthened monitoring and rapid response. When the middle school team identified an increase in “between-class” tardies, administrators implemented real-time tracking and consistent communication with teachers, students, and parents. Students who receive three tardies in a month are assigned to an after-school Time Management Lab, reinforcing accountability and skill-building.
- The K–5 MTSS Recess Team has improved early identification and response to recess and lunch concerns. For example, when increased competitiveness and disrespectful behavior emerged during 4th grade football and basketball, the team coordinated a structured “recess reset” across all 4th grade classrooms. The response included administrators, counselors, grade-level teachers, CCC supervisory staff, and students to reteach expectations and restore a positive recess environment.

Implementation considerations: Counselors are also supporting attendance plans, which has increased the scope of their responsibilities.

- CRA implemented a new MBA PowerSchool plug-in for behavior incident reporting. While implementation is in place, the platform has been challenging because the data is difficult to manipulate for reporting purposes. The administrative team currently exports data into Google Sheets to generate needed reports and is exploring a different system for behavior incident tracking and reporting next year.
- CRA is strengthening family communication by clarifying what constitutes bullying, providing a consistent definition, and reinforcing the school’s policy and response procedures. This was prioritized based on parent feedback and ongoing conversations.

Action 4: This action was fully implemented. CRA provides all students with a comprehensive educational experience that extends beyond core academic subjects including English Language Arts, Mathematics, Science, Social Studies, and Physical Education, through a strong set of enrichment and elective opportunities.

Music and elementary specials: CRA strengthened its arts program by hiring a full-time elementary music teacher and purchasing an elementary music curriculum. The newly hired teacher brings strong expertise in music instruction, choir, and instrumental performance. CRA also hired a part-time choir teacher to serve students in grades 5–8.

To improve access and consistency in the arts, CRA revised the elementary specials schedule so that Kindergarten through 4th grade receive art for one semester and music for one semester. This change has been highly beneficial: weekly instruction (rather than every other week) has allowed teachers to build stronger relationships with students, establish consistent routines and expectations, and support greater progress through both the art and music curricula.

Expanded enrichment and electives: Additional enrichment opportunities include the 100-Mile Club, which promotes physical fitness and student wellness. CRA also added new CTE electives this year, including Anatomy and Model UN. Filmmaking is included within the Digital Media course.

Students in Business Entrepreneurship earned food handler certification and are applying their learning by making and selling products at school events. Robotics and Model UN students also participated in conferences, with CRA among the few middle schools represented and competing against high school teams.

Staffing and program implementation: CRA experienced a staffing adjustment in special education programming. An education specialist serving primarily 1st and 2nd grade students transitioned into an Instructional Facilitator role and now provides SAI phonics pull-out services. This change has been successful because it aligns responsibilities with the staff member's deep training and strengths in phonics instruction.

Successes and implementation considerations: Music has been a standout strength this year. The 5th–8th choir program transitioned smoothly to the current teacher, who had already been supporting choir last year. The revised art/music semester model in elementary has improved continuity and student learning through more frequent instruction.

A continuing implementation consideration is CTE staffing. Course offerings can depend on staff availability and appropriate credentialing, and elective selections may shift accordingly.

Wayfinders: The Wayfinders program has been highly successful. During the first Wayfinder experience this year, a team of middle school students participated in the Coast Film Festival Student Day, engaging in workshops focused on art, film, and sustainability.

Action 5: CRA has fully implemented this action. CRA is part of the El Dorado Charter 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 components of special education, including referrals and evaluations, IEP development, and the implementation and monitoring of services. The Director supervises education specialists, instructional facilitators, and related service providers who deliver the academic, social-emotional, and behavioral supports outlined in each student's IEP.

Case management is structured to ensure coverage and continuity across grade spans: two Education Specialists share case management for kindergarten through second grade; grades three, four, and five each have a dedicated Education Specialist; and two Education Specialists share case management for grades six through eight.

Collaboration, service delivery, and continuous improvement
The Special Education Director conducts weekly check-ins with team members and facilitates a weekly Special Education PLC and an Education Specialist "Kid Talk" meeting focused on student data, services, and targeted supports. Education Specialists and Instructional Facilitators collaborate with general

education teachers during grade-level PLCs to plan instructional strategies, accommodations, and supports. Special education staff also participate in mathematics professional development with the OCDE math coach to strengthen alignment between core instruction and specialized services.

Staffing adjustments and service continuity
While the program has remained fully operational, staffing required active management due to multiple changes, including the onboarding of two intern Education Specialists, several maternity leaves, and turnover in related services (including an Occupational Therapist leave). CRA responded by reallocating internal roles (including an Education Specialist moving into an Instructional Facilitator position) and contracting with three external Education Specialists to maintain required staffing levels and ensure continuity of IEP services.

Successes and evidence of implementation
Elementary pull-out reading services are provided by staff holding Education Specialist credentials, strengthening consistency and fidelity of individualized reading intervention. Special education staff are fully integrated into grade-level teams, improving collaborative planning and strengthening implementation of accommodations, modifications, and services for students with disabilities while also supporting broader classroom practice. Staff also participated in professional learning focused on MTSS implementation and tiered interventions, supporting a shared understanding of how MTSS connects to referrals for special education. Ongoing training on data tracking systems and progress monitoring has further strengthened a clear, consistent system for monitoring student progress over time.

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.

Goal 1, Action 1: Measuring Student Progress – Assessments: Estimated actual expenditures for this action exceeded budgeted expenditures due to higher-than-projected costs for the Amplify DIBELS assessment platform. The actual licensing and implementation cost for Amplify DIBELS was significantly higher than the figure projected during budget development. CRA continues to administer DIBELS three times annually in grades K-5 with bi-weekly progress monitoring as part of its universal screening and early literacy monitoring system, and the cost difference was absorbed within available local resources to ensure no disruption to the assessment cycle.

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

Action 1: The implementation of this action has been effective in providing Community Roots Academy with timely, actionable data on student academic performance and progress. The administration of i-Ready Diagnostic assessments in Reading and Mathematics across multiple windows per year has given teachers and administrators a consistent, schoolwide measure of student growth, allowing the school to track each student's trajectory from fall to winter to spring. The data generated through i-Ready has become central to the school's instructional decision-making, informing small-group instruction, Tier 2 and Tier 3 intervention placements, and the differentiation of core classroom instruction.

A key benefit of the assessment system has been its ability to identify students who require additional supports or interventions, including those experiencing learning gaps. i-Ready's diagnostic reports surface specific domain-level needs for each student, enabling teachers and the MTSS team to match students with targeted supports rather than relying on general assumptions about performance. Students performing below grade level are flagged early in the year, monitored at each diagnostic window, and adjusted into or out of intervention groupings as their performance evolves. The data also supports identification of students performing at or above grade level who benefit from enrichment and acceleration opportunities, including access to Algebra 1 at the middle school level.

Participation in the i-Ready Diagnostic has exceeded 95% schoolwide across assessment windows, indicating strong fidelity of implementation and ensuring that the resulting data reflects the full student population rather than a partial sample. This high participation rate strengthens the validity of the data used for goal-setting, progress monitoring, and reporting at the classroom, grade level, and school level. The combination of consistent administration, high

participation, and integration of results into MTSS processes has positioned this action as a foundational component of CRA's instructional improvement cycle. CRA will continue this action into 2026-27 to sustain the data infrastructure that underpins both classroom instruction and schoolwide planning.

Action 2: This action has been effective in establishing a coherent, data-driven multi-tiered system of supports that identifies learning gaps and accelerates growth in reading, writing, and mathematics. Universal screeners and multiple measures of student performance drive instructional decisions, and the three-tiered intervention structure delivers increasing levels of support based on student need. Continuous refinement of protocols and procedures has strengthened implementation fidelity, and ongoing progress monitoring through formative assessments, screeners, and teacher observation allows teams to adapt supports in real time.

Elementary MTSS implementation in grades K-5 is well established and functioning as designed. A credentialed Reading Specialist delivers all Tier 2 phonics intervention and targeted reading instruction in grades K-2, while trained Education Specialists provide all Tier 3 SAI phonics pull-out instruction. This division of responsibility has strengthened the integrity of Tier 2 intervention cycles. Instructional Associates extend support through additional tiered intervention and high-dosage, evidence-based tutoring; classroom teachers and Instructional Facilitators provide elementary math intervention; and the SST team meets weekly to review student data, Tier 2 progress, and assessment requests. A newly established Tier 2 Teacher Team brings one teacher from each K-5 grade together with the MTSS Coordinator to discuss interventions, share instructional practices, and strengthen cross-grade articulation and accountability. At the middle school level, a math interventionist supports students in grades 6-8, and the Wayfinders program offers students additional academic and project-based experiences alongside experts and community partners.

CRA has identified several areas in progress. Staff responsible for Tier 2 intervention occasionally substitute in classrooms, which can disrupt intervention cycles during periods of high staff absence, particularly in December, April and May. Launch Lab is not currently operating following the departure of the staff member who managed the program. Work is also underway to adapt the successful K-5 MTSS/SST structure for grades 6-8, including the development of a master schedule to support full implementation. CRA will continue and refine this action in 2026-27, with a particular focus on expanding the middle school MTSS structure and strengthening intervention coverage during periods of staffing pressure.

Action 3: This action has been effective in establishing a coherent, data-driven multi-tiered system of supports that identifies learning gaps and accelerates growth in reading, writing, and mathematics. Universal screeners and multiple measures of student performance drive instructional decisions, and the three-tiered intervention structure delivers increasing levels of support based on student need. Continuous refinement of protocols and procedures has strengthened implementation fidelity, and ongoing progress monitoring through formative assessments, screeners, and teacher observation allows teams to adapt supports in real time.

Elementary MTSS implementation in grades K-5 is well established and functioning as designed. A credentialed Reading Specialist delivers all Tier 2 phonics intervention and targeted reading instruction in grades K-2, while trained Education Specialists provide all Tier 3 SAI phonics pull-out instruction. This division of responsibility has strengthened the integrity of Tier 2 intervention cycles. Instructional Associates extend support through additional tiered intervention and high-dosage, evidence-based tutoring; classroom teachers and Instructional Facilitators provide elementary math intervention; and the SST team meets weekly to review student data, Tier 2 progress, and assessment requests. A newly established Tier 2 Teacher Team brings one teacher from each K-5 grade together with the MTSS Coordinator to discuss interventions, share instructional practices, and strengthen cross-grade articulation and accountability. At the middle school level, a math interventionist supports students in grades 6-8, and the Wayfinders program offers students additional academic and project-based experiences alongside experts and community partners.

CRA has identified several areas in progress. Staff responsible for Tier 2 intervention occasionally substitute in classrooms, which can disrupt intervention cycles during periods of high staff absence, particularly in December. Launch Lab is not currently operating following the departure of the staff member who managed the program. Work is also underway to adapt the successful K-5 MTSS/SST structure for grades 6-8, including the development of a master schedule

to support full implementation. CRA will continue and refine this action in 2026-27, with a particular focus on expanding the middle school MTSS structure and strengthening intervention coverage during periods of staffing pressure.

Action 4: This action has been fully implemented and has been highly effective in providing all students with a comprehensive educational experience that extends well beyond core academic subjects. CRA delivers English Language Arts, Mathematics, Science, Social Studies, and Physical Education alongside a strong and growing set of enrichment and elective opportunities. The breadth of programming and the consistency of implementation across grade levels have produced measurable improvements in instructional quality, student engagement, and access to specialized content areas.

