

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Roots Academy

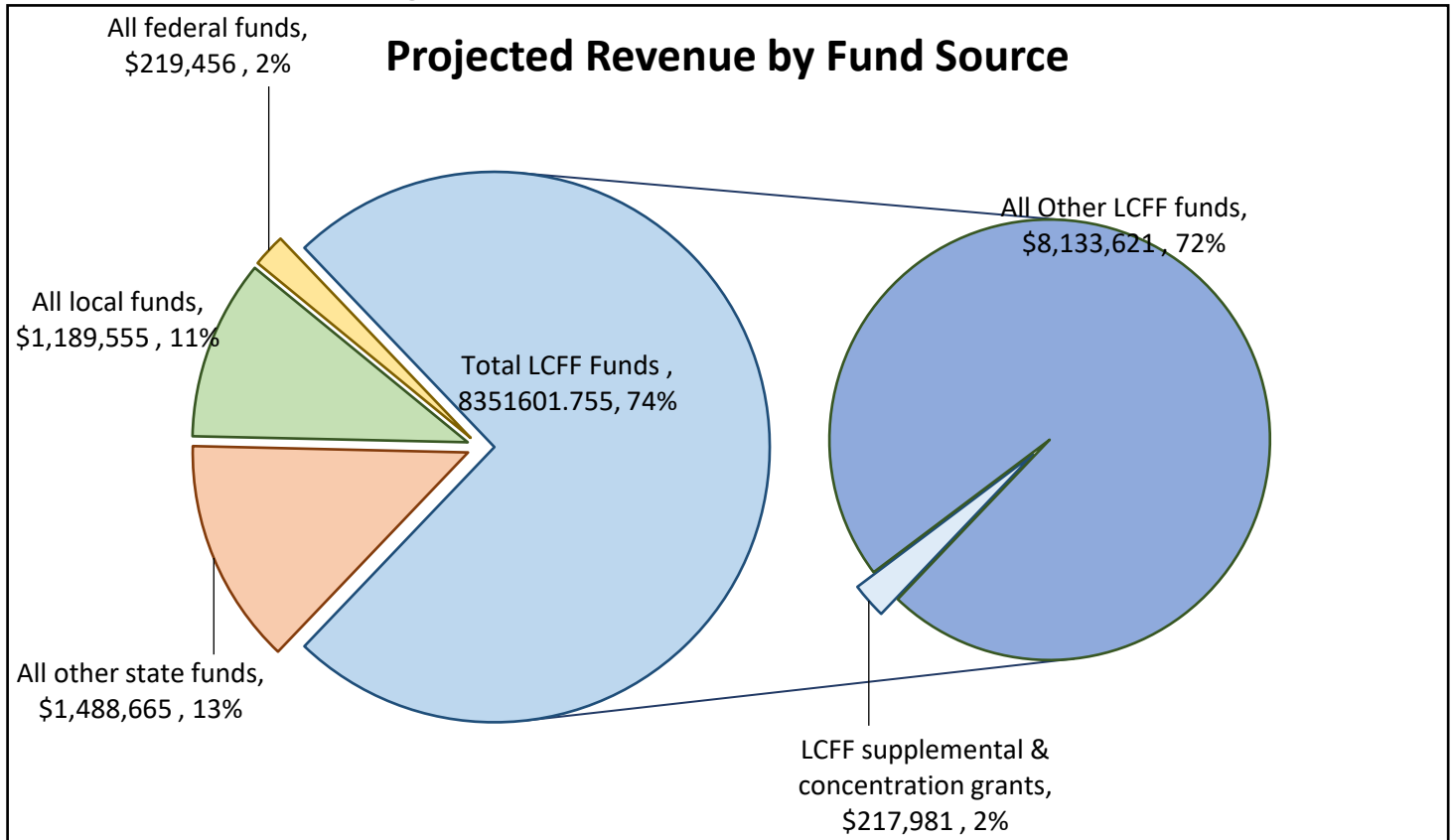
CDS Code: 30 66464 0123729

School Year: 2024-25

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 2024-25 School Year

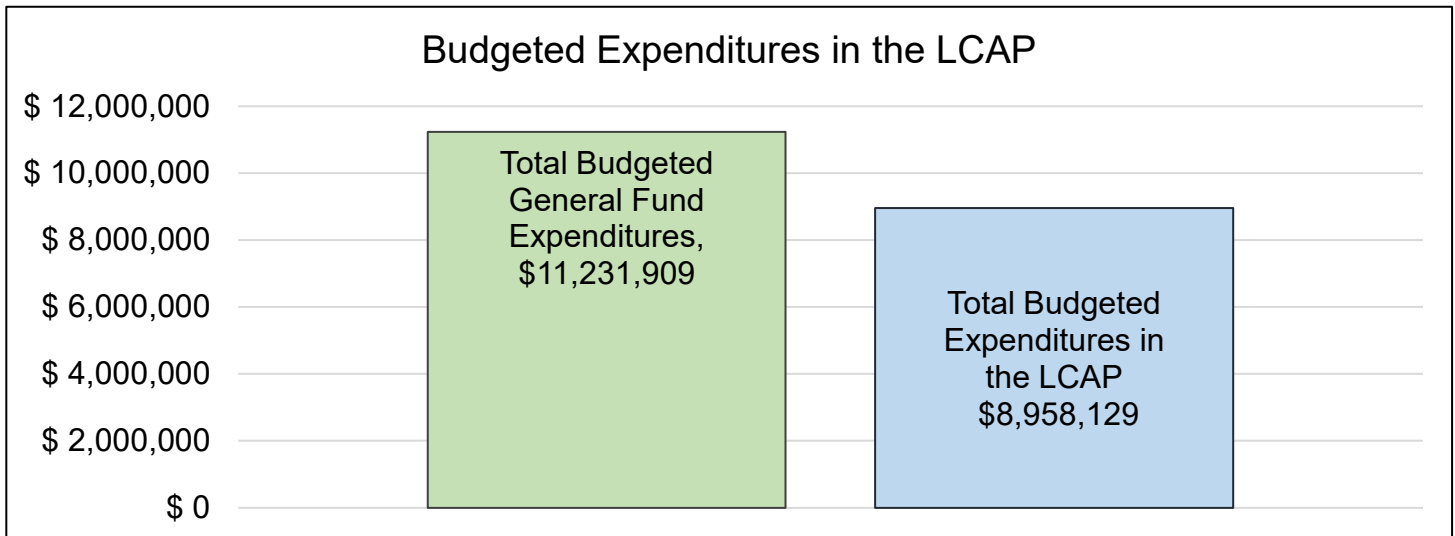


This chart shows the total general purpose revenue Community Roots Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Roots Academy is \$11,249,278.04, of which \$8,351,601.76 is Local Control Funding Formula (LCFF), \$1,488,665.40 is other state funds, \$1,189,554.81 is local funds, and \$219,456.08 is federal funds. Of the \$8,351,601.76 in LCFF Funds, \$217,981.04 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 2024-25. 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 \$11,231,909.33 for the 2024-25 school year. Of that amount, \$8,958,129.03 is tied to actions/services in the LCAP and \$2,273,780.30 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

