

**2018-19**

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Community Roots Academy (CRA) was established in Fall 2011, and now serves over 660 students in grades K-8, situated at the former facility of Crown Valley Elementary. Our student demographics include: 72% White, 10% Hispanic, 13% 2+ Races, 5% Asian, of which 11% are Students with Disabilities, 2% English Language Learners, 0.1% Foster Youth, and 1% who qualify for Free/reduced Lunch.

Community Roots Academy's (CRA) mission is to be a premier project-based school where children are deliberately taught to see the connections between their formal education and the world. CRA will provide a safe environment where students learn to combine curiosity with application to develop 21st century skills that will empower them to think independently, to solve problems creatively, to articulate their ideas and to work productively while collaborating with diverse people.

At 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. At CRA, 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 in order 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 simultaneously teach students multiple, fundamental disciplines and 21st Century skills. For students who learn more effectively from doing, Community Roots' project-based methodology offers a unique opportunity to increase student engagement and enhance learning outcomes. Every student participates and articulates their learning through Project-based Presentations to stakeholders including community members from various professions.

Community Roots Academy has established partnerships that support the school's mission and vision that include: 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.

## LCAP Highlights

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

Community Roots Academy is deeply committed to continue with the same goals, but hold everyone at the school accountable for analyzing student data and using the data to drive instruction. The following LCAP goals align with the school's WASC Action Plan:

- **Goal #1:** Develop a comprehensive plan to implement benchmark assessments across all disciplines; and use outcome data to drive curricular and instructional decision-making, academic interventions, and the allocation of resources. (Aligns with WASC Action Plan #1, 4)
- **Goal #2:** Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, NGSS) aligned curriculum in a PBL environment that provides relevant learning experiences that encourages student engagement. (Aligns with WASC Action Plan # 2, 3)
- **Goal #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.

# Review of Performance

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

## Greatest Progress

Community Roots Academy is proud of its performance on the following State and Local Indicators:

- Suspension Rate: received a “Green” Performance Level
- ELA CAASPP: received a “Blue” Performance Level
- Math CAASPP: received a “Blue” Performance Level
- Local Indicators: all were “Met”

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Community Roots Academy does not have any State Indicators in the “Red” or “Orange” Performance Level, and Local Indicators as “Not Met.”

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Community Roots Academy’s Students with Disabilities (SPED) subgroup is performing 2+ performance levels below the “all student” performance for the following State Indicators:

- Suspension Rate: Orange Performance Level
- ELA: Yellow Performance Level
- Math: Yellow Performance Level

CRA has been approved to participate in the EL Dorado County SELPA starting in the 2018-19 school year. As a results, CRA will strengthen the educational program, and delivery of instruction for students with Disabilities, which we anticipate will result in improved academic outcomes.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### **Increased or Improved services**

See DISSUP Section narrative.

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 6,271,331
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$4,188,848

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to, the following costs associated with operating the Community Roots Academy Program

- Auxiliary Staff Members (Subs, Office staff, Aides, Etc.)
- Executive Directors
- Staff Benefits (403(b), H&W)
- Textbook Adoption
- Supplies including; student, curriculum, books, project, office, custodial, etc.
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional and instructional consultants
- Capistrano School District Oversight Fee
- Financial Consultants

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 5,417,225

# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

Develop a comprehensive plan to implement benchmark assessments across all disciplines; and use outcome data to drive curricular and instructional decision-making, academic interventions, and the allocation of resources. (Aligns with WASC Action Plan #1, 4)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities:

### Annual Measureable Outcomes

Expected

Actual

**Facility Inspection Tool Report: Score of “Good” or better.**

Good – Outcome Met

**ELA CAASPP Scale Score Distance from Level (DFL) 3: +10 DFL3**

+46 points above DFL3

**Math CAASPP Scale Score Distance from Level (DFL) 3: +10 DFL3**

+36 points above DFL3

**Maintain Attendance Rates: >96%**

2016-17 ADA: 96%

**Chronic Absenteeism Rates by 0.5% annually: 3.15%**

Outcome Not Met

2016-17 CHRONIC ABSENTEEISM			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	648	26	4.0%
ASIAN	26	0	0%
HISPANIC	70	4	5.7%
WHITE	461	18	3.9%
2+ RACES	83	4	4.8%
ENGLISH LEARNERS	11	0	0%
SOC. ECON DISADV.	19	0	0%
SPED	75	8	10.7%

**Maintain Middle School Dropout Rates: <1%**

0% - Outcome Met

**All students have access to broad course of study beyond core: Choral Music (ES); Cyber civics; Digital Media Productions, Electronics, Theatre: 100%**

100% - Outcome Met

**Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT:**

2016-17: 54.2% (baseline)

**Increase % of Grade 7 Students meeting 6 of 6 HFZ Areas on PFT:**

2016-17: 8.3% (baseline)