The arts program has been a standout strength this year. CRA hired a full-time elementary music teacher with deep expertise in music instruction, choir, and instrumental performance, purchased a dedicated elementary music curriculum, and added a part-time choir teacher to serve students in grades 5-8. The 5th-8th choir program transitioned smoothly to the current teacher, who had previously supported the program. To improve access and consistency in the arts, CRA revised the elementary specials schedule so that students in grades K-4 receive one semester of art and one semester of music. The shift to weekly rather than every-other-week instruction has been highly beneficial, allowing teachers to build stronger relationships with students, establish consistent routines and expectations, and accelerate progress through both the art and music curricula.

Enrichment and elective offerings continue to expand. The 100-Mile Club promotes physical fitness and student wellness, and CRA added new CTE electives this year including Anatomy and Model UN, with Filmmaking integrated into the Digital Media course. Students in Business Entrepreneurship earned food handler certification and are applying their learning by producing and selling products at school events. Robotics and Model UN students participated in conferences, with CRA among the few middle schools represented and competing against high school teams. The Wayfinders program has also been highly successful, beginning the year with a middle school team participating in the Coast Film Festival Student Day through workshops focused on art, film, and sustainability.

A targeted staffing adjustment in special education programming further strengthened implementation. An education specialist who previously served primarily first and second grade students transitioned into an Instructional Facilitator role and now provides SAI phonics pull-out services, a change that aligns responsibilities with the staff member's training and strengths in phonics instruction. A continuing implementation consideration is CTE staffing, since course offerings depend on staff availability and appropriate credentialing, and elective selections may shift accordingly. CRA will continue this action into 2026-27, sustaining the expanded music and elective programming, monitoring CTE staffing capacity, and growing the Wayfinders model to extend project-based learning opportunities for more students.

Action 5: This action has been fully implemented and has been highly effective in providing students with disabilities a comprehensive, well-coordinated special education program that strengthens services, addresses learning gaps, and accelerates academic progress. CRA operates as part of the El Dorado Charter SELPA and has maintained continuity of services across all required components even amid significant staffing transitions during the year. The combination of strong leadership, structured collaboration, and disciplined case management has positioned the program as a consistent driver of student progress.

Program leadership has been a key driver of effectiveness. The Special Education Director oversees all components of the program, including referrals and evaluations, IEP development, and the implementation and monitoring of services, and supervises the education specialists, instructional facilitators, and related service providers who deliver the academic, social-emotional, and behavioral supports outlined in each student's IEP. Case management has been structured to ensure coverage and continuity across grade spans, with two Education Specialists sharing case management for kindergarten through second grade, dedicated Education Specialists assigned to grades three, four, and five, and two Education Specialists sharing case management for grades six through eight. This structure has produced consistent caseload coverage and clear accountability for each student's services across the K-8 continuum.

Collaboration and continuous improvement structures have strengthened both special education service delivery and core classroom practice. The Special Education Director conducts weekly check-ins with team members and facilitates a weekly Special Education PLC along with an Education Specialist "Kid

Talk" meeting focused on student data, services, and targeted supports. Education Specialists and Instructional Facilitators participate in grade-level PLCs alongside general education teachers to plan instructional strategies, accommodations, and supports, and special education staff have engaged in mathematics professional development with the OCDE math coach to strengthen alignment between core instruction and specialized services. These structures have improved the consistency with which accommodations and modifications are implemented in general education settings and have built shared ownership for students with disabilities across the staff.

Service continuity through staffing transitions further demonstrates the program's effectiveness. While the program has remained fully operational, staffing required active management due to multiple changes during the year, including the onboarding of two intern Education Specialists, several maternity leaves, and turnover in related services such as an Occupational Therapist leave. CRA responded by reallocating internal roles, including the movement of an Education Specialist into an Instructional Facilitator position, and by contracting with three external Education Specialists to maintain required staffing levels. As a result, IEP services were delivered without interruption and required service minutes were maintained throughout the year.

Evidence of effective implementation is reflected across multiple program elements. Elementary pull-out reading services are delivered by staff holding Education Specialist credentials, strengthening consistency and fidelity of individualized reading intervention. Special education staff are fully integrated into grade-level teams, which has improved collaborative planning and strengthened the implementation of accommodations, modifications, and services while also supporting broader classroom practice. Staff have participated in professional learning focused on MTSS implementation and tiered interventions, building a shared understanding of how MTSS connects to referrals for special education and reducing inappropriate referrals through earlier, well-matched general education supports. Ongoing training on data tracking systems and progress monitoring has further established a clear, consistent system for monitoring student progress over time. CRA will continue this action in 2026-27 to sustain leadership capacity, preserve the case management structure, deepen collaboration between special education and general education teams, and continue strengthening progress monitoring practices.

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.

Community Roots Academy develops a one-year LCAP annually, allowing the school to review and revise actions based on the most current local and state assessment data, including i-Ready, DIBELS, CapIt, CAASPP, and California School Dashboard performance. As a WASC-accredited charter school, CRA engages in ongoing schoolwide improvement cycles that integrate data analysis, educational partner feedback, and continuous reflection into the school's annual planning process. CRA's annual LCAP review and its ongoing schoolwide improvement cycle are reflected in the school's sustained success across the past three California School Dashboards, which has resulted in CRA's continued designation as a High Performing Tier school for charter renewal. Community Roots Academy's model is data-driven and evidence-based, anchored in a fully implemented Multi-Tiered System of Supports (MTSS) framework that serves as the central structure for identifying student needs, allocating supports, and monitoring progress at all levels.

Changes to Actions Based on the 2025 Dashboard and Needs Assessment: Based on CRA's performance on the 2025 California School Dashboard and the comprehensive needs assessment conducted for the 2026-27 LCAP cycle, the school identified the need to provide additional tiered academic intervention for Students with Disabilities, the student group identified as in greatest need of learning recovery supports. To address this need, CRA will expand Instructional Facilitator capacity to deliver additional Tier 2 and Tier 3 academic support during the regular instructional day. A portion of this expansion will be funded through the Learning Recovery Emergency Block Grant in the amount of $17,321, with any additional cost funded through local resources.

Changes to Goals and Actions: No changes were made to the LCAP goals for 2026-27. The school's existing goals continue to reflect the priorities identified through educational partner engagement, Dashboard analysis, and CRA's mission. The actions within each goal were revised to provide a more detailed description of the services provided to students as part of CRA's MTSS framework, to incorporate feedback from educational partners, and to reflect refinements identified through reflection on prior implementation. These revisions ensure that each action clearly communicates the intended services, the student groups served, and the expected outcomes.

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 will implement a comprehensive assessment system as part of its Multi-Tiered System of Support (MTSS) to monitor all students' academic progress and identify those requiring additional support or acceleration. The assessment system will combine universal screeners, diagnostic tools, and early literacy measures to generate timely, actionable data at the student, classroom, grade level, and schoolwide level. **Assessment Schedule and Tools** All students will participate in multiple assessments throughout the year. The i-Ready Reading and Math diagnostic will be administered three times annually in fall, winter, and spring to establish baseline performance, set trimester growth targets, and monitor academic progress. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment will be administered to students in grades K-5 three times each year, with additional progress monitoring checks completed as needed. The CapIt Assessment will be administered to students in grades K-1 to measure foundational reading skills, and CRA will expand CapIt to include Level 5, which supports higher-level reading fluency, vocabulary, and comprehension. The initial ELPAC will be administered in late August to identify English Learner students early in the school year and ensure timely access to language services and supports. **Assessment Purposes** These universal screeners will provide essential data to determine which students need additional academic support and which are ready for advancement. The spring i-Ready assessment date will be moved earlier in the school year so that results can inform Response to Intervention (RtI) programming and intervention planning before the close of the year. **i-Ready Assessment Program** The California State Board of Education has approved Curriculum Associates' i-Ready as a verified data source. This comprehensive assessment and instruction program will connect diagnostic data with personalized instruction and will provide educators with user-friendly dashboards and actionable reports that highlight each student's strengths and areas of need. The program's online lessons will deliver tailored instruction designed to accelerate individual student growth. **DIBELS Assessment Program and Early Reading Difficulty Screener** DIBELS measures focus on four of the five critical early literacy skills essential for successful reading: phonemic awareness, phonics, fluency, and vocabulary.	$91,795	N

Action #	Title	Description	Total Funds	Contributing
		These short fluency measures are designed for regular monitoring of early literacy development and reading skill acquisition. CRA will administer the early reading difficulty screener during the beginning-of-year DIBELS assessment window rather than mid-year. This change will allow CRA to identify students new to the school in grades K-2 who can benefit from Tier 2 phonics and reading intervention as early as September and will allow results to be shared with families during Fall Parent-Teacher Conferences. **Data Management** All i-Ready and DIBELS assessment data will be housed in Schoolytics to ensure centralized access and comprehensive student progress tracking. This data infrastructure will support data-driven decision-making at every level of the school and will enable coordinated instructional planning, intervention placement, and progress monitoring. This assessment system will support every student's academic success through timely identification, targeted instruction, and well-matched intervention.		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Community Roots Academy will continue to expand and strengthen its Multi-Tiered System of Supports (MTSS) framework in 2026-27 to ensure equitable access to high-quality instruction, timely interventions, and enriched learning opportunities for all students. The framework will integrate data-driven identification, specialized staffing, targeted interventions, and extended learning to support every learner across grades K-8. **Data-Driven Identification and Intervention** Using data from universal screeners and multiple measures of student performance, CRA will identify learning and achievement gaps in reading, writing, and mathematics. The MTSS process will operate through clearly defined protocols and procedures, with continuous refinement to improve implementation fidelity and effectiveness. Struggling learners will receive intervention with increasing levels of intensity across three tiers to accelerate academic growth. Student progress will be closely monitored through formative assessments, universal screeners, and ongoing teacher observations to assess learning rates and performance levels, enabling teams to adapt supports accordingly. **Specialized Staff and Targeted Interventions** A credentialed Reading Specialist will deliver targeted phonics intervention and reading instruction for students in grades K-3, and Instructional Associates will provide additional tiered intervention and high-dosage, evidence-based tutoring.	$524,615	Y

Action #	Title	Description	Total Funds	Contributing
		CRA will implement a dyslexia screener for students in Kindergarten and grade 1, aligned with state guidelines and supported by clear communication protocols and response processes for early identification and timely intervention. A Math Intervention Teacher will support students in grades 4-8 requiring Tier 2 intervention. The Math Intervention Teacher will use i-Ready diagnostic data, unit assessments, and teacher input to provide targeted small-group instruction and contribute to MTSS and Student Support Team (SST) processes. CRA will also maintain additional credentialed teachers per grade level in K-5 and one additional content-area teacher for middle school grades 6-8 to provide co-teaching, push-in support, small-group Tier 2 intervention, and flexible instructional models. For grades K-5, the Associate Teachers, defined as the additional credentialed teacher assigned one per grade level, will be responsible for providing Tier 2 intervention in reading, writing, and mathematics. This dedicated assignment will expand intervention capacity, support consistent delivery of small-group instruction during the regular school day, and ensure that Tier 2 supports remain protected from disruption. **Extended Learning and Enrichment Programs** CRA will continue 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 will provide 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 reducing learning loss. For high-achieving students, CRA will identify and support learners to offer differentiated instruction through individual and group projects, flexible groupings, and strength-based formative assessments to challenge and extend student learning. This comprehensive MTSS framework will ensure 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 will continue to provide comprehensive social-emotional support in 2026-27 to address students' behavioral and mental health needs through its Multi-Tiered System of Supports framework. The framework will integrate core SEL programming, targeted early intervention, tiered counseling,	$434,325	N