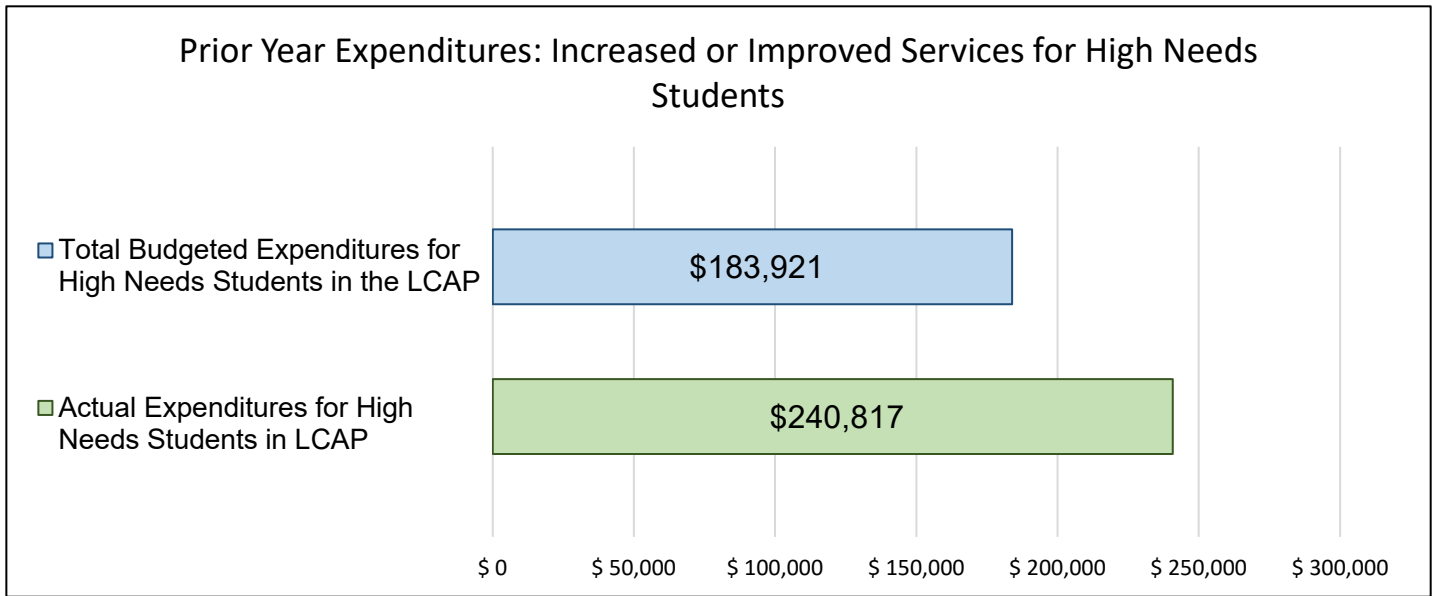
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Community Roots Academy is projecting it will receive \$217,981.04 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 \$225,645.00 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 2023-24



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 2023-24, Community Roots Academy's LCAP budgeted \$183,921.00 for planned actions to increase or improve services for high needs students. Community Roots Academy actually spent \$240,817.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Implement the use of multiple forms of data as part of the Multi-tiered System of Supports (MTSS) to address students' academic, social-emotional, behavioral, and mental health needs that will drive the allocation of (human, physical, fiscal) resources and will be used to inform instructional decision-making. (aligns with WASC AP #1 & 2)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 71.36%	2020-21: not administered	2021-22: 69.1% Met or Exceeded Standard	2022-23: 67.07% Met or exceeded standard	75%
CAASPP Math Source: CDE	2018-19: 65.10%	2020-21: not administered	2021-22: 56.48% Met or Exceeded Standard	2022-23: 55.76% Met or exceeded standard	70%
CA Science Test: Gr 5 Source: CDE	2018-19: 55.68%	2020-21: not administered	2021-22: 57.17% Met or Exceeded Standard	2022-23: 57.96% Met or exceeded standard	60%
CA Science Test: Gr 8 Source: CDE	2018-19: 60.87%	2020-21: not administered	2021-22: 62.5% Met or Exceeded Standard	2022-23: 50.84% Met or exceeded standard	65%
Attendance Rate Source: CALPADS	2019-20: 96%	2020-21: 96%	2021-22: 93.4%	2022-23: 94 %	95%

% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																																																																														
Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																																																																																														
Chronic Absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr> <tr><th colspan="3">2018-19</th></tr> <tr><th></th><th>Count</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>38</td><td>5.3%</td></tr> <tr><td>Asian</td><td>2</td><td>5.3%</td></tr> <tr><td>Hispanic</td><td>3</td><td>5.6%</td></tr> <tr><td>White</td><td>27</td><td>5.4%</td></tr> <tr><td>2+ Races</td><td>6</td><td>5.6%</td></tr> <tr><td>EL</td><td>1</td><td>5.3%</td></tr> <tr><td>SWD</td><td>6</td><td>6.3%</td></tr> <tr><td>SED</td><td>6</td><td>8.3%</td></tr> </tbody> </table>	CHRONIC ABSENTEEISM			2018-19				Count	Rate	Schoolwide	38	5.3%	Asian	2	5.3%	Hispanic	3	5.6%	White	27	5.4%	2+ Races	6	5.6%	EL	1	5.3%	SWD	6	6.3%	SED	6	8.3%	<table border="1"> <thead> <tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr> <tr><th colspan="3">2020-21</th></tr> <tr><th></th><th>Count</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>21</td><td>2.8%</td></tr> <tr><td>Asian</td><td>0</td><td>0.0%</td></tr> <tr><td>Hispanic</td><td>2</td><td>3.3%</td></tr> <tr><td>White</td><td>17</td><td>3.2%</td></tr> <tr><td>2+ Races</td><td>2</td><td>1.9%</td></tr> <tr><td>EL</td><td>0</td><td>0.0%</td></tr> <tr><td>SWD</td><td>6</td><td>5.2%</td></tr> <tr><td>SED</td><td>8</td><td>10.7%</td></tr> </tbody> </table>	CHRONIC ABSENTEEISM			2020-21				Count	Rate	Schoolwide	21	2.8%	Asian	0	0.0%	Hispanic	2	3.3%	White	17	3.2%	2+ Races	2	1.9%	EL	0	0.0%	SWD	6	5.2%	SED	8	10.7%	<table border="1"> <thead> <tr><th colspan="3">2021-22 CHRONIC ABSENTEEISM</th></tr> <tr><th></th><th>Number</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>147</td><td>19.3%</td></tr> <tr><td>Asian</td><td>4</td><td>10.8%</td></tr> <tr><td>Hispanic</td><td>22</td><td>25.9%</td></tr> <tr><td>White</td><td>101</td><td>19.1%</td></tr> <tr><td>Two or More Races</td><td>18</td><td>18.2%</td></tr> <tr><td>English Learners</td><td>4</td><td>19.0%</td></tr> <tr><td>SWD</td><td>28</td><td>23.0%</td></tr> <tr><td>SED</td><td>20</td><td>23.8%</td></tr> </tbody> </table>	2021-22 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	147	19.3%	Asian	4	10.8%	Hispanic	22	25.9%	White	101	19.1%	Two or More Races	18	18.2%	English Learners	4	19.0%	SWD	28	23.0%	SED	20	23.8%	<table border="1"> <thead> <tr><th colspan="3">2022-23 Chronic Absenteeism</th></tr> <tr><th></th><th>Number</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>110</td><td>13.9%</td></tr> <tr><td>Asian</td><td>4</td><td>10.5%</td></tr> <tr><td>Hispanic</td><td>19</td><td>17.9%</td></tr> <tr><td>White</td><td>73</td><td>13.6%</td></tr> <tr><td>2+ Races</td><td>14</td><td>13.6%</td></tr> <tr><td>EL</td><td>5</td><td>21.7%</td></tr> <tr><td>SWD</td><td>23</td><td>20.9%</td></tr> <tr><td>SED</td><td>19</td><td>20.4%</td></tr> </tbody> </table>	2022-23 Chronic Absenteeism				Number	Rate	Schoolwide	110	13.9%	Asian	4	10.5%	Hispanic	19	17.9%	White	73	13.6%	2+ Races	14	13.6%	EL	5	21.7%	SWD	23	20.9%	SED	19	20.4%	3%
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Facilities in "good" repair as measured by FIT: Source: SARC	2020-21: Good	2021-22: Good	2022-23: Good	2023-24: Good	Good																																																																																																																														

Goal Analysis

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

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

Community Roots Academy has fully implemented all 7 actions for Goal 1:

- Action 1: A new MS Director was hired this year to replace the previous MS Director. CRA currently has 3 teachers participating in OCDE's CTE Teacher Credential Pathways Program. Directors and teachers participated in 14 days of summer professional development which included content specific training and development: PBL, UDL and SEL workshop, MTSS, health and safety onboarding. We continue to provide Wednesday staff developments days and non-instructional professional development days throughout the year.

- Action 2: Our students were assessed using iReady assessments (universal screener) in reading and math: fall, winter and spring. iReady and CapIT provide students with supplemental academic support and track student progress. DIBELS assessment (universal screener) have also been administered: fall, winter & spring. The assessments are used to monitor academic progress, set goals, and identify students who require additional academic support; and are used to inform instruction.

- Action 3: Community Roots Academy (CRA) utilizes its universal screeners combined with state mandated assessments (CAASPP, CAST, ELPAC), to identify learning and achievement gaps for individual students and student groups. Implementation of universal screeners. CRA provides a comprehensive MTSS Program that is data-driven, addressing student needs in real-time. Teachers, interventionists, and instructional associates provide tiered support in the classroom during the instructional day; and students have access to ELOP (afterschool, intersession and summer programming). Each grade has a teacher on special assignment who helps with teaching, planning, intervention, assessment, and support.

The iReady and CapIt provide supplemental support and track progress. Learning A-Z offers leveled e-books to increase student access to reading materials at differentiated levels and interests. Students can borrow books from the library to read at home. We also have expanded learning programs after school, before school, and during the summer.

- Action 4: Community Roots Academy (CRA) successfully fulfills its goal of providing a comprehensive education by offering a diverse range of courses beyond the core subjects, including music, orchestra for grades 5-8, a well-stocked library for all grades, a hands-on garden program, art classes, physical challenges through the 100-mile Club, environmental learning with Green Champs for grades 3-5, leadership opportunities in the Junior Coaches and Student Leadership Team programs, choir for fifth graders, and advanced Algebra 1 for high-performing students, complemented by an innovative Career Technical Education (CTE) program featuring electives in Robotics, Environmental Sustainability, Agriculture, Digital Media & Communications Filmmaking, Art & Design, and Business/Entrepreneurship for middle school students. This school year Filmmaking is not being offered, but instead Digital Media & Communication; Art & Design (Visual Art); and Business/Entrepreneurship was offered in its place.

- Action 5: Community Roots Academy diligently upholds its commitment to maintaining a safe and clean school environment, leasing its facilities from CUSD and rigorously following all state and local health department guidelines for COVID prevention, and each year, the academy completes the Facility Inspection Tool (FIT) report, promptly addressing any issues found, with the results transparently shared in the school's School Accountability Report Card (SARC) and Local Control and Accountability Plan (LCAP).

- Action 6: Community Roots Academy provides educational leadership through the Director of Special Education and Director of Student Services who oversee all aspects of programming for Students with Disabilities, managing the referral and evaluation process, developing and supporting assessors, education specialists, and related services in implementing individual education plans (IEPs), and ensuring the effective delivery of services by a skilled team of teachers, interventionist, instructional associates, and service providers. The special education team actively engages in professional development, both from Community Roots Academy and the El Dorado SELPA, focusing on improving instructional practices to accelerate student learning. Collaborative efforts between special and general education currently take place as part of the continued development of tier-two support structures, intervention strategies, and the strategic move towards a fully inclusive school environment.

- Action 7: Community Roots Academy has effectively implemented the MTSS Framework to prioritize the social and emotional well-being of its students. In the summer of 2023, our directors enhanced their expertise by attending the California MTSS Professional Learning Institute. CRA employs two school counselors to meet the increasing demand for social-emotional learning (SEL) and mental health support. These counselors provide various levels of counseling and SEL support, tailored to the needs of our students. In addition to their direct work with students, our counselors are involved in continuous professional development. They actively participate in professional training opportunities and professional communities provided by OCDE and El Dorado SELPA. Their collaboration with the Special Education Department and general education teachers is key to effectively integrating SEL supports and interventions. This collaborative effort is further strengthened using specialized resources such as Goal Book and Project Adventures well as the adoption of the Second Step SEL and Engaging Schools curricula across all grades, as well as the partnership with the Institute for Social and Emotional Learning to establish long-term student wellness objectives.

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.

For Goal 1, Action 2 – there was a material difference between budgeted expenditures and estimated actual expenditures due to over-estimation on the actual cost for DIBELS assessments. DIBELS has been fully implemented and will continue to be implemented in the upcoming 2024-25 school year.

For Goal 1, Action 4: Due to the additional elective courses (Digital Media & Communication; Art & Design (Visual Art); and Business/Entrepreneurship) that were added for 2023-24, there were significant costs >\$100K, that were not planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: An Admin. Associate was hired to work with the ES Director to support with increased ES students, teachers, and parents which has been highly effective with addressing the SEL and academic increased needs of K-3 students/families. Challenges this year include differentiating staff/teacher professional development to increase stamina for intensive PD post pandemic.

- Action 2: Successes - Implementation of iReady and DIBELS benchmark assessments have been successfully implemented. CRA uses data from benchmark assessments to set goals and make instructional plans as a part of our Data Teams Protocol. This year CORE Phonics Screeners was added for grades 1-3; and Vocabulary Grade-Level Placement assessments for grades 6-8. Implementation of Kinder Caplt PD and reset was successful. Currently, data demonstrates that 98% of Kindergarten students have passed Level 1, 56% are halfway through Level 2 and 7% of K students are already on Level 3 as of 1/2024. Last year data as of 1/2023 was 80% mastered Level 1, 14% were 1/2 way through level 2 and 0% had started Level 3.

Areas for growth: It has been challenging to incorporate iReady diagnostics in kindergarten at the start of the school year. The past two years, we have a kindergarten specific plan. They begin the year taking a Caplt (phonics program) placement test. Kinder implements Caplt for the first semester. For the MOY benchmark kindergarten are administered the iReady math diagnostic and begin using the program. Once a kindergarten student has completed Level 3 of Caplt, they then take the iReady ELA diagnostic and begin that program.

- Action 3: Successes - Credentialed Reading Specialist conducts interventions for students in kindergarten to third grade with phonics and reading. Increase intervention support across campus/all grade levels with +3 Instructional We have started utilizing Instructional Associates to provide evidenced-based intervention at different levels of support based on student needs. We are currently restructuring to designate the Director of Student services to focus on Tier 2/Tier 3 Intervention. We created a system to identify 6-week cycles for intervention; developed criteria for entering and exiting intervention (based on comparison to peers, classroom expectations, etc.); We use universal screeners to find out where students are in their learning and to guide intervention. Teachers provided Intervention afterschool (via ELOP) in the areas of reading and math. This year we increased staffing and intervention support across campus in all grade levels with with 3 Instructional Associates; Restructuring to designate Dir. of Student Services to focus on Tier 2/Tier 3 Interventions.

Challenges: Classroom teachers reliably being able to deliver tier 2 intervention. Challenge is due to staff absences therefore 4th teacher (additional teacher) has been re-assigned at times to serve as a substitute teacher. For this reason, we started the process of shifting tier 2 interventions to Instructional Assistants.

- Action 4: Pathway Electives in MS, Elementary School music program has grown to include percussions in 3rd grade, 5th grade orchestrate participation has increased, MS orchestra had grown significantly and includes intermediate and advanced. Roots Athletics has been developed over the past 3 years. Middle School electives change year to year based on staffing, student interests and teacher interests, and the need to adopt standards-aligned elective curriculum. To address this issue, CRA has shifted to CTE Pathways for Middle School electives.