Action #	Title	Description	Total Funds	Contributing
		expanded MTSS structures, and a refined administrative model to support students across grades K-8. **Core SEL Programming and Support Structure** CRA will continue to implement Project Adventure schoolwide alongside the Second Step SEL curriculum for grades K-8. The SEL Team, which will include the Director of Student Services, Administration, Counselors, and General Education teachers, will provide input and feedback on SEL curriculum implementation and schoolwide SEL practices. The Kelvin survey, an evidence-based SEL universal screener, will be administered to all students to identify needs and monitor progress. In 2026-27, CRA will also adopt Wayfinders, an SEL counselor curriculum, to extend the school's SEL programming and provide counselors with structured, sequenced lessons aligned to student needs across grade levels. **Targeted Early Elementary Interventions** In response to increased social-emotional and behavioral challenges in grades K-2, CRA will continue to implement 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, will continue to emphasize social-emotional learning, problem-solving, critical thinking, and interdependence skills for these younger students. **Tiered Counseling and Mental Health Support** Counselors will provide tiered counseling and SEL support for identified students to address the significant increase in student mental health needs. Counseling staff will participate in ongoing professional learning and will collaborate with the Special Education Department and general education teachers to implement SEL supports and interventions through Goal Book, Project Adventure, and training offered by OCDE and the El Dorado Charter SELPA. **MTSS Team Expansion and Professional Development** CRA will continue to expand the MTSS and Student Support Team through onboarding of interns, identification of grade-level SEL representatives, and continued support for Second Step implementation. Professional development will include August training on Restorative Conversations and Restorative Circles training with OCDE. The team will continue to develop universal communication protocols for addressing bullying concerns raised by parents. **Attendance and Communication** The SEL and Attendance staff will update and communicate the school's attendance plan to families before the school year begins, will inform staff during		

Action #	Title	Description	Total Funds	Contributing
		summer training, and will educate all students during orientation. CRA will increase 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** CRA will continue to follow its comprehensive counseling scope and sequence organized around monthly themes. September will focus on "You Matter" Connection during National Suicide Prevention Week, emphasizing student strengths, community building, and self-awareness. November will feature "Kindness Quest" during Bullying Prevention Week, promoting kindness as a strength and standing up against bullying. February will include a College and Career Fair exploring the purpose of education, featuring project-based learning foundations and discussions of perseverance and adaptability. March will emphasize "Wellness in Action," focusing on movement, nutrition, and state testing wellness strategies. **Administrative Support Structure** CRA will continue to staff an Elementary Assistant Director who works directly with the Elementary Director. The Elementary Assistant Director's primary responsibilities include overseeing the Student Study Team (SST) process and facilitating weekly SST meetings, supervising Tier 2 interventions, data tracking, behavior response and interventions, parent communication, and Kelvin survey administration. In the middle school, the Dean of Students and Athletic Director works directly with the Middle School Director, supporting behavior response and interventions, managing student supervision systems, parent communication, and overseeing all aspects of the middle school athletics program. **Comprehensive Student Data Dashboard** CRA is researching options for a comprehensive Student Data Dashboard, including Schoolytics, that will integrate attendance, benchmark assessments, class grades, behavior, intervention, and SEL data into a single system. The selected platform will strengthen schoolwide data infrastructure, support more responsive MTSS decision-making, and provide staff with a unified view of each student's academic, behavioral, and social-emotional progress. This comprehensive approach will ensure that all students receive appropriate social-emotional support while building a positive school culture that promotes academic and personal success.		

Action #	Title	Description	Total Funds	Contributing
4	BROAD COURSE OF STUDY	Community Roots Academy will provide all students with a comprehensive educational experience in 2026-27 that extends well beyond core academic subjects including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. The program will integrate arts and enrichment, leadership and service learning, advanced academic opportunities, and an expanding Career Technical Education pathway, all supported by deepening community and higher education partnerships. **Arts and Enrichment Programs** Students will participate in a robust arts and enrichment curriculum that will include Music for grades K-4, Library instruction for grades K-8, Garden programming for all students, and Art classes across all grade levels. In 2026-27, students in grade 5 will have the choice among Beginning Orchestra, Drum Line, and Choir, expanding student voice in arts selection and broadening access to instrumental and vocal performance. Orchestra will continue to be offered for grades 5-8. Additional enrichment opportunities will include the 100-Mile Club, which will promote physical fitness and wellness. **Leadership and Service Learning** CRA will foster 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 Wayfinders program for grades 5-8. CRA will continue to expand Wayfinders as a middle school enrichment program, deepening connections between students, content experts, and community partners. These programs will continue to develop civic responsibility, environmental stewardship, and peer mentorship skills. **Advanced Academic Opportunities** High-achieving students will 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 will continue to design and expand its CTE program to provide middle school students with career exploration and hands-on learning experiences. The program will offer 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**	$619,033	N

Action #	Title	Description	Total Funds	Contributing
		The CTE program will add depth to middle school electives while providing students with valuable insights into their K-12 Strong Workforce Program pathway. Through partnership with the South Orange County Community College District, CRA will receive comprehensive program support including instructional resources, professional development training, and opportunities for students to showcase their work. This collaboration will enhance the school's project-based learning approach and create meaningful connections between classroom learning and real-world career applications. **Community College Partnership** The partnership with the South Orange County Community College District will continue to provide essential support for the entire CTE program, aligning with the Strong Workforce Program goals. This collaboration will ensure high-quality instructional materials, ongoing educator training, and authentic learning experiences that prepare students for future academic and career success. **Expanded Community Partnerships** CRA will continue to expand its community partnerships to enrich the broad course of study and extend student learning beyond the classroom. Continuing and growing partnerships will include the Coast Film and Music Festival, the Festival of Arts, and the Los Angeles Angels. These collaborations will provide students with access to professional artists, filmmakers, athletes, and content experts, reinforcing the school's commitment to authentic, real-world learning experiences. This comprehensive course of study will ensure 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 will continue to operate as part of the El Dorado Charter Special Education Local Plan Area (SELPA) and will maintain a comprehensive special education program in 2026-27 designed to strengthen services for students with disabilities, address learning gaps, and accelerate academic progress. The program will integrate strong leadership, classroom-based intervention, collaborative service delivery, sustained professional learning, and a refined master schedule that protects designated intervention time. **Leadership and Program Management** The Special Education Director will lead all aspects of special education programming, overseeing the referral and evaluation process, Individual Education Plan (IEP) development, and the implementation and monitoring of	$1,262,080	N

Action #	Title	Description	Total Funds	Contributing
		services for students with educational disabilities. The Director will supervise a dedicated team of education specialists, instructional facilitators, and related service providers who will deliver the academic, social-emotional, and behavioral services outlined in each student's IEP. **Classroom-Based Support and Intervention** Instructional Facilitators (partially funded with LREBG $17,321) will be 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 will focus on literacy, reading, and mathematics instruction to 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 will collaborate to develop Tier 2 support structures for intervention and pre-referral data collection. CRA will continue to work toward a fully inclusive environment in which special education service providers deliver required service minutes within general education classrooms and through small heterogeneous groupings. This approach will leverage mixed-ability peer-to-peer interactions to enhance both academic learning and social-emotional development. **Designated Intervention Time in the Master Schedule** In 2026-27, CRA will build designated intervention time into the master schedule. Protecting intervention time within the regular school day will strengthen the consistency of service delivery, support more reliable Tier 2 and Tier 3 intervention cycles, and enable special education and general education staff to coordinate services without disrupting core instruction. This structural change will also support the school's broader goal of delivering required IEP service minutes with fidelity in the least restrictive environment. **Professional Development and Continuous Improvement** The special education team will participate in all relevant professional development offered by Community Roots Academy, along with specialized training provided by the El Dorado Charter SELPA and other professional organizations. Professional development will focus on building knowledge that directly improves student outcomes by strengthening instructional practices that accelerate learning. Training topics will continue to include MTSS implementation, response to intervention strategies, phonemic awareness and phonics curriculum, data tracking systems, and progress monitoring techniques.		

Action #	Title	Description	Total Funds	Contributing
		Inclusive Practices and Student Outcomes Through this comprehensive approach, CRA will ensure 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 will promote 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

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Community Roots Academy developed this goal to ensure that all educators have access to sustained, high-quality professional learning that connects the school's three core instructional pillars: the Multi-Tiered System of Supports (MTSS) framework, differentiation for all learners, and Project-Based Learning (PBL). CRA's experience over multiple years has demonstrated that teacher capacity is the single most important factor in closing achievement gaps, and that strong instructional outcomes depend on intentional, coherent professional learning rather than on isolated training events.

Data-Informed Considerations: CRA's review of California School Dashboard performance, i-Ready diagnostic results, and DIBELS data has shown that while the school has maintained strong overall performance, including meeting the High Performing Tier under Criterion 2 in the 2023, 2024, and 2025 California School Dashboards, achievement gaps persist for Socioeconomically Disadvantaged students and Students with Disabilities. Sustained schoolwide performance does not eliminate the need to accelerate growth for these student groups, and meaningful gains require teachers to be equipped with the instructional strategies, intervention practices, and differentiation tools necessary to respond to varied learner needs within the regular classroom. Professional learning is the primary mechanism through which CRA builds this capacity.

Alignment with CRA's Instructional Model: CRA also developed this goal in recognition that the school's instructional model is uniquely demanding. Project-Based Learning requires teachers to design rigorous, real-world learning experiences that simultaneously support struggling learners and challenge high-achieving students, while integrating standards-based content across disciplines. The MTSS framework requires teachers to interpret data, deliver tiered interventions, and collaborate across general education and special education. Differentiation requires teachers to adjust content, process, and product based on student readiness, interest, and learning profile. None of these instructional commitments can be sustained without continuous professional learning that connects them coherently. This goal formalizes CRA's commitment to that integrated approach.

Educational Partner Input: Educational partner input further reinforced the importance of this goal. Teachers have requested more job-embedded coaching, increased opportunities to learn from peers and master teachers, and protected time within Professional Learning Communities for grade-level collaboration. Administrators have identified the need for site-based capacity building, particularly in mathematics, following the planned transition away from OCDE-facilitated weekly elementary math PLCs. Special education staff have requested deeper professional learning on MTSS implementation, dyslexia screening and response, and the alignment between core instruction and specialized services. Families have expressed strong support for instructional approaches that both challenge high-achieving students and provide targeted support for students experiencing learning gaps.

Structural Commitments Supporting the Goal: Several structural commitments support the goal, including 10 days of summer professional development, three non-instructional days during the school year, weekly PLC-based learning, and early release Wednesdays in 2026-27 to provide protected, consistent time for adult learning. CRA will also expand teacher leadership opportunities, including identified exemplary teacher leaders in mathematics who will

facilitate site-based math professional learning. Together, these structures position professional learning as a daily and weekly practice rather than an episodic event.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 83.2%	2022-23: 88.5%	2023-24: 93%	2024-25: 93%	+9.8%%
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
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: 5 Health: 5 PE: 5 VAPA: 5 World Language: NA	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Language: NA	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: +2 Health: +1 PE: 0 VAPA: 0 World Language: NA

Goal Analysis for 2025-26

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: CRA has fully implemented this action during the current school year by maintaining a comprehensive leadership and instructional team to deliver high-quality education across all grade levels.