- Action 5: Successes: CRA is the recipient of the Turf rebate grant which allowed us to do a major courtyard remodel. The new courtyard provides a beautiful natural space for outdoor learning, performances and Town Halls to take place. Remodel of MS blacktop area, upgraded basketball courts, and professional murals depicting CRA Values on the existing wall ball courts.

Challenge: Bathroom remodel and upgrades have been a challenge however we continue to work with the CUSD (district) as well as obtaining outside bids for these repairs.

- Action 6: Successes – Moving SPED staffing to CRA employees has significantly improved our SpED Program and the quality and delivery of services to SWD.

Challenges: In previous years the challenge was due to SPED staff being contracted through outside organizations and the leadership for the department being off site. This also led to ongoing challenges with staffing and accountability for improving student outcomes.

- Action 7 Successes include Schoolwide Morning Meetings (K-5), and Advisory (6-8) at the start of each day, that focus on the CRA Values. Tier 1 Social Emotional Learning units were taught by our school counselors in all K-5 classrooms for 2 consecutive years. Tier 2 SEL small group or individual SEL interventions are run consistently by our school counselors, with specific goals set and data used to document progression. Student can cycle in or out of the tiers based on needs. This has resulted in decreased behaviors in students K-8. Recalibration of behavior expectations and response to students in the MS.

Challenges - Inconsistent practices in Middle School advisory and the content, curriculum used in prior years. This year the curriculum is consistent across grade levels. Curriculum adopted is Project Adventure which is aligned to the CRA Values. Teachers participated in 2 days of professional development in August in addition to monthly coaching sessions.

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

For the 2024-25 LCAP: Goal 1 will be revised since CRA has shifted to the next phase of implementing MTSS. Through discussions with our educational partners, we identified that State Priorities 4-8, were closely aligned to this goal, and revised the LCAP metrics used to measure it.

Per CDE newly revised guidance, a metric that applies to State Priority 8 has been added. Also, dashboard metrics have been disaggregated and reported by numerically significant student group. With the return of the CA School Dashboard, distance from standard metrics will be reported to align the 2024-25 LCAP to the CA School Dashboard. Additionally, for the 2024-25 LCAP, CRA will continue to develop a one-year LCAP that includes “target for Year 1 Outcome,” rather than three years.

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 for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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. (Aligns with WASC AP# 1 & 2)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
% Of students with access to Standards-aligned materials Source: Textbook inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%					
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (Source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	3	ELD	3	ELD	5	ELD	5
	Math	5	Math	5	Math	5	Math	5	Math	5
	NGSS	4	NGSS	4	NGSS	4	NGSS	5	NGSS	4
	History	4	History	4	History	3	History	5	History	4
	Health	4	Health	5	Health	5	Health	3	Health	4
	PE	5	PE	5	PE	4	PE	4	PE	5
	VAPA	4	VAPA	5	VAPA	4	VAPA	5	VAPA	4
	% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2019-20: 97%	2020-21: 97%	2021-22: 100%	2022-23: 100%	100%				
% Of EL who made progress toward English Proficiency measured by ELPAC	2018-19: 40%	2020-21: 45.83%	2021-22: 40% Proficient	2022-23: 34.78% Proficient	45%					

Source: Dashboard					
Reclassification Rate Source: Dataquest	2020-21: 0%	2021-22: 3.4%	2022-23: 34.7%	2023-24: 12%	40%
% EL with access to CCSS & ELD Standards Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

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

Community Roots Academy has fully implemented all 3 actions for Goal 2:

Action 1: One notable addition to our professional learning opportunities is the development of our Professional Development team which consists of 5 directors, 5 teachers, and a Special Projects liaison. This team has allowed us to effectively implement internal professional development for our staff and allows for them to presenting at numerous conferences including CCTE, AERA, AAACS, ESEA, CCSA, CAFE, and ATE, on Community Roots Academy’s success and best practices. This team is also collaborating on a book proposal focused on adaptive leadership.

- Action 2: Curricular purchases were made in addition to consumables. All students have access to standards-aligned curriculum.

- Action 3: Technology devices were purchased to ensure all students have access to instructional materials. IT Department ensures all devices are maintained and update, and adequate bandwidth schoolwide.

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.

For Goal 2, Action 3: – there was a material difference between budgeted expenditures and estimated actual expenditures due to over-estimation on the actual number of replacement laptop purchase for students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: CRA teachers have participated in robust and ongoing professional development experiences. Our K-1 team have participated in ongoing coaching with FactsWise, CapIt and SEL development. Illustrative Math coaching is ongoing in middle school and additional coaching on planning student support in math is being provided to our Sped Ed team. This year phonics achievement increased significantly this year with our Kindergarten students. Tier 2 interventions took place in 6-week cycles. Staff has increased to allow for instructional assistance and intervention teachers to lead the tier 2 interventions as opposed to classroom teacher.

Challenges include - Creating consistent middle school tier 2 interventions. Co-planning time across Gen Ed and Sped teachers and instructional assistance.

- Action 2: CRA ensures all students have access to standards aligned curriculum. Annual purchases are made to ensure sufficient materials. No challenges were identified.

- Action 3: Successes – Internet bandwidth and connectivity has considerably improved this year. Additional replacement Chromebooks were purchased ensuring 1:1 student to device ratio.

Challenges: Holding students/families accountable for misuse/destruction of technology devices.

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

For the 2024-25 the metrics for Goal 2 were revised to better align with the goal. Through discussions with our educational partners, we identified that State Priorities 1 7 2, were closely aligned to this goal, and revised the LCAP metrics used to measure it.

Per CDE newly revised guidance, for Priority 1 CRA will use CDE's TAMO data which is reported by the CDE on the Local Indicators Report annually. The decision was made to use TAMO data for purposes of transparency and alignment of the school's LCAP Metrics to align with the CA School Dashboard. Additionally, for the 2024-25 LCAP, CRA will continue to develop a one-year LCAP that includes "target for Year 1 Outcome," rather than three years.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24				
Suspension Rate Source: Dataquest	2019-20: 1.0%	2020-21: 0.4%	2021-22 SUSPENSION			2022-23: Suspension			<1%
				Number	Rate		Number	Rate	
			Schoolwide	15	1.6%	Schoolwide	12	1.5%	
			Asian	0	0.0%	Asian	0	0.0%	
			Hispanic	0	0.0%	Hispanic	0	0.0%	
			White	14	2.1%	White	10	1.8%	
			EL	0	0.0%	EL	0	0.0%	
			SED	1	1.2%	SED	2	2.0%	
SWD	2	1.6%	SWD	0	0.0%				
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%				
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama Survey	2020-21: (ES/MS) 65/70% Sense of safety 69/64% School connectedness	2021-22: (ES/MS) 71%/59% Sense of safety 62%/41% School connectedness	<u>2022-23: Sense of Safety</u> 67%: Elementary 52% Middle <u>School Connectedness</u> 64% Elementary 35% Middle	<u>2023-24:</u> 74% Sense of Safety 73% School connectedness	>60%				
Parent Survey: Sense of safety & school connectedness Source: Panorama Survey	2020-21: 85% Sense of safety 84% School connectedness	2021-22: 83% Sense of safety 76% School connectedness	2022-23: 69% Sense of Safety 72% School Connectedness	<u>2023-24:</u> 93% Sense of Safety 90% School connectedness	>70%				
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 99% Sense of safety	2021-22: 79% Sense of safety	2022-23: 61% Sense of Safety	<u>2023-24:</u> 88% Sense of Safety	>75%				

Source: Panorama Survey	87% School connectedness	65% School connectedness	61% School Connectedness	96% School connectedness	
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	Ranking of 5
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 3 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 4 4. 5	Ranking of 5

Goal Analysis

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

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

Community Roots Academy has fully implemented all 3 actions for Goal 3:

- Action 1: We have revamped our morning announcements to increase meaningful, positive messages that focus on the CRA values. We also increased the frequency of student recognition for achievements. The Roots Athletic program has significantly expanded to resulting in an increased need for parent involvement. Therefore, we are currently forming a Roots Athletic Booster club run by parents, that will have added additional leadership to our PPO. Pep rallies and Spirit Week are new events implemented this year with a new school mascot named Rooty.
- Action 2: Parents have participated in surveys on topics of interest for our Parent Education Series. We are switching from Panorama to Kelvin for school climate surveys to increase the type and frequency of surveys.
- Action 3: Parent education workshops were held on the following topics Supporting your student at home with foundational reading and math skills (K-5); Supporting your students' success in Middle School: time management and organizational skills (6-8); Social, Emotional Learning and

Development. This year we created an improved plan for strategic communication which includes a flow chart that distinguishes the type/purpose of communication, vehicle of communication and dates.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Over the past two years we relaunched parent volunteer opportunities in the classrooms, onsite parent workshops and onsite PPO meetings. Parents are very enthusiastic with the opportunity to volunteer in the classroom and at special events. We currently have over 250 parents with cleared LiveScan to volunteer on campus. CRA's Roots Athletic program has grown significantly. We now have competitive teams in volleyball, basketball, soccer, dance, and cross country and we have over 180 students participating. The girls cross-country team were league champions. Our Earth Day celebration was a huge success and brought significant awareness to the environment conscious practices at CRA. We initiated a safety audit of our school. We have regular monthly drills on site and this year we began to communicate the safety drills to parents. Parents have expressed their appreciation of being notified of upcoming drills, and drills take at the end of the school day because they are better prepared to discuss the drills with their children at home. In addition, the Dept. of Homeland Security visited CRA to perform a safety audit of our campus and safety procedures.

Challenges: Initially bringing parents back on campus after the pandemic was a challenge because we were still figuring out adhering to health and safety protocols and addressing family's request to volunteer. Securing buses has also been a greater challenge post pandemic due to a shortage of CUSD buses. We are now privately contracting buses for transportation resulting in significantly higher costs. With the rapid growth of the Roots Athletic club, we have also run into challenges with transportation and the amount of administrative work required with a large sports program. The cost of the program has increased significantly, and currently the school does not charge a fee for students/parents for these additional expenses (coaches, transportation, equipment, travel, staffing, etc.). However, we are initiating the Roots Booster Club to generate parent volunteers to support snack sales and other fundraising efforts.

- Action 2: This year CRA established an ELAC based on the EL enrollment. We currently have 22 English Language students which represent 17 families. This provides a small pool of parents that are interested in attending ELAC meetings.

- Action 3: In the Fall of 2023 we surveyed parents on what topics they believe are of most value to them for our Parent Workshops as well as the time and delivery (Zoom, online communication, in person, etc.) January 2024, Elementary Director and Elementary Admin Associate provided a workshop on Supporting your Child at Home with Reading and Writing, which was very well attended. CRA has increased our present on social-media and the parent engagement on social media posts has dramatically increased.

No challenges were identified.

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

For the 2024-25 the metrics for Goal 3 were revised to better align with the goal. Through discussions with our educational partners, we identified that State Priorities 1,3 and 6, were closely aligned to this goal, and revised the LCAP metrics used to measure it.

For Priority 3 – we revised the questions used from CDE’s Local Indicators Report from questions 5-8, to questions 9-12 which better aligns to measuring parent input in decision-making. Additionally, for the 2024-25 LCAP, CRA will continue to develop a one-year LCAP that includes “target for Year 1 Outcome,” rather than three years.

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 for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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 2024-25

General Information

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

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

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

At CRA, students learn by doing as they actively explore complex real-world problems and challenges that promote environmental awareness and stewardship. As a result, they become independent thinkers, responsible citizens and active community members. With project-based learning at the center of this model learning community, an emphasis is placed on the mastery of fundamental academic skills, problem-solving, critical thinking, collaboration, initiative, effective communications, adaptability, evaluating information and imagination. Every student participates and articulates their learning through Project-based Presentations to stakeholders, including community members from various professions. As such project-based learning empowers students with skills needed for success for today and tomorrow.

Community Roots Academy has established partnerships that support the school's mission and vision, including the Pacific Marine Mammal Center (PMMC), U.S. Geological Service, Jet Propulsion Lab (JPL), and the University of California, Irvine Student Teaching Program. Our school site serves as a reporting center for JPL in the case of an earthquake.

DEMOGRAPHICS

Community Roots Academy (CRA) is a WASC-accredited public school serving approximately 786 students in grades K-8 with the following demographics: 65% White, 14% Hispanic, 14% Two or More Races, 5% Asian, 1% Filipino, 0.4% African American, 0.6% American Indian/Alaskan Native; 3% English Learners (EL), 13% Students with Disabilities (SWD), and 12% Socioeconomically Disadvantaged (SED).

Community Roots Academy (CRA) has developed a one-year LCAP, that addresses the required [8 State Priorities](#). CRA is not eligible for LCFF [Equity Multiplier Funds](#).

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

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports rather than selection for a few components of Rtl and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and products. MTSS integrates instructional and intervention support to sustain systemic changes based on the Common Core State Standards-aligned classroom instruction.

ACCOMPLISHMENTS

In 2023, Community Roots Academy was awarded the California Green Ribbon Schools Award, which exemplifies "leading-edge models for improved indoor air quality, outdoor classrooms, and whole-school environmental education. Students in these schools address global problems such as climate change and local challenges, including water quality, food security, energy conservation, waste diversion, and emotional health. Once again, I am pleased that more than half of these honorees are within some of the state's highest-need communities. California's Green Ribbon Schools are leading the way for our students to develop the creativity and critical thinking skills they need to be environmental stewards now and into the future." (CA State Superintendent Thurmond))

Community Roots Academy has recently established and designed a Career Technical Education (CTE) Program for its middle school students in Robotics, Sustainability, Agriculture, and Filmmaking. CRA was awarded a CTE grant from the California Department of Education (CDE).

Community Roots Academy continues to partner with local community-based organizations, companies, and universities that provide services for its students that align with the school's mission, vision, and educational program. CRA partnered with Bosch, a German multinational engineering and technology company, which hosted twelve CRA Students. in an intensive two-day interactive training on Design Thinking. In partnership with the University of California, Irvine (UCI), our students participated in a schoolwide energy audit. Our students participated in the Coast Film Festival student award submission, with seven films selected.

Reflections: Annual Performance

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

The following chart reflects Community Roots Academy’s performance on the 2023 CA School Dashboard by indicator and student group.

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

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

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

2022-23 CAASPP: Distance from Standard		
Student Group	ELA	MATH
All Students	+29.9	+3.8
Hispanic	+19.8	-10.2
White	+27.3	+0.5
Two or More Races	+39.6	+11.7
English Learners	-1.2	-23.1
SED	+3.2	-18.4
SWD	-34.6	-60.4

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

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

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

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

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

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

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Community Roots Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	<p>Dates: <u>January 2024-25</u> – Weekly Directors meeting</p> <p>Discussion took place on the 2023-24 LCAP Midyear Update, 2023 CA School Dashboard, review and analysis of internal/local data (iReady, DIBELS, Tier 2 interventions, SEL data & behavior referrals); development of the 2024-25 LCAP Goals, metrics and actions.</p> <p>Feedback from consultation:</p> <ul style="list-style-type: none"> • Increase staffing to support Tier 2 reading, math, and writing interventions, add to responsibilities of Instructional Facilitators • Create a 7th grade advisory intervention program and increase role of support staff • Identified a need to collect data from all school staff that interact regularly with a student • Create protocols around counselor referral, Tier 3 referral • Develop professional development and actions plans for instruction, and consultants • Continue to strengthen daily attendance to reduce chronic absenteeism rates (Attendance policy) <p>Directors LCAP Planning & Review Meetings:</p> <ul style="list-style-type: none"> • 1/29/24: LCAP Midyear Review • 3/21/24-3/22/24: SPED Audit: Goals & Action items • 4/9/24: Planning & development of 2024-25 LCAP • 4/18/24-4/19/24: Strategic Planning Meeting: Executive Director, Elementary Director, Middle School Director, Admin. Associate, Director of SpED, Director of Student Services, SpED Consultant.