Leadership and administrative structure: CRA's administrative team includes two Directors who oversee Elementary and Middle School operations. In addition, the Associate Director position was retitled to *Elementary Assistant Director* to reflect updated responsibilities and strengthen schoolwide coordination and support for key initiatives and programs.

Instructional staffing: CRA employs appropriately credentialed teachers to deliver instruction in core subject areas, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. All teachers hold valid credentials aligned to their grade levels and assignments, ensuring students receive expert, standards-aligned instruction across disciplines.

Professional development and preparation: CRA implemented a robust professional learning plan to ensure instructional quality and consistency. Directors and teachers participated in 14 days of intensive summer professional development to prepare for the school year, including training on curriculum, instructional strategies, assessment practices, and schoolwide priorities. During the academic year, staff also participated in three non-instructional professional learning days and engaged in weekly professional development to support ongoing collaboration, reflection, and continuous improvement.

Implementation result: This staffing structure and professional development framework are fully in place and support strong instructional leadership, coherent school operations, and sustained focus on student achievement.

Action 2: This action was fully implemented. CRA continues to deliver a comprehensive professional development and coaching program to strengthen instruction, build staff capacity, and support student outcomes across grades K–8.

Math professional development and coaching (K–8): CRA has implemented embedded math coaching in partnership with Orange County Department of Education (OCDE). In the elementary program, the math coach participates in weekly PLCs with grade-level teams and provides targeted, job-embedded support aligned to curriculum implementation and lesson design. The elementary math coach meets weekly with K–5 grade levels during PLCs and facilitated six collaborative professional learning sessions this year for all K–5 staff. In the middle school program, the math coach provides monthly individual coaching days and supports unit planning for grades 6–8.

Writing professional development (K–5): CRA implemented Step Up to Writing for grades K–5, including three full days of professional development and ongoing individual coaching. A K–5 Teacher Writing Team also received targeted coaching to support consistent implementation and instructional alignment.

Specialized professional development and instructional improvement: CRA provides specialized professional development for the Special Education Department focused on reading and comprehension, executive functioning and social skills, supporting SAI and SEL goals, goal development and documentation (Goal Book), and progress monitoring practices. In grade 8, teachers engaged in Facing History & Ourselves professional learning and unit planning six times per year for ELA and Social Studies. Staff also continued ongoing work in project-based learning (PBL), instruction, assessment practices, and social-emotional learning.

Leadership development and coaching cycles: Elementary and Middle School Directors participated in Rocket PD focused on effective coaching, observation practices, and feedback cycles. Directors also met with all teachers during the first trimester to set individualized growth goals. As a result, classroom observations increased in frequency, with a shift toward shorter observation blocks conducted more often, followed by timely feedback.

Student support and SEL professional learning: Counselors delivered two schoolwide professional development sessions for all staff on supporting social-emotional learning and facilitating restorative conversations. Staff feedback indicated the training was highly relevant and effective because it was tailored to CRA's students, grade-level needs, and common behavior patterns. Counselors also provided specialized training to education specialists and instructional facilitators on strategies to support students with social-emotional IEP goals.

Peer leadership and mentoring: CRA continues to expand internal capacity through staff leadership roles. One Education Specialist was provided a leadership role to support intern Education Specialists through peer coaching, particularly in writing and facilitating IEPs and strengthening delivery of SAI services and accommodations. In addition, an experienced Instructional Facilitator provides mentoring and support to newer instructional facilitators to strengthen consistency and effectiveness.

Implementation challenges and responses: Early in the year, some teachers were hesitant about dedicating weekly PLC time to lesson-level work with the math coach. Scheduling also created equity concerns because 1st and 2nd grades share a PLC time (as do 3rd and 4th grades). CRA addressed this by adjusting coaching cycles: the math coach supported 1st grade during the first semester and then transitioned to 2nd grade, with continued attention to balance and transparency. A separate operational challenge for Directors has been scheduling sufficient time for extended classroom observations and in-person feedback conversations; Rocket PD supported a more feasible structure through shorter, more frequent observation cycles.

Action 3: CRA has fully implemented this action by ensuring all students have access to high-quality, standards-aligned curriculum and instructional materials across all subject areas. CRA conducted its annual review of curricular needs and made targeted purchases and updates to maintain current, effective resources that support student learning and achievement.

Curriculum adoptions and updates

- CRA adopted Step Up to Writing to supplement the English Language Arts program, strengthening structured writing instruction and ensuring greater consistency in writing expectations and skill development across grade levels.
- CRA adopted the most recent version of Illustrative Mathematics (IM) 360 this school year, reinforcing standards-aligned mathematics instruction and supporting coherent implementation across classrooms.
- CRA purchased and implemented Quaver Music for grades K–5 this school year, expanding access to a comprehensive, sequential music curriculum and strengthening arts education.

Ongoing resource management and continuous improvement: CRA maintains a systematic process for evaluating curriculum effectiveness and allocating instructional resources. This includes annual curriculum review cycles, alignment checks to state standards, and ongoing monitoring of implementation to ensure materials remain current, effective, and consistently used across grade levels. Collectively, these practices support coherent instruction, equitable access to high-quality materials, and sustained academic progress for all students.

Action 4: CRA has fully implemented this action by ensuring equitable access to technology for all students. Every student is provided a school-issued device to access instructional and supplemental materials and fully participate in learning.

Technology infrastructure and support: CRA's IT department maintains and updates student devices to ensure reliability. Annual technology needs assessments review device inventory and performance, identify improvement needs, and evaluate bandwidth and infrastructure capacity. Results guide upgrades, replacements, and infrastructure improvements.

Equitable access and digital learning: Universal device access and ongoing technical support enable students to use digital platforms, complete assignments, and access resources regardless of personal circumstances, supporting both in-person learning and continuity when remote access is 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.

Goal 2, Action 2: Professional Development: Estimated actual expenditures for this action exceeded budgeted expenditures due to higher-than-projected costs for professional development. CRA invested in additional professional learning opportunities to support educator capacity in mathematics, writing, MTSS, SEL, and behavior and restorative practices. The cost difference was absorbed within available local resources to ensure that staff received the full scope of professional learning planned for the school year.

Goal 2, Action 3: Core Curricular Program Needs: Estimated actual expenditures for this action exceeded budgeted expenditures due to higher-than-projected costs for history and social studies curriculum. The actual cost of the curriculum materials adopted to support standards-aligned instruction was higher than the figure projected during budget development. The cost difference was absorbed within available local resources to ensure that students received current, high-quality instructional materials.

Goal 2, Action 4: Closing the Digital Divide: Estimated actual expenditures for this action exceeded budgeted expenditures due to additional technology purchases, including Chromebooks, that were not included in the original budget. The additional devices were purchased to maintain universal student access to technology and to support reliable implementation of digital assessments, digital learning platforms, and classroom instruction. The cost difference was absorbed within available local resources to sustain equitable access to technology for all students.

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

Action 1: This action has been fully implemented and has been highly effective in sustaining the leadership capacity and instructional quality needed to deliver high-quality education across all grade levels. The combination of a well-defined administrative structure, fully credentialed instructional staffing, and a robust professional learning plan has produced coherent school operations and a consistent focus on student achievement throughout the year.

The administrative structure has been strengthened to support both daily operations and schoolwide initiatives. CRA's leadership team includes two Directors who oversee Elementary and Middle School operations, providing dedicated leadership across the K-8 continuum. The former Associate Director position was retitled Elementary Assistant Director to more accurately reflect updated responsibilities and to strengthen schoolwide coordination and support for key initiatives and programs. This refinement has clarified roles, improved accountability, and increased capacity for instructional leadership at the elementary level.

Instructional staffing has remained fully credentialed and well matched to assignments. CRA employs appropriately credentialed teachers to deliver instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, and all teachers hold valid credentials aligned to their grade levels and assignments. This staffing pattern ensures that students receive expert, standards-aligned instruction across disciplines and supports the consistent implementation of CRA's project-based learning model and MTSS framework.

The professional learning plan has been a central driver of effectiveness. Directors and teachers participated in 14 days of intensive summer professional development focused on curriculum, instructional strategies, assessment practices, and schoolwide priorities, building shared expectations and instructional coherence before the school year began. During the academic year, staff engaged in three additional non-instructional professional learning days and in weekly professional development designed to support ongoing collaboration, reflection, and continuous improvement. The combination of front-loaded summer training and sustained weekly learning has built a strong cycle of preparation, implementation, and refinement across the teaching staff.

The staffing structure and professional development framework are fully in place and operating as designed. Together, these elements have supported strong instructional leadership, coherent schoolwide operations, and consistent attention to student achievement. CRA will continue this action in 2026-27 to maintain its credentialed staffing levels, preserve the leadership structure, and sustain the cycle of summer and weekly professional learning that anchors instructional quality across the school.

Action 2: This action was effective. Math lesson pacing improved, and teachers are following the curriculum more consistently and staying aligned to the year-long pacing calendar. The continuity of middle school math coaching over the past two years has strengthened implementation and instructional coherence. Wellness Wednesdays have also provided staff dedicated time to address immediate needs, contributing to improved morale. Finally, i-Ready data from beginning-of-year to middle-of-year indicates steady student growth. This action has been highly effective in strengthening instruction, building staff capacity, and supporting student outcomes across grades K-8. The combination of embedded coaching, structured professional learning, and expanded peer leadership has produced a coherent, sustained system of adult learning that connects directly to classroom practice. Implementation has reached every grade span and every major content and support area, with adjustments made in real time to improve fidelity and equity of access.

Math professional development and coaching has been a central strength. Through CRA's partnership with the Orange County Department of Education, an elementary math coach participates in weekly PLCs with K-5 grade-level teams, provides targeted job-embedded support aligned to curriculum implementation and lesson design, and facilitated six collaborative professional learning sessions for all K-5 staff this year. In the middle school program, the math coach provides monthly individual coaching days and supports unit planning for grades 6-8. This sustained, embedded coaching model has strengthened lesson planning, deepened teacher understanding of grade-level math content, and improved consistency of instruction across the K-8 continuum.

Writing professional development has expanded teacher capacity in grades K-5 through the implementation of Step Up to Writing, supported by three full days of professional development and ongoing individual coaching. A K-5 Teacher Writing Team received additional targeted coaching to support consistent implementation and instructional alignment. This combination of full-staff training, individual coaching, and a dedicated teacher leadership team has accelerated adoption and built a shared instructional vocabulary across elementary classrooms.

Specialized professional development has strengthened both special education service delivery and content-area instruction. The Special Education Department engaged in targeted professional learning focused on reading and comprehension, executive functioning and social skills, supporting SAI and SEL goals, goal development and documentation using Goal Book, and progress monitoring practices. In grade 8, teachers engaged in Facing History & Ourselves professional learning and unit planning six times per year for ELA and Social Studies. Staff also continued ongoing work in project-based learning, instructional practice, assessment, and social-emotional learning. Together, these sessions have improved alignment between core instruction and specialized services and have deepened instructional rigor in targeted content areas.

Leadership development and coaching cycles have improved the quality and frequency of instructional feedback. Elementary and Middle School Directors participated in Rocket PD focused on effective coaching, observation practices, and feedback cycles, and met with all teachers during the first trimester to set individualized growth goals. As a result, classroom observations have increased in frequency, with a shift toward shorter observation blocks conducted more often and followed by timely feedback. This change has produced a more consistent observation-and-feedback rhythm and has made instructional coaching more responsive to teacher needs.

Counselor-led professional development has strengthened schoolwide SEL practice. Counselors delivered two schoolwide professional development sessions for all staff on supporting social-emotional learning and facilitating restorative conversations. Staff feedback indicated the training was highly relevant and effective because it was tailored to CRA's students, grade-level needs, and common behavior patterns. Counselors also provided specialized training to education specialists and instructional facilitators on strategies to support students with social-emotional IEP goals, further strengthening alignment between SEL practice and individualized supports.

Peer leadership and mentoring structures have expanded internal capacity. One Education Specialist was placed in a leadership role to support intern Education Specialists through peer coaching, with particular emphasis on writing and facilitating IEPs and strengthening the delivery of SAI services and accommodations. An experienced Instructional Facilitator provides mentoring and support to newer instructional facilitators to strengthen consistency and effectiveness. These structures have built distributed leadership across the staff and have improved the onboarding and ongoing development of new and emerging educators.

CRA has also responded effectively to implementation challenges. Early in the year, some teachers were hesitant to dedicate weekly PLC time to lesson-level work with the math coach, and scheduling created equity concerns because grades 1 and 2 share a PLC time, as do grades 3 and 4. CRA addressed this by

adjusting coaching cycles, with the math coach supporting grade 1 during the first semester before transitioning to grade 2, while maintaining attention to balance and transparency. A separate operational challenge for Directors has been scheduling sufficient time for extended classroom observations and in-person feedback conversations, which Rocket PD addressed through a more feasible structure of shorter, more frequent observation cycles. CRA will continue this action in 2026-27 to sustain the embedded coaching model, expand peer leadership structures, and refine PLC scheduling and observation cycles for greater equity and reach.

Action 3: This action has been fully implemented and has been highly effective in providing students with disabilities a comprehensive, well-coordinated special education program that strengthens services, addresses learning gaps, and accelerates academic progress. CRA operates as part of the El Dorado Charter SELPA and has maintained continuity of services across all required components even amid significant staffing transitions during the year. The combination of strong leadership, structured collaboration, and disciplined case management has positioned the program as a consistent driver of student progress.

Program leadership has been a key driver of effectiveness. The Special Education Director oversees all components of the program, including referrals and evaluations, IEP development, and the implementation and monitoring of services, and supervises the education specialists, instructional facilitators, and related service providers who deliver the academic, social-emotional, and behavioral supports outlined in each student's IEP. Case management has been structured to ensure coverage and continuity across grade spans, with two Education Specialists sharing case management for kindergarten through second grade, dedicated Education Specialists assigned to grades three, four, and five, and two Education Specialists sharing case management for grades six through eight. This structure has produced consistent caseload coverage and clear accountability for each student's services across the K-8 continuum.

Collaboration and continuous improvement structures have strengthened both special education service delivery and core classroom practice. The Special Education Director conducts weekly check-ins with team members and facilitates a weekly Special Education PLC along with an Education Specialist "Kid Talk" meeting focused on student data, services, and targeted supports. Education Specialists and Instructional Facilitators participate in grade-level PLCs alongside general education teachers to plan instructional strategies, accommodations, and supports, and special education staff have engaged in mathematics professional development with the OCDE math coach to strengthen alignment between core instruction and specialized services. These structures have improved the consistency with which accommodations and modifications are implemented in general education settings and have built shared ownership for students with disabilities across the staff.

Service continuity through staffing transitions further demonstrates the program's effectiveness. While the program has remained fully operational, staffing required active management due to multiple changes during the year, including the onboarding of two intern Education Specialists, several maternity leaves, and turnover in related services such as an Occupational Therapist leave. CRA responded by reallocating internal roles, including the movement of an Education Specialist into an Instructional Facilitator position, and by contracting with three external Education Specialists to maintain required staffing levels. As a result, IEP services were delivered without interruption and required service minutes were maintained throughout the year.

Evidence of effective implementation is reflected across multiple program elements. Elementary pull-out reading services are delivered by staff holding Education Specialist credentials, strengthening consistency and fidelity of individualized reading intervention. Special education staff are fully integrated into grade-level teams, which has improved collaborative planning and strengthened the implementation of accommodations, modifications, and services while also supporting broader classroom practice. Staff have participated in professional learning focused on MTSS implementation and tiered interventions, building a shared understanding of how MTSS connects to referrals for special education and reducing inappropriate referrals through earlier, well-matched general education supports. Ongoing training on data tracking systems and progress monitoring has further established a clear, consistent system for monitoring student progress over time. CRA will continue this action in 2026-27 to sustain leadership capacity, preserve the case management structure, deepen collaboration between special education and general education teams, and continue strengthening progress monitoring practices.

Action 4: This action has been fully implemented and has been highly effective in ensuring equitable access to technology for all students. Every student is provided a school-issued device to access instructional and supplemental materials and to participate fully in learning, removing personal device availability as a barrier to engagement with digital curriculum, formative assessments, and classroom resources.

CRA's technology infrastructure and support systems have sustained reliable access throughout the year. The IT department maintains and updates student devices to ensure consistent performance, and annual technology needs assessments review device inventory and performance, identify improvement needs, and evaluate bandwidth and infrastructure capacity. Results from these assessments guide device upgrades, replacements, and infrastructure improvements, positioning technology decisions within a continuous improvement cycle rather than as one-time investments.

The combination of universal device access and ongoing technical support has produced equitable opportunities for digital learning across the student population. Students are able to use digital platforms, complete assignments, and access learning resources regardless of personal circumstances, supporting both in-person instruction and continuity of learning when remote access is needed. This consistent access underpins the school's ability to deliver i-Ready diagnostics with high participation, support standards-aligned curriculum implementation, and integrate digital tools into project-based learning. CRA will continue this action in 2026-27 to maintain universal device access, sustain the annual needs assessment cycle, and continue infrastructure improvements that support reliable, equitable technology use schoolwide.

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.

Community Roots Academy develops a one-year LCAP annually, allowing the school to review and revise its actions based on the most current local and state assessment data, in addition to feedback from its educational partners and the review and analysis of classroom walk-throughs. This annual cycle ensures that the LCAP remains responsive to evolving student needs and reflects ongoing learning from CRA's instructional practice.

Continued Investment in Mathematics Professional Development: Community Roots Academy will continue to provide extensive professional development with a focus on mathematics in collaboration and partnership with the Orange County Department of Education (OCDE). For 2026-27, the model will shift to strengthen site-based capacity. Site administrators will continue to consult directly with OCDE to support instructional planning and implementation, while the facilitation of mathematics instructional practice and student data analysis will be led by the Director and identified teacher leaders. This adjustment builds on the success of the prior OCDE-supported model and is designed to deepen sustainable, internal capacity for ongoing mathematics improvement.

Building Leadership and Teacher Capacity: CRA will continue to build capacity among its leadership and teachers through structured professional learning, embedded coaching, and expanded teacher leadership opportunities. These investments support sustained improvement in instruction, strengthen distributed leadership across the school, and ensure that CRA's continued growth in student outcomes is anchored in the expertise of its own educators.

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 will employ a comprehensive leadership and instructional team in 2026-27 to deliver high-quality education across all grade levels. The administrative team will include two Directors overseeing Elementary School and Middle School operations, Elementary Assistant Director and Middle	$4,183,508	N

Action #	Title	Description	Total Funds	Contributing
		School Dean of Students, that provide additional support for schoolwide initiatives and programs (costs included in Goal 1, Action 3). **Instructional Staff** CRA will employ appropriately credentialed teachers to 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 will hold valid credentials aligned with their subject areas and grade levels to ensure students receive expert, standards-aligned instruction across all disciplines. **Professional Development and Preparation** To support excellence in instructional delivery, Directors and teachers will participate in 10 days of intensive summer professional development designed to prepare for the upcoming academic school year. This comprehensive training will address curriculum updates, instructional strategies, assessment practices, and schoolwide initiatives. Throughout the academic year, staff will engage in an additional three non-instructional days dedicated to professional learning, supplemented by weekly professional development opportunities that support continuous improvement and collaboration. In 2026-27, weekly professional development will be integrated into grade-level Professional Learning Communities (PLCs), strengthening the connection between adult learning and classroom practice and building shared ownership for student outcomes at the grade level. CRA will also implement early release Wednesdays to provide protected, consistent time for weekly professional development. This staffing structure and professional development framework will ensure that Community Roots Academy maintains high-quality instruction and effective leadership to support student achievement and school operations.		
2	PROFESSIONAL DEVELOPMENT	Community Roots Academy will continue its commitment to providing teachers and administrators with comprehensive professional learning opportunities in 2026-27 that align with the school's mission, educational model, and identified educator needs. These opportunities will focus on schoolwide initiatives and evidence-based pedagogical strategies designed to support the academic, social-emotional, behavioral, and mental health needs of students while removing barriers to learning. **Core Professional Development Focus Areas** Professional development for 2026-27 will emphasize curriculum implementation and instructional practice, including math, reading, and writing	$105,465	N

Action #	Title	Description	Total Funds	Contributing
		instruction, alongside project-based learning, environmental literacy, the MTSS framework and system of supports, social-emotional learning, collaborative problem solving, and behavior and restorative practices. Staff will continue to engage in training on FactsWise for grades K-5, college and career readiness pathways, and equity and inclusion practices. Content area team development will focus on differentiation for all learners with particular attention to higher-level students. Additional focus areas will include writing instruction, modifications and accommodations for students with disabilities, de-escalation training, Collaborative Problem-solving, and Restorative Circles training. **Mathematics Professional Learning and OCDE Partnership Transition** For 2026-27, CRA will adjust its mathematics professional learning model. The, site administration will continue to consult directly with OCDE to support instructional planning and implementation. Facilitation of mathematics instructional practices and student data analysis will be led by Directors and by identified exemplary teacher leaders in mathematics. This shift is designed to build sustainable, site-based professional learning structures and to strengthen internal capacity for ongoing instructional support. **Differentiated and Role-Specific Learning Opportunities** Differentiated professional development will be offered to all teachers and administrators based on individual requests and identified needs to build capacity and expertise. Instructional Facilitators will participate in professional development alongside General Education teachers and the Special Education team to ensure coordinated support across all student populations. CRA will also dedicate specialized professional development to specific roles within each department, including K-5 staff, grades 6-8 staff, and the Special Education team, ensuring that adult learning is tailored to the instructional context and student needs of each grade span and program area. **Teacher Leadership Development** CRA will continue to develop teacher leadership opportunities for master teachers to provide ongoing professional development, coaching, and support for staff. Identified exemplary teacher leaders in mathematics will lead the facilitation of math instructional practices and student data analysis during PLCs, replacing the prior externally facilitated model. This investment will expand internal capacity, distribute instructional leadership across the school, and strengthen the sustainability of professional learning by drawing on the expertise of CRA's most experienced educators. **Leadership and Data Analysis**		

Action #	Title	Description	Total Funds	Contributing
		CRA's elementary curricular leadership team, composed of teacher representatives from each grade level, will analyze assessment data, align grade-level instructional plans, and support Data Team Protocols during Professional Learning Communities. This structure will ensure that professional development translates directly into improved classroom instruction and student outcomes. **Administrative Professional Learning** Administrators will participate in specialized professional learning opportunities including conferences and workshops such as the Schoolyard Forests Leadership Institute, UCI Literacy in STEAM, the American Association for the Advancement of Curriculum Studies (AAACS), and the California Council on Teacher Education. The Special Education and Administrative team will complete 30 hours of SELPA training to maintain current knowledge of special education requirements and best practices. **Mentorship and Credentialing Support** On-campus mentors will 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 will ensure 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 will ensure that all students have access to high-quality, standards-aligned curriculum and instructional materials across all subject areas. The school will conduct annual assessments of curricular needs and will make 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 will continue implementation of Step Up to Writing as a supplement to the English Language Arts program, providing students with structured writing instruction and support across grade levels. The school will also continue implementation of the recently adopted music curriculum to enhance arts education and provide students with comprehensive musical learning experiences. CRA will continue to evaluate emerging curricular needs and adopt or supplement additional materials as identified through the annual review process. **Ongoing Resource Management**	$161,776	N

Action #	Title	Description	Total Funds	Contributing
		The school will maintain a systematic approach to curriculum evaluation and resource allocation, ensuring that instructional materials remain current, effective, and aligned with state standards. This ongoing process will support consistent, high-quality instruction across all classrooms and grade levels.		
4	CLOSING THE DIGITAL DIVIDE	Community Roots Academy will continue its commitment to ensuring equitable access to technology for all students in 2026-27 to support their educational success. The school will provide 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 will maintain and update all technology devices to ensure optimal performance and reliability. The department will conduct annual comprehensive needs assessments that evaluate current technology resources, identify areas for improvement, and assess bandwidth requirements to support effective digital learning. The results of these assessments will inform decision-making regarding technology upgrades, replacements, and infrastructure improvements. **Equitable Access and Digital Learning** By providing universal access to technology devices and maintaining robust technical support, CRA will ensure 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 will support both in-school and remote learning opportunities while preparing students for success in an increasingly digital world.	$76,426	N

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.