	<p>Discussion of the 2024-25 LCAP goals, actions, metrics; and development of the 2024-25 professional development needs.</p> <ul style="list-style-type: none"> • 5/21/24 – 5/22/24: Strategic Planning Meeting: Discussion continued - analysis of parent, staff and student survey data, reviewed the draft master schedule; and staffing allocation
Teachers	<p>Dates: January 2024-25 Monthly PLC Meetings</p> <p>Discussion took place on the 2023-24 LCAP Midyear Update, 2023 CA School Dashboard, review and analysis of internal/local data, development of the 2024-25 LCAP goals, actions and metrics.</p> <p>Feedback from consultation:</p> <ul style="list-style-type: none"> • Increase duration of SEL counselor-led lesson in Kindergarten • Increase Tier 2 data collection • Identified need to create Tier 2 writing groups • Need flexible math groups in some grade levels • Need to identify students for Tier 2 groups • Provide after-school interventions, and summer academic programs • Need to add additional academic support in grade 1 classrooms • Continue to strengthen and expand co-teaching model • Need for Instructional coaching • Smaller class size • PD: Project Adventure, and SEL
Other School Personnel	<p>Date: April – May 2024</p> <p>Feedback from consultation:</p> <ul style="list-style-type: none"> • Build capacity of Intervention support – continued development of content area knowledge • Need for ELA and Math Department Heads to train Instructional Facilitators (IF), TOSA, IA and Reading Interventionists.
Students	<p>Date: April 2024 – Students were surveyed to solicit input and feedback on school climate, safety, sense of belonging, and schoolwide initiatives.</p> <p>Feedback from consultation:</p> <ul style="list-style-type: none"> • Satisfied with Electives Program

	<ul style="list-style-type: none"> • Would like to continue with the Launch Lab (accelerated students) • Requested bathroom upgrades
ELAC	<p>Date: 3/8/24 – ELAC Meeting</p> <p>Discussion: ELAC Needs assessment for the 2024-25 LCAP, Update on CUSD DELAC meeting</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Increase communication with parents of EL students to discuss Initial ELPAC results • Parents requested workshops on strategies to support ELs with ELD • Parents requested a workshop to discuss the contents of the Summative ELPAC in order for families to support their child • Provide families with programs/resources to support identified needs of ELs
Parents including those representing Unduplicated Pupils	<p>Date: April 2024 Parent Survey</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Continue to provide academic intervention (Instructional Facilitators) to support English Learners, Low-Income and Students with Disabilities in ELA and Math to improve academic outcomes. • Continue with Launch Lab • Continue to host SEL workshops with Dr. Catherine Steiner

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

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Reading Interventionist, Instructional Associates to provide tiered intervention; Additional credentialed teacher (co-teaching); online intervention platforms to support student academic needs/address learning gaps.
- Goal 1, Action 3: SEL Supports & Intervention; SEL Team, address chronic absenteeism
- Goal 1, Action 4: Electives and Enrichments
- Goal 1, Action 5: Instructional facilitators – academic intervention ELA/Literacy & Math
- Goal 2, Action 2:

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+29.9</td> </tr> <tr> <td>Hispanic</td> <td>+19.8</td> </tr> <tr> <td>White</td> <td>+27.3</td> </tr> <tr> <td>Two or More Races</td> <td>+39.6</td> </tr> <tr> <td>SED</td> <td>+3.2</td> </tr> <tr> <td>SWD</td> <td>-34.6</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	+29.9	Hispanic	+19.8	White	+27.3	Two or More Races	+39.6	SED	+3.2	SWD	-34.6			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+31</td> </tr> <tr> <td>Hispanic</td> <td>+21</td> </tr> <tr> <td>White</td> <td>+28.3</td> </tr> <tr> <td>Two or More Races</td> <td>+41</td> </tr> <tr> <td>SED</td> <td>+4.2</td> </tr> <tr> <td>SWD</td> <td>-32</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	+31	Hispanic	+21	White	+28.3	Two or More Races	+41	SED	+4.2	SWD	-32	
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	62.5% Source: 2023 Dashboard			2023-24: 63% Source: 2024 Dashboard																																	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 34.8%			2023-24: 36%																																	

6	Reclassification Rate Source: Dataquest	2022-23: 34.7%			2023-24: 12%																																					
7	Attendance Rate Source: CALPADS	2022-23: 94%			2023-24: 94.5%																																					
8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>13.9%</td> </tr> <tr> <td>Asian</td> <td>10.5%</td> </tr> <tr> <td>Hispanic</td> <td>17.9%</td> </tr> <tr> <td>White</td> <td>13.6%</td> </tr> <tr> <td>Two or More Races</td> <td>13.6%</td> </tr> <tr> <td>SED</td> <td>20.4%</td> </tr> <tr> <td>SWD</td> <td>20.9%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	13.9%	Asian	10.5%	Hispanic	17.9%	White	13.6%	Two or More Races	13.6%	SED	20.4%	SWD	20.9%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>14.0%</td> </tr> <tr> <td>Asian</td> <td>25.0%</td> </tr> <tr> <td>Hispanic</td> <td>12.0%</td> </tr> <tr> <td>White</td> <td>13.5%</td> </tr> <tr> <td>Two or More Races</td> <td>20.2%</td> </tr> <tr> <td>SED</td> <td>19.0%</td> </tr> <tr> <td>SWD</td> <td>17.5%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	14.0%	Asian	25.0%	Hispanic	12.0%	White	13.5%	Two or More Races	20.2%	SED	19.0%	SWD	17.5%	
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11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																					
12	% students participating in elective course or enrichment. Source: Master Schedule	2023-24: 100%			2024-25: 100%																																					

	CALPADS					
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97%			2023-24: 100%	
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 97%			2023-24: 100%	

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

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

Goal Analysis for 2024-25

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

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

Not applicable.

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.

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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.

Not applicable.

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	<p>As part of Community Roots Academy's Multi-tiered System of Support (MTSS), academic universal screeners are administered to analyze academic data for all students to identify which students need additional support to meet learning goals, and which are ready to advance.</p> <p>All students will be assessed using iReady reading and math assessments three times a year, DIBELS (K-5), and Caplt (K-1) to provide baseline performance data in the fall; and develop trimester growth targets, measure, and monitor student academic progress, and identify whether students require additional academic support.</p> <p>The CA State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source. iReady is a comprehensive assessment and instruction program that empowers</p>	\$78,300	N

		<p>educators with the resources to help all students succeed. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady provides user-friendly dashboards and reports with actionable data that provide teachers with a foundational understanding of each student’s strengths and areas of need. iReady’s online lessons provide tailored instruction and practice for each student to accelerate growth.</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, often called the “Big Ideas” of reading. DIBELS is a benchmark assessment administered three times yearly (fall, winter, spring) with additional regular checks based on student needs.</p>		
2	<p>MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>Using the MTSS Framework, Community Roots Academy will collect data from universal screeners to identify learning and achievement gaps and provide tiered academic intervention to address learning gaps in reading, writing, and mathematics. Struggling learners will receive intervention at increasing intensity levels to accelerate their learning rate. Each student’s progress will be closely monitored to assess both the learning rate and level of performance of individual students.</p> <p>The Reading Specialist (credentialed) will provide phonics intervention and reading support (using the Science of Reading) for struggling students in grades K-3. Instructional Associates will provide tiered intervention and high-dosage evidence-based tutoring.</p> <p>An additional credentialed teacher will be added to each grade level in K-5, and an additional content area teacher for middle school grades (6-8) to co-teach, provide push-in academic support, tiered intervention, and small group instruction.</p>	\$404,186	N