Community Roots Academy developed this goal in recognition that meaningful parent engagement is a foundational driver of student success. CRA's mission centers on whole-child education and on building a strong learning community in which students, families, and educators share responsibility for student outcomes. Sustained partnership between the school and families improves attendance, strengthens school climate, supports social-emotional development, and reinforces the conditions necessary for students to be in class, engaged, and ready to learn. This goal formalizes CRA's commitment to family partnership as a continuous, schoolwide practice rather than as a series of isolated events.

Data-Informed Considerations: CRA's review of attendance data, chronic absenteeism trends, Kelvin survey results, and ongoing family feedback has shown that student engagement, school climate, and attendance are tightly connected to the strength of the home-school partnership. Increasing parent communication and engagement has produced measurable improvements, including growth in average PPO meeting attendance and stronger family participation in conferences. At the same time, the data shows continued opportunities to strengthen attendance, reduce chronic absenteeism, and broaden participation among families representing unduplicated pupils and students with disabilities. This goal provides the structure to build on the strengths and address the remaining gaps.

Commitment to a Safe, Welcoming, and Inclusive Environment: CRA also developed this goal to ensure that all families experience the school as safe, welcoming, and inclusive. A positive learning environment depends on consistent communication, transparent decision-making, and clear opportunities for families to participate in school life. CRA has identified that families whose primary language is not English continue to require additional supports to feel fully included in classroom volunteering, PPO meetings, and other school events. The goal directly supports the school's work to expand language access, broaden outreach, and ensure that the engagement structures CRA has built are accessible to every family.

Educational Partner Input: Educational partner input from teachers, administrators, parents, and the PPO reinforced the importance of this goal. Families have requested expanded prospective parent tours, more parent-selected topics at PPO meetings, additional Director's Talks, and increased communication about safety, academic programs, and student progress. Teachers and administrators have identified the value of in-person Parent-Teacher Conferences, the Kelvin survey, and the redesigned 5th-to-6th grade transition program as engagement structures that strengthen the school community. Parents have also identified attendance, chronic absenteeism, and student wellness as priorities, which the school will continue to address through expanded communication and shared planning.

Structural Commitments Supporting the Goal: Several structural commitments support the goal, including monthly PPO meetings on site and two additional evening Zoom PPO meetings to expand access, a monthly PPO Board and Administration meeting, Director's Talks, Wellness Weeks, the Kelvin survey administered in fall and spring, in-person Parent-Teacher Conferences, the expanded 5th grade transition to middle school program, prospective parent tours

with unique program focuses, translation of materials and interpreter services upon request, and ongoing communication through ParentSquare, the school website, social media, and the PowerSchool Parent Portal. Together, these structures ensure that family engagement is consistent, accessible, and integrated into the daily life of the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Good	2024-25: Good	2025-26: Good	2026-27: 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; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	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	2026-27: 9. 5 10. 5 11. 5 12. 5	9. 0 10. 0 11. +1 12. 0
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;	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	2026-27: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. +1 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
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: 79% Sense of Safety 80% School Connectedness	2026-27: 85% Sense of Safety 85% School Connectedness	+5% Sense of Safety +7% School Connectedness
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 93% Sense of Safety 90% School connectedness	2024-25: 94% Sense of Safety 91% School Connectedness	2025-26: 94% Sense of Safety 91% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+1% Sense of Safety +1% 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 94% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+2% Sense of Safety -2% School Connectedness

Goal Analysis for 2025-26

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: CRA has fully implemented this action by sustaining a safe, welcoming, and positive school environment through integrated supports that promote both academic success and social-emotional development.

Schoolwide SEL and student wellness: All students in grades K–8 receive Tier 1 SEL instruction and supports. CRA integrates monthly SEL themes into daily routines, including morning announcements, lunch activities, and classroom instruction. Counselors designed and delivered four schoolwide Wellness Weeks, providing lessons and materials for K–5 homerooms and grades 6–8 advisories:

- September: You Matter (identity and belonging)
- November: Kindness Quest (inclusion and anti-bullying)

- February: College & Career (interests and career exploration)
- March: Wellness in Action (physical and mental well-being, testing readiness)
  Counselors also adapted the Second Step curriculum and developed grade-specific lessons; teacher feedback indicates the materials are more engaging and better aligned to students' needs.

Student engagement and school climate: Schoolwide events such as pep rallies, an expanded athletic program (including swim and a golf tournament), and middle school leadership opportunities have strengthened student engagement and school culture.

Safety and transitions: CRA launched the year with a Safety Week and practiced all required drills during the second week of school, setting clear expectations for consistent, high-quality monthly drills. The school also revamped the 5th-to-6th grade transition into a multi-phase process that includes student and parent presentations, parent tours, a Moving Up Day (5th graders shadow 6th grade), and a two-day incoming middle school orientation. As a result, the transition to middle school was smoother, with positive parent feedback.

Action 2: The following action has been fully implemented. CRA values and actively seeks meaningful parent input in school decision-making to strengthen programs, improve outcomes, and ensure inclusive participation for all families, including those representing Unduplicated Pupils and Students with Disabilities.

Structures for parent engagement and collaboration: CRA sustains consistent communication and partnership through monthly PPO meetings held on site, supplemented by two additional evening Zoom meetings to expand access. CRA also holds a monthly PPO Board and Administration meeting to support close collaboration and shared planning.

Parent-informed programming and responsiveness: CRA responds directly to parent input by incorporating requested safety education, including presentations on e-bikes, cyber safety, and school protocols. Based on parent requests, CRA is also participating in the OC Run for the first time, with the event organized by parents and supported by staff and parent volunteers.

Schoolwide safety engagement: CRA launched Safety Week during the second week of school, practicing a specific safety drill each day to establish expectations and reinforce preparedness.

Feedback systems and family conferences: CRA strengthened family engagement by shifting Parent-Teacher Conferences to in-person formats, and making spring conferences non-voluntary to ensure consistent participation. CRA also administers Kelvin surveys to gather feedback on school connectedness and student sense of safety; results inform continuous improvement and are reported annually in the LCAP.

Implementation consideration: A continuing focus area is ensuring that families whose primary language is not English feel comfortable volunteering in classrooms and participating in PPO meetings and other school events.

Action 3: This action was fully implemented. CRA prioritizes meaningful parent engagement as a key driver of student success and provides families—including those representing Unduplicated Pupils and Students with Disabilities—multiple opportunities to participate as partners in their children's education.

Successes include the implementation of Safety Week during the second week of school, with a specific safety drill practiced each day. CRA also strengthened family collaboration through a monthly PPO Board and Administration meeting and continued monthly on-site PPO meetings, supplemented by two additional evening Zoom meetings to increase access.

Director's Talks further expanded engagement, increasing average PPO meeting attendance from approximately 12–15 last year to 25–35 this year. No challenges have been identified this year.

Action 4: CRA has fully implemented this action to ensure students and staff learn and work in a safe, clean, and well-maintained facility.

CRA operates on a site leased from Capistrano Unified School District and maintains high standards for facility conditions, safety, and operational readiness.

To enhance the learning environment, CRA completed key facility improvements, including upgrades to student bathrooms to strengthen functionality, cleanliness, and hygiene. CRA also added an outdoor garden and kitchen space to expand hands-on learning opportunities and support instructional programming.

CRA conducts an annual facility assessment using the Facility Inspection Tool (FIT) to systematically evaluate the condition of all campus areas. Any concerns identified through the FIT process are addressed promptly through maintenance and corrective actions. Results are communicated transparently through the School Accountability Report Card (SARC), Local Indicators Report, and the LCAP, ensuring families and the community have access to current information on facility conditions.

Through consistent maintenance, annual inspections, and targeted upgrades, CRA sustains a facility environment that supports student health, safety, and academic success.

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.

Goal 3, Action 3: PowerSchool: Estimated actual expenditures for this action exceeded budgeted expenditures due to higher-than-projected costs for the PowerSchool student information system. The actual licensing cost for PowerSchool was higher than the figure projected during budget development. The cost difference was absorbed within available local resources to ensure uninterrupted use of PowerSchool for student information, enrollment, gradebook, attendance, and family communication functions.

Goal 3, Action 4: Safe, Clean, and Functional Learning Environment: Estimated actual expenditures for this action were less than budgeted expenditures because housekeeping services were reduced during the school year, resulting in lower-than-projected costs. The reduction did not affect the cleanliness, safety, or functionality of the campus, and CRA continues to maintain a safe, clean, and welcoming learning environment for students, staff, and families.

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

Action 1: This action has been highly effective in sustaining a safe, welcoming, and positive school environment through integrated supports that advance both academic success and social-emotional development. The combination of schoolwide SEL programming, expanded engagement opportunities, structured safety routines, and a redesigned middle school transition has strengthened school culture and produced positive feedback from both staff and families.

Schoolwide SEL and student wellness have anchored the year. All students in grades K-8 received Tier 1 SEL instruction and supports, with monthly SEL themes integrated into daily routines including morning announcements, lunch activities, and classroom instruction. Counselors designed and delivered four schoolwide Wellness Weeks, providing lessons and materials for K-5 homerooms and grades 6-8 advisories: You Matter in September focused on identity and belonging, Kindness Quest in November focused on inclusion and anti-bullying, College and Career in February focused on interests and career exploration, and Wellness in Action in March focused on physical and mental well-being and testing readiness. Counselors also adapted the Second Step curriculum and developed grade-specific lessons, and teacher feedback indicates the materials are more engaging and better aligned to students' needs.

Student engagement and school climate have been strengthened through schoolwide events such as pep rallies, an expanded athletic program that now includes swim and a golf tournament and growing middle school leadership opportunities. These experiences have built stronger connections among students and have reinforced the school's culture of belonging and participation.