		<p>Students will also access the following supplemental intervention platforms: iReady learning platform (cost identified in Goal 1, Action 2), CapIT (Reading), and Learning A-Z, which provides leveled e-books. Students can also check out books from the library to support daily at-home reading.</p> <p>CRA will also provide expanded learning opportunities through after-school, intersession, and summer academic and enrichment programming.</p> <p>CRA has successfully implemented and will continue to identify high achieving student to participate in Launch Lab, that provides individual and group project differentiation, flexible grouping based on a strength-based formative assessment.</p>		
3	<p>MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>Using the MTSS Framework. Community Roots Academy is committed to providing social and emotional support to address our students' behavioral and mental health needs. It will continue to implement Project Adventure schoolwide in addition to the SEL curriculum. The SEL Team (Director of Student Services, Administration, Counselors, General Education teachers) provide input and feedback on the SEL curriculum, and schoolwide implementation of SEL practices and needs. Kelvin survey, an evidence-based SEL universal screener will be administered to students.</p> <p>Due to the increase in identified social-emotional and behavioral challenges specific to grades K-2, CRA will implement a reduced class size, targeted small group SEL for K-2 at the start of the school year; and shift the focus of specials (PE, Art, Music & Garden) to increase, social-emotional, problem-solving, critical thinking, and interdependence skills.</p> <p>To further address the significant increase in student SEL and mental health needs, our counselors will continue to provide tiered counseling and SEL support for identified students. Our counselors continue to participate in professional learning and collaborate with the Special Education Department and general education teachers to implement SEL supports and interventions through Goal Book, Project Adventure, and training offered through OCDE and El Dorado SELPA.</p> <p>The SEL/Attendance staff will update and communicate the school's attendance plan to families prior to the start of the school year, inform staff during summer training, and inform all students during orientation.</p> <p>Chronic absenteeism rates increased in the 2023-24 school year</p>	\$235,128	N

4	BROAD COURSE OF STUDY	<p>Community Roots Academy will continue to provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • Music K-4, Choir 5 • Orchestra (Gr 5-8) • Library (K-8) • Garden (K-8) • Art (K-8) • 100-mile Club • Green Champs (Gr 3-5) • Junior Coaches: (Gr 3-5) • Student Leadership Team (6-8) • Algebra 1 (in addition to Math 8) – for advanced learners <p>In addition, Community Roots Academy is continuing to design and grow a new CTE program that will offer the following CTE electives program for middle school students.</p> <ul style="list-style-type: none"> • Robotics • Sustainability • Agricultural • Filmmaking • Business Entrepreneurship • Medical/Healthcare 	\$545,204	N
5	SERVICES TO SUPPORT SWD	<p>Community Roots Academy is part of the El Dorado Charter Special Education Local Plan Area (SELPA). Our team is led by co-directors responsible for all aspects of special education programming to further strengthen services for Students with Disabilities and address learning gaps</p>	\$1,739,241	Y

and accelerate learning. This includes the referral and evaluation process, the individual education plan (IEP), and the implementation and monitoring of all services for students with an educational disability. In addition, the director has a team of educational specialists, instructional facilitators, and related service providers who provide the services outlined on a student's IEP. These services include academic, social-emotional, behavioral needs.

Educational Facilitators will be placed in identified classrooms to provide tiered academic intervention through push-in and small-group instruction during the instructional day, to focus on Literacy/Reading and Mathematics, to narrow achievement gaps among Students with Disabilities (SWD) and Unduplicated Pupils and improve mastery of grade level standards.

The special education team participates in all professional development provided by Community Roots Academy that aligns with our practices and any professional learning offered by the El Dorado SELPA and other professional groups. Professional development aims for the staff to gain knowledge that will impact the students they work with by improving instruction that accelerates student learning.

Special education and general education teams have begun collaborating and developing tier-two support structures for intervention and pre-referral data collection. The teams have begun working toward a fully inclusive school environment; special education service providers deliver service minutes in class and small heterogeneous groupings to leverage mixed-ability peer-to-peer interactions and academic and SEL content. Professional development has been provided for MTSS, response to intervention, phonemic awareness curriculum, data tracking, and progress monitoring.

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 83.2%			2022-23: 86%	
16	% students with access to standards-aligned materials.	2023-24: 100%			2024-25: 100%	

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

Goal Analysis for 2024-25

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

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

Not applicable.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Community Roots Academy will employ (2) Directors (ES/MS), an Associate Director, and appropriately credentialed teachers who will provide instruction in core subject areas (ELA, Math, Science, Social Studies, and Physical Education), as part the school's core educational program. Directors and teachers will participate in 14 days of intensive Summer Professional Development to prepare for the 2024-25 academic school year, with an additional 3 non-instructional days for professional learning, and weekly Professional learning opportunities during the academic school year.	\$4,166,453	N
2	PROFESSIONAL DEVELOPMENT	Community Roots Academy is committed to providing teachers and administrators with professional learning opportunities that focus on schoolwide initiatives, evidence-based pedagogical strategies, in alignment with our mission, educational model, and identified educator	\$57,210	N

needs, to support the academic, social-emotional, behavioral and mental health needs of our students to remove barriers to learning. Areas of focus for the 2024-25 school year include:

- MTSS Framework: System of Supports
- Tier 2 Academic & Behavioral strategies
- FactsWise (K-5)
- Social-emotional Learning Development
- College/Career Readiness Pathways
- Equity and inclusion.
- Content area team development, differentiation for all learners (with a focus on higher level students).
- Illustrative Math: OCDE Coaching
- SWD: Addressing Modifications and Accommodations

Differentiated professional development will be offered to all teachers and administrators as requested to build capacity and expertise. Instructional Facilitators will participate in professional development with General Education teachers and the SPED Team.

Community Roots Academy's elementary curricular leadership team which consists of a teacher representative for each grade level will be tasked with analyzing assessment data, aligning grade level instructional plans, and supporting Data Team Protocols during PLCs.

Administrators will participate in professional learning opportunities, including conferences and workshops:

- CA MTSS Professional learning Institute
- SEL/Project Adventure
- Institute for Social-emotional learning

The Special Education and Administrative Team will participate in SELPA trainings (30 hours).

		On-campus mentors will support teacher induction coursework and monitoring for teacher and administrative credentialing.		
3	CORE CURRICULAR PROGRAM NEEDS	Community Roots Academy will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed.	\$188,994	N
4	CLOSING THE DIGITAL DIVIDE	Community Roots Academy will ensure all students have access to a technology device to access instructional and/or supplemental materials. In addition, the IT department will ensure technology devices are updated, conducts an annual needs assessment, including assessing bandwidth needs.	\$112,465	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.

<p>Priority 1: Basic</p> <p>Priority 3: Parental Involvement & Family Engagement</p> <p>Priority 6: School Climate</p>
--

An explanation of why the LEA has developed this goal.