Safety routines and transition supports have also been improved. CRA launched the year with a Safety Week and practiced all required drills during the second week of school, setting clear expectations for consistent, high-quality monthly drills throughout the year. The school also redesigned the 5th-to-6th

grade transition into a multi-phase process that includes student and parent presentations, parent tours, a Moving Up Day during which 5th graders shadow 6th grade, and a two-day incoming middle school orientation. As a result, the transition to middle school was smoother and generated positive parent feedback. CRA will continue this action in 2026-27 to sustain Tier 1 SEL programming, preserve the Wellness Weeks structure, maintain consistent safety routines, and continue the redesigned middle school transition process.

Action 2: This action has been effective in strengthening meaningful parent input in school decision-making and in building structures that support inclusive participation for all families, including those representing unduplicated pupils and students with disabilities. CRA has built a coherent system that combines regular engagement forums, responsive programming, and consistent feedback mechanisms, producing visible improvements in parent participation and parent-school collaboration.

Structures for engagement and collaboration have remained consistent and well attended. Monthly PPO meetings are held on site, supplemented by two additional evening Zoom meetings to expand access for families with scheduling constraints. A monthly PPO Board and Administration meeting supports close collaboration and shared planning between parent leaders and school leadership. These predictable structures have sustained ongoing dialogue rather than episodic engagement.

Programming has been directly responsive to parent input. CRA incorporated parent-requested safety education, including presentations on e-bikes, cyber safety, and school protocols, and is participating in the OC Run for the first time at the request of parents, with the event organized by parents and supported by staff and parent volunteers. CRA also launched Safety Week during the second week of school, practicing a specific safety drill each day to establish expectations and reinforce schoolwide preparedness. Together, these examples demonstrate that parent input is consistently translated into concrete programming and operational decisions.

Feedback systems and family conference structures have strengthened the consistency of family engagement. CRA shifted Parent-Teacher Conferences to in-person formats and made spring conferences non-voluntary, ensuring more consistent participation across all families. Kelvin surveys are administered to gather feedback on school connectedness and student sense of safety, with results informing continuous improvement and reported annually in the LCAP. A continuing area of focus is ensuring that families whose primary language is not English feel comfortable volunteering in classrooms and participating in PPO meetings and other school events. CRA will continue this action in 2026-27 to sustain the engagement structures already in place, deepen responsiveness to parent input, and expand outreach and supports that increase participation among families whose primary language is not English.

Action 3: This action has been highly effective in strengthening parent engagement as a key driver of student success. CRA has built consistent, accessible opportunities for families, including those representing unduplicated pupils and students with disabilities, to participate as partners in their children's education. Implementation has produced measurable growth in parent participation alongside expanded structures for collaboration and shared planning.

Several successes anchor the year. CRA implemented Safety Week during the second week of school, practicing a specific safety drill each day to set clear expectations and reinforce schoolwide preparedness while engaging families in the school's approach to safety. Family collaboration was further strengthened through a monthly PPO Board and Administration meeting, which provides a consistent forum for parent leaders and administrators to plan together. Monthly on-site PPO meetings continued throughout the year, supplemented by two additional evening Zoom meetings to expand access for families with daytime scheduling constraints.

Director's Talks have produced the clearest evidence of impact. Average PPO meeting attendance increased from approximately 12 to 15 parents last year to 25 to 35 parents this year, reflecting a substantial increase in family participation and a strengthened culture of shared communication between school leadership and families. No challenges have been identified this year. CRA will continue this action in 2026-27 to sustain the structures that have driven this growth, including Director's Talks, the monthly PPO Board and Administration meeting, and the on-site and Zoom PPO meeting schedule, while continuing to invite broader and more inclusive family participation.

Action 4: This action has been effective in ensuring that students and staff learn and work in a safe, clean, and well-maintained facility. CRA operates on a site leased from Capistrano Unified School District and has sustained high standards for facility conditions, safety, and operational readiness throughout the year. The combination of targeted facility improvements, structured annual inspections, and transparent public reporting has produced a learning environment that consistently supports student health, safety, and academic success.

Facility improvements completed this year have directly strengthened the learning environment. CRA upgraded student bathrooms to improve functionality, cleanliness, and hygiene, addressing one of the highest-use areas of the campus. The school also added an outdoor garden and kitchen space, expanding hands-on learning opportunities and supporting instructional programming connected to project-based learning, environmental stewardship, and the school's broader sustainability initiatives. These additions extend the instructional footprint of the campus while enhancing daily operations.

Inspection and reporting practices have remained systematic and transparent. CRA conducts an annual facility assessment using the Facility Inspection Tool (FIT) to evaluate the condition of all campus areas, and any concerns identified through the FIT process are addressed promptly through maintenance and corrective actions. Results are communicated through the School Accountability Report Card (SARC), the Local Indicators Report, and the LCAP, ensuring that families and the community have access to current information on facility conditions. This combination of consistent maintenance, structured annual inspections, transparent reporting, and targeted upgrades has positioned facility management within a clear continuous improvement cycle. CRA will continue this action in 2026-27 to sustain its inspection and maintenance practices, complete additional targeted upgrades as needs are identified, and continue transparent reporting through SARC, the Local Indicators Report, and the LCAP.

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.

Community Roots Academy develops a one-year LCAP annually, allowing the school to review and revise its actions based on the most recent local and state assessment data, feedback from its educational partners, and local data collected at the school. This annual cycle ensures that the LCAP remains responsive to evolving student needs and reflects ongoing learning from CRA's instructional and school climate practice.

Expanded Schoolwide PBIS: For 2026-27, Community Roots Academy will expand its schoolwide Positive Behavior Interventions and Supports (PBIS) framework to include monthly positive incentive experiences. These experiences will reinforce schoolwide expectations, celebrate student demonstrations of CRA's core values, and strengthen a positive, inclusive school climate.

Adoption of the Wayfinder Curriculum: CRA will adopt the Wayfinder curriculum, a comprehensive PreK-12 research-based and evidence-based program designed to build purpose-driven learning, social-emotional learning (SEL), and 21st century skills. The Wayfinder adoption will deepen CRA's SEL programming and provide counselors and teachers with structured, sequenced lessons aligned to student needs across all grade levels.

Expanded 5th Grade Transition and Updated Grade Span Configuration: CRA will expand its 5th grade transition to middle school program for both students and families to ease the academic, social, and logistical transition into middle school and to ensure that families have clear information and consistent communication throughout the transition. In connection with this work, CRA will update its grade span configuration: the Elementary School will encompass TK through grade 4, and the Middle School will encompass grades 5 through 8. This configuration will support an earlier, more developmentally aligned transition into middle school programming and strengthen the connection between elementary and middle school instructional practices.

Strengthened Parent Engagement: CRA will strengthen parent engagement by surveying families to identify topics of interest for presentation at Parent Participation Organization (PPO) meetings. This change ensures that parent engagement is responsive to family priorities and broadens the range of perspectives available through PPO programming.

No Other Changes to Goals, Metrics, or Actions: Aside from the refinements described above, no major changes were made to the LCAP goals, metrics, or actions for 2026-27.

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 will continue its commitment in 2026-27 to providing a safe, welcoming, and positive school environment that is essential for student well-being and conducive to learning. The school will sustain a comprehensive culture of engagement through integrated programming that supports both academic achievement and social-emotional development. **Social-Emotional Learning Integration** CRA will integrate SEL monthly themes throughout the school day, incorporating them into morning announcements, lunch activities, and academic content areas schoolwide. SEL monthly themes will continue in 2026-27 alongside four schoolwide SEL Wellness Weeks, providing students with sustained, recurring opportunities to practice social-emotional skills in a supportive environment. In 2026-27, CRA will also adopt the Wayfinder curriculum, a comprehensive PreK-12 research-backed program designed to build purpose-driven learning, social-emotional learning, and 21st century skills. The Wayfinder adoption will deepen the SEL program by providing counselors and teachers with structured, sequenced lessons aligned to student needs across grade levels. **Schoolwide Positive Behavior Interventions and Supports** CRA will further expand its schoolwide Positive Behavior Interventions and Supports (PBIS) framework in 2026-27 to include monthly positive incentive experiences. These experiences will include activities such as Lunch on the Lawn, Field Days, and student-chosen activities, reinforcing schoolwide expectations and celebrating student demonstrations of the school's core values. **Student Engagement and Spirit Building** Students will participate in outdoor learning opportunities that will enhance learning while deepening student engagement and motivation. Monthly spirit days will continue throughout the year, enabling students to dress up in themed outfits to build school spirit and community connection. The school will host Town Halls and pep rallies that kick off sports programs and promote positive school climate. **Clubs and Activities** CRA will provide morning and afternoon clubs including Green Champs, Junior Coaches, Hundred Mile Running Club, and Acting Academy, which will promote	$733,441	N

Action #	Title	Description	Total Funds	Contributing
		student engagement and build community connections. The Roots Athletic program will continue to offer afterschool sports leagues, including the Lil Sprouts cheer team in which middle school cheerleaders coach second-grade students, fostering mentorship and leadership opportunities. **Social Events and Celebrations** Middle school students will participate in social events including dances, movie nights, and fall fairs that strengthen peer relationships and school connection. CRA will host numerous schoolwide events throughout the year including Annual Expo Night, the Multicultural Fair, Annual Field Games, the Earth Day Celebration, the High School Fair, and graduation ceremonies, creating opportunities for the entire school community to come together in celebration. **Expanded Middle School Transition Program** In 2026-27, CRA will expand its 5th grade transition to middle school program for both students and families. The expanded program will continue to include student and parent presentations, parent tours, a Moving Up Day during which 5th graders shadow 6th grade, and a multi-day incoming middle school orientation, with additional touchpoints designed to ease the academic, social, and logistical transition for students and to provide families with clear information and consistent communication throughout the transition. **Safety and Security** The School Safety Plan will be reviewed and revised annually by the leadership team and presented to all staff. In 2026-27, CRA will also review and update both the Parent and Student Handbook and the School Safety Plan to ensure both documents reflect current practices, schoolwide expectations, and any regulatory changes. Safety Week will take place during the first month of the school year, with all required safety drills taught and practiced. Monthly safety drills will continue throughout the year, and safety protocols will be communicated to families before and after each drill to ensure transparency and preparedness. This comprehensive approach to safety will create an environment where students can focus on learning and personal growth. Through these integrated efforts, Community Roots Academy will continue to foster 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 will continue to value and actively seek meaningful parent input in educational decision-making processes in 2026-27 to ensure that all families, including those representing unduplicated pupils and students with	$0	N

Action #	Title	Description	Total Funds	Contributing
		disabilities, have opportunities to contribute to their children's educational experience and school improvement efforts. **Parent Advisory Committees** Parent engagement in decision-making will occur through structured committees that provide formal channels for family voice and input. The English Language Advisory Committee (ELAC) will specifically address the needs and concerns of English learner families, while the Parent Participation Organization (PPO) and its subcommittees will provide broader opportunities for all families to engage in school governance and program development. **Family Feedback through the Kelvin Survey** CRA will administer the Kelvin survey two times during the 2026-27 school year, in the fall and in the spring. The Kelvin survey will gather feedback from students and families on school connectedness, student sense of safety, and related dimensions of school climate, and results will inform continuous improvement, program planning, and reporting through the LCAP and Local Indicators Report. **Accessibility and Inclusion** To ensure equitable participation for all families, CRA will provide translation of materials and interpreter services upon request. These accessibility supports will remove language barriers and enable all parents to participate meaningfully 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 will ensure that diverse family perspectives inform school policies, programs, and practices. This inclusive approach to decision-making will strengthen the partnership between families and the 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 will continue to recognize that meaningful parent engagement is essential for student success and will actively provide all parents in 2026-27, 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**	$51,753	N