<p>There is a need to continue to strengthen partnerships with families to improve student outcomes, student engagement, school climate, improve daily student attendance to improve student outcomes.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Good			2024-25: Good	
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	<u>2023-24:</u> 9. 5 10.5 11.4 12.5			<u>2024-25:</u> 9. 5 10.5 11.5 12.5	

	<p>4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>					
20	<p>Parent participation in programs for UP & SWD.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 5 2. 5 3. 4 4. 5</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 5 4. 5</p>	
21	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Panorama</p>	<p><u>2023-24:</u></p> <p>74% Sense of Safety 73% School connectedness</p>			<p><u>2024-25:</u></p> <p>75% Sense of Safety 75% School connectedness</p>	
22	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p> <p>Source: Panorama</p>	<p><u>2023-24:</u></p> <p>93% Sense of Safety 90% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>	

23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 88% Sense of Safety 96% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
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Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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	<p>Community Roots Academy is committed to providing a safe, welcoming, and positive school environment essential for student well-being and conducive to learning. CRA will integrate SEL monthly themes into morning announcements, lunch activities and across all academic content areas schoolwide. Students will participate in outdoor learning opportunities to enhance learning, deepen student engagement and motivation. Monthly spirit days will continue to take place, enabling students to dress up in themed outfits to build school spirit, Town Halls, and pep Rallies. CRA will host social events for middle school student that include dance, movie nights, and fall fair.</p> <p>CRA will continue to provide morning and afternoon clubs including Green Champs, Junior Coaches, Hundred Mile Running Club, and Acting Academy which promote student engagement and community, in addition to the afterschool sports league – Roots Athletic teams. CRA will host schoolwide events including Annual Expo Night, Multi-cultural Fair, Annual Field Games, Earth Day Celebration, high school fair and graduation ceremony.</p> <p>The School Safety Plan will be reviewed and revised by the leadership team and presented staffwide. Safety drills will take place regularly as required, and safety protocols will be sent to families before/after the drill.</p>	\$784,504	N
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making, including families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following committees:</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), & EL Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) – if applicable Parent Participation Organization (PPO) and sub committees <p>Translation of materials, and interpreter services are available upon request.</p>	\$0	N

3	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION</p>	<p>Community Roots Academy will provide all parents, including those representing Unduplicated Pupils and Students with Disabilities, with opportunities to engage as partners in their child’s education.</p> <p>To engage families as partners, CRA will host a series of parent education workshops led by Directors and guest speakers. The administration will continue implementing book clubs, parent workshops, engage parents as essential partners in SEL, and Family Fun Nights.</p> <p>CRA will continue to communicate with families using various platforms, including social media, website, ParentSquare. Families will also have access to PowerSchool Parent Portal to view their child’s progress, academic grades, and attendance, and communicate with their teacher(s).</p> <p>Annually families will be surveyed using Kelvin surveys, to measure sense of safety, connectedness and solicit input from families.</p> <p>Translation of materials, and interpreter services are available upon request.</p>	\$43,271	N
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>Community Roots Academy strives to provide all students and staff with a safe and clean school facility site (leased from CUSD). For the 2024-25 school year, upgrades will be made to the student bathrooms, including the addition of a new outdoor garden and kitchen space.</p> <p>Annually, Community Roots Academy will complete the Facility Inspection Tool (FIT) report and address any issues/findings. FIT results will be reported on the school’s SARC, Local Indicators Report, and the LCAP.</p>	\$603,173	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$217,981	\$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
2.68%	0%	\$0	2.68%

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 5	There are significant achievement gaps as evidenced in the ELA Academic Indicator and a wider gap on the Math Academic Indicator (CAASPP Math) among English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) when compared to “all students.” A portion of SWD are also Unduplicated Pupils, dually identified SWD/EL, SWD/Low Income.	Educational Facilitators will be placed in identified classrooms to provide tiered academic intervention through push-in and small-group instruction during the instructional day, to focus on Literacy/Reading and Mathematics, to narrow achievement gaps as measured by the ELA and Math Academic Indicators (CAASPP), which is prevalent among Unduplicated Pupils (EL, LtEL, Low Income); and Unduplicated Pupils that are dually identified SWD, to improve mastery of grade level standards.	The metric that will be used to monitor effectiveness are: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

2022-23 CAASPP: Distance from Standard

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

The Educational Facilitators will be provided on a schoolwide basis because closing achievement gaps in ELA and Mathematics is a schoolwide need including Students with Disabilities (SWD).

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
N/A	Not applicable	Not applicable	Not applicable

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

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,378,793.24	\$ 8,077,017.49

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 3,416,092	\$ 3,696,678
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 24,544	\$ 23,270
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 27,508	\$ 71,689
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 242,656	\$ 260,625
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 156,413	\$ 169,128
1	4	BROAD COURSE OF STUDY	No	\$ 436,250	\$ 555,500
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 590,589	\$ 585,561
1	6	SERVICES TO SUPPORT SWD	No	\$ 1,381,847	\$ 1,433,717
1	7	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 215,957	\$ 250,109
2	1	PROFESSIONAL DEVELOPMENT	No	\$ 66,595	\$ 83,118
2	2	CORE CURRICULAR PROGRAM NEEDS	No	\$ 36,125	\$ 76,676
2	3	CLOSING THE DIGITAL DIVIDE	No	\$ 65,134	\$ 174,124
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 679,832	\$ 651,561
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	PARENT INPUT IN DECISION-MAKING	No	\$ 39,250	\$ 45,260

2023-24 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)
\$ 198,778	\$ 183,921	\$ 240,817	\$ (56,896)	0.00%	0.00%	0.00% - 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)	Estimated Actual Expenditures for Contributing Actions (Input LCFF)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 27,508	\$ 71,688.84	0.00%	0.00%
1	3	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE	Yes	\$ 156,413	\$ 169,127.93	0.00%	0.00%

2023-24 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)
\$ 7,795,209	\$ 198,778	0.00%	2.55%	\$ 240,817	0.00%	3.09%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 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 %)
2024-25	\$ 8,133,621	\$ 217,981	2.680%	0.000%	2.680%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,994,891	\$ 1,423,541	\$ -	\$ 539,697	\$ 8,958,129.03	\$ 7,051,960	\$ 1,906,169

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	\$ -	\$ 78,300	\$ 54,332	\$ 23,968	\$ -	\$ -	\$ 78,300	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ 192,705	\$ 211,481	\$ 192,705	\$ 211,481	\$ -	\$ -	\$ 404,186	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ 224,628	\$ 10,500	\$ 235,128	\$ -	\$ -	\$ -	\$ 235,128	0.000%
1	4	BROAD COURSE OF STUDY	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ 481,758	\$ 63,446	\$ 389,988	\$ 155,216	\$ -	\$ -	\$ 545,204	0.000%
1	5	SERVICES TO SUPPORT SWD	SPED	No	Schoolwide		Community Roots Academy	Ongoing	\$ 1,412,849	\$ 100,747	\$ 415,494	\$ 971,745	\$ -	\$ 126,357	\$ 1,513,596	0.000%
1	5	SERVICES TO SUPPORT SWD	All	Yes	Schoolwide	English Learners and Low-Income	Community Roots Academy	Ongoing	\$ 225,645	\$ -	\$ 225,645				\$ 225,645	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ 4,166,453	\$ -	\$ 4,166,453	\$ -	\$ -	\$ -	\$ 4,166,453	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ -	\$ 57,210	\$ 57,210	\$ -	\$ -	\$ -	\$ 57,210	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ 82,590	\$ 106,404	\$ 139,645	\$ 49,349	\$ -	\$ -	\$ 188,994	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ -	\$ 112,465	\$ 100,684	\$ 11,781	\$ -	\$ -	\$ 112,465	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ 265,333	\$ 519,171	\$ 371,164	\$ -	\$ -	\$ 413,340	\$ 784,504	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	\$ -	\$ 43,271	\$ 43,271	\$ -	\$ -	\$ -	\$ 43,271	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		Community Roots Academy	Ongoing	\$ -	\$ 603,173	\$ 603,173	\$ -	\$ -	\$ -	\$ 603,173	0.000%

2024-25 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
\$ 8,133,621	\$ 217,981	2.680%	0.000%	2.680%	\$ 225,645	0.000%	2.774%	Total:	\$ 225,645
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 225,645

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	5	SERVICES TO SUPPORT SWD	Yes	Schoolwide	English Learners and Low-Income	Community Roots Academy	\$ 225,645	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.

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