Action #	Title	Description	Total Funds	Contributing
		CRA will host a variety of parent education workshops led by Directors and guest speakers to build family capacity and strengthen the home-school partnership. The administration will continue to implement book clubs and specialized parent workshops that engage parents as essential partners in social-emotional learning initiatives. Family Fun Nights will provide informal opportunities for families to connect with the school community while building relationships with other families. **Monthly Leadership Communication and Parent-Selected Topics** Monthly Director's Talks will continue to kick off Parent Participation Organization meetings, featuring different topics each month designed to inform and engage families. These presentations will cover essential topics including safety protocols, homework policies, partnership opportunities with Capistrano 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. In 2026-27, CRA will strengthen parent engagement by surveying parents to identify topics of interest for PPO presentations. Topics will be supported by presentations from teachers, administration, counselors, related service providers, and community partners, broadening the range of perspectives available to families. **Prospective Parent Engagement** CRA will continue to expand prospective parent engagement to deepen community connections and introduce new families to the school's project-based learning model. Prospective parents will be invited to the Annual Expo Night to learn more about project-based learning and experience the school community firsthand. CRA will also expand the scope of prospective parent tours, ensuring that each tour features a unique focus, such as project-based learning, environmental literacy, MTSS, or arts and enrichment, to provide an in-depth program learning experience tailored to family interests. **Communication Platforms and Access** CRA will maintain consistent communication with families through multiple platforms including social media, the school website, and the ParentSquare messaging system. Families will have continuous access to the PowerSchool Parent Portal, where they will be able to 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**		

Action #	Title	Description	Total Funds	Contributing
		The school will annually survey families using the Kelvin survey to measure their sense of safety and connectedness while soliciting valuable input about school programs and services. This feedback will directly inform school improvement efforts and ensure that family perspectives guide decision-making processes. **Accessibility and Inclusion** To ensure equitable participation for all families, CRA will provide translation of materials and interpreter services upon request. These accessibility supports will remove language barriers and enable all parents to participate meaningfully in engagement opportunities regardless of their primary language or communication needs. Through these comprehensive engagement strategies, Community Roots Academy will foster strong partnerships with families that support student achievement and create a collaborative educational environment.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Community Roots Academy will continue its commitment to providing all students and staff with a safe, clean, and well-maintained school facility that supports effective teaching and learning. The school will continue to operate on a site leased from Capistrano Unified School District and will maintain high standards for facility conditions and safety. **Facility Improvements and Upgrades** CRA will continue to invest in targeted facility upgrades to enhance the learning environment. CRA will develop a School Forest and Green Space, expanding outdoor learning opportunities, advancing the school's environmental literacy and sustainability programming, and providing students with additional natural settings for project-based learning, garden instruction, and Wellness Week activities. This project will build on prior facility improvements, including the recently completed student bathroom upgrades and the outdoor garden and kitchen space. **Annual Facility Assessment and Maintenance** Community Roots Academy will conduct an annual facility assessment 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 will be promptly addressed to maintain optimal facility conditions. The FIT results will be transparently reported through multiple channels including the School Accountability Report Card (SARC), the Local Indicators Report, and this Local Control and Accountability Plan (LCAP),	$527,160	N

Action #	Title	Description	Total Funds	Contributing
		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 will ensure that the physical learning environment supports student safety, health, and academic success. This comprehensive approach to facility management will create 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 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$251,858	$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
2.97%	0%	$0	2.97%

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 2025 California School Dashboard documents persistent achievement gaps between Community Roots Academy's unduplicated students (English Learners, Low-Income, and Foster Youth) and the schoolwide All Students average in both Mathematics and English Language Arts. On the Mathematics Academic Indicator, Socioeconomically Disadvantaged (SED) students performed at -24.2 Distance from Standard (DFS) compared to +12.9 DFS schoolwide, a gap of 37.1 DFS points. On the ELA Academic Indicator, SED students performed at +13.1 DFS compared to +48.8 DFS schoolwide, a gap of 35.7 DFS points. CRA's review of i-Ready ELA and Mathematics diagnostic data, DIBELS results, and CapIt results further identifies that English Learners and dually identified EL/SWD students continue to	CRA will use LCFF Supplemental and Concentration funds to fund the following positions and resources, each of which is directly designed to address the identified needs of unduplicated students: The **Elementary Interventionist** will deliver Tier 2 writing and mathematics intervention for students in the elementary grades through push-in support and small-group instruction during the regular school day. This role directly addresses the documented mathematics and writing performance gaps for SED students, English Learners, and dually identified EL/SWD students by providing targeted instruction at the point of need, using data from i-Ready, DIBELS, CapIt, classroom assessments, and teacher input to inform intervention placement and content.	• #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	demonstrate underperformance in both foundational literacy and mathematics. The i-Ready improved placement rate for English Learners declined from 67% to 46% between 2024 and 2025, and a disproportionate share of English Learners and SED students are placed in the lowest and second-lowest achievement bands on universal screeners. These data identify a specific, urgent need to provide additional tiered academic intervention to accelerate growth for unduplicated students, particularly through (1) targeted Tier 2 writing and mathematics intervention at the elementary level, (2) targeted phonics and reading instruction in the early grades to strengthen foundational literacy for English Learners, SED students, and students with reading difficulties, (3) Tier 2 mathematics intervention at the middle school level, and (4) supplemental digital learning resources to extend differentiated reading and language practice during the regular school day and at home.	The **Reading Specialist** will deliver targeted phonics intervention and reading instruction in the early elementary grades, focused on building strong foundational literacy for English Learners, SED students, dually identified EL/SWD students, and students experiencing reading difficulties. This role directly addresses the foundational reading needs identified through DIBELS, CapIt, and i-Ready Reading data. Early, intensive phonics intervention reduces the long-term reading gap that disproportionately affects unduplicated students and is essential for accessing grade-level content across all subject areas. The **Middle School Math Interventionist** will provide Tier 2 mathematics intervention for students in grades 5-8, addressing the persistent and widening mathematics performance gap for SED students and unduplicated students at the middle school level. This role uses i-Ready diagnostic data, unit assessments, and teacher input to deliver targeted small-group instruction during the school day. **Learning A-Z** provides supplemental, leveled digital reading resources that support differentiated reading practice, vocabulary development, and language acquisition. The resource is particularly impactful for English Learners and SED students because it enables differentiated reading practice matched to each student's instructional reading level, builds vocabulary and academic language, and supports both classroom and home practice. Together, these resources form a coherent tiered academic support system that directly targets the specific gaps documented for CRA's unduplicated student population. **Why the Action Is Provided on a Schoolwide Basis** CRA is a single-site charter school in which unduplicated students are not concentrated in specific classrooms or grade levels but are distributed across all grades and instructional settings. Delivering this	

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
		action on a schoolwide basis is the most effective way to reach every unduplicated student because: First, English Learners, SED students, and Foster Youth are integrated into every classroom across grades TK-8. A schoolwide model ensures that the Elementary Interventionist, Reading Specialist, Middle School Math Interventionist, and Learning A-Z reach unduplicated students in whichever classroom they are placed, rather than limiting access to a single grade or section. This is particularly important for dually identified EL/SWD students, who require access to intervention regardless of their placement. Second, the schoolwide structure aligns directly with CRA's Multi-Tiered System of Supports (MTSS) framework, which delivers Tier 2 and Tier 3 intervention through embedded staff working in collaboration with classroom teachers. A schoolwide model leverages existing data systems (i-Ready, DIBELS, CapIt, SST processes) to identify which unduplicated students need support, when, and at what intensity. Limiting these positions to a specific cohort would fragment the data flow, weaken collaboration, and reduce responsiveness to changing student need. Third, the schoolwide design is principally directed at, and most effective for, meeting the needs of unduplicated students. Although these positions and resources are available to all students on the schoolwide campus, the design of each role is anchored in the documented needs of unduplicated students: foundational phonics for EL and SED students in the early grades, Tier 2 writing and math intervention for SED and EL students in elementary grades, middle school math intervention to address the SED math gap in grades 5-8, and Learning A-Z to extend leveled reading and language practice for English Learners. Intervention placement and prioritization processes ensure that unduplicated	

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
		students receive first and most consistent access to the supports. This action goes beyond enrollment to delivery: it directs LCFF Supplemental and Concentration funds to specific staffing and instructional resources that are matched, by design, to the identified needs of unduplicated students and that operate within a schoolwide structure capable of reaching every unduplicated student in the school.	

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,042,261.41	$ 8,858,958.05

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	$ 46,926	$ 87,488
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 244,688	$ 244,306
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 234,089	$ 236,715
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 297,653	$ 292,620
1	4	BROAD COURSE OF STUDY	No	$ 670,441	$ 639,350
1	5	SERVICES TO SUPPORT SWD	No	$ 1,746,555	$ 1,817,992
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 4,220,053	$ 3,919,720
2	2	PROFESSIONAL DEVELOPMENT	No	$ 53,138	$ 75,616
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 141,826	$ 166,935
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 63,367	$ 86,902
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 673,581	$ 716,682
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 18,264	$ 33,598
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 631,682	$ 541,037

2025-26 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)
$217,035	$ 234,089	$ 236,715	$ (2,627)	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	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 234,089	$ 236,715.06	0.000%	0.000%

2025-26 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)
$7,615,275	$ 217,035	0.000%	2.850%	$ 236,715	0.000%	3.108%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	$ 8,491,505	$ 251,858	2.966%	0.000%	2.966%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,813,752	$ 1,497,323	$ -	$ 460,309	$ 8,771,385.00	$ 6,934,446	$ 1,836,939

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	$ -	$ 91,795	$ 91,795	$ -	$ -	$ -	$ 91,795	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 109,452	$ 161,118	$ 116,190	$ 154,381	$ -	$ -	$ 270,570	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	Community Roots Academy	Ongoing	$ 250,478	$ 3,576	$ 254,054				$ 254,054	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 423,325	$ 11,000	$ 434,325	$ -	$ -	$ -	$ 434,325	0.000%
1	4	BROAD COURSE OF STUDY	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 558,109	$ 60,925	$ 519,783	$ 99,250	$ -	$ -	$ 619,033	0.000%
1	5	SERVICES TO SUPPORT SWD	SPED	No	Schoolwide		Community Roots Academy	Ongoing	$ 1,181,188	$ 80,891	$ 86,524	$ 1,070,141	$ -	$ 105,415	$ 1,262,080	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 4,183,508	$ 0	$ 4,128,183	$ 55,324	$ -	$ -	$ 4,183,508	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 48,465	$ 57,000	$ 48,465	$ 57,000	$ -	$ -	$ 105,465	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 161,776	$ 100,548	$ 61,228	$ -	$ -	$ 161,776	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 76,426	$ 76,426	$ -	$ -	$ -	$ 76,426	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 179,921	$ 553,520	$ 378,547	$ -	$ -	$ 354,894	$ 733,441	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	$ -	$ 51,753	$ 51,753	$ -	$ -	$ -	$ 51,753	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 527,160	$ 527,160	$ -	$ -	$ -	$ 527,160	0.000%

2026-27 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
$ 8,491,505	$ 251,858	2.966%	0.000%	2.966%	$ 254,054	0.000%	2.992%	**Total:**	$ 254,054
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 254,054

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	Schoolwide	English Learners and Low-Income	Community Roots Academy	$ 254,054	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).