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>Community Roots Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> <li>38 Classroom Teachers that are appropriately credentialed and assigned including PE, Orchestra, Reading Specialist, STEAM and Outdoor Educator)</li> <li>Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: <ul style="list-style-type: none"> <li>Executive Director of Operations</li> <li>Executive Director of Education</li> <li>ES Principal</li> </ul> </li> </ol>	<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>Community Roots Academy employs the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> <li>32 appropriately credentialed teachers including PE.</li> <li>Leadership team is comprised of the following: <ul style="list-style-type: none"> <li>Executive Director of Operations</li> <li>Executive Director of Education</li> <li>ES Principal</li> <li>MS Principal</li> <li>Counselor</li> </ul> </li> <li>SPED Team: Capistrano Unified School District is the school's SELPA Provider and provides the following staff: <ul style="list-style-type: none"> <li>Director: Student Support Services</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>\$1,594,320</li> <li>\$433,220</li> <li>\$271,200</li> <li>\$80,000</li> </ol> <ol style="list-style-type: none"> <li>\$30,000 LCFF S/C, Remainder LCFF Base</li> <li>LCFF Base</li> <li>LCFF Base</li> <li>LCFF Base</li> </ol> <ol style="list-style-type: none"> <li>1000s</li> <li>1000s &amp; 2000s</li> <li>5000s</li> <li>5000s</li> </ol>	<ol style="list-style-type: none"> <li>\$1,605,344</li> <li>\$425,200</li> <li>\$266,399</li> <li>\$50,000</li> <li>\$59,000</li> </ol> <ol style="list-style-type: none"> <li>LCFF Base</li> <li>LCFF Base</li> <li>LCFF Base</li> <li>LCFF Base</li> <li>LCFF S/C</li> </ol> <ol style="list-style-type: none"> <li>1000s, 3000s</li> <li>1000s, 2000s, 3000s</li> <li>5000s</li> <li>4000s, 5000s</li> <li>2000s, 3000s</li> </ol>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• MS Principal</li> <li>• Counselor</li> </ul> <p>3. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP. Capistrano Unified School District is the school's SELPA Provider:</p> <ul style="list-style-type: none"> <li>• 2 RSP Teachers</li> <li>• 6-7 Independent Facilitator</li> <li>• 1 Psychologist</li> <li>• 1 Speech Pathologist</li> <li>• 1 Occupational Therapist</li> <li>• Student Services Coordinator: employed by CRA</li> </ul> <p>4. Contracted Services:</p> <ul style="list-style-type: none"> <li>• OCDE: PD Common Core Math</li> <li>• Engaging Schools: MTSS</li> <li>• Fact Wise Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• 3 SPED Teachers</li> <li>• Instructional Facilitators (4)</li> <li>• Speech &amp; Language Pathologist</li> <li>• Speech &amp; Language Pathologist Assistant</li> </ul> <p>4. Contracted services include:</p> <ul style="list-style-type: none"> <li>• OCDE ELA Consultant – to provide professional development on core subject matter</li> <li>• OCDE Math/CGI Consultant: Factwise</li> <li>• Engaging Schools Consultant: SIT, Classroom Management.</li> </ul> <p>5. CRA employs 3 instructional aides to provide academic support in the classroom.</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>ASSESSMENTS</b></p> <ol style="list-style-type: none"> <li>CRA staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. <ul style="list-style-type: none"> <li>Rigby reading assessment for leveling</li> <li>DIBELS: to address reading strategies &amp; phonics: 3 times/year</li> <li>Writing Assessment: Step up to Writing</li> <li>Presentation of Learning: 3 per year</li> <li>Student Expo</li> </ul> </li> <li>In addition, CRA students will also participate in the following state-mandated assessments: <ul style="list-style-type: none"> <li>CAASPP ELA &amp; Math: Grades 3-8</li> <li>CELDT: Initial only</li> <li>ELPAC: ELL students only</li> <li>CA Science Test (CAST): Grades 5, 8</li> <li>Physical Fitness Test (PFT): Grades 5,7</li> </ul> </li> </ol>	<p><b>ASSESSMENTS</b></p> <ol style="list-style-type: none"> <li>CRA has administered the following assessments: <ul style="list-style-type: none"> <li>Rigby reading assessment for leveling: Grades K-3</li> <li>DIBELS: to address reading strategies &amp; phonics: 3 times/year: Grades K-5</li> <li>Writing Assessment: Step up to Writing: Grades K-8</li> <li>Presentation of Learning: 3 per year: Grades K-8</li> <li>Student Expo: all grades</li> </ul> </li> <li>Additionally, CRA has administered the following state-mandated assessments: <ul style="list-style-type: none"> <li>CAASPP ELA &amp; Math: Grades 3-8</li> <li>CELDT: Initial only</li> <li>ELPAC: ELL students only</li> <li>CA Science Test (CAST): Grades 5, 8</li> <li>Physical Fitness Test (PFT): Grades</li> </ul> </li> </ol>	<p>1.20,000 2.Staff Time: Goal 1, Action 1</p> <p>1.LCFF Base 2.Staff Time: Goal 1, Action 1</p> <p>1.4000s 2.Staff Time: Goal 1 Action 1</p>	<p>1.\$7,288 2. Staff Time: Goal 1 Action 1</p> <p>1.Lottery 2.Staff Time: Goal 1 Action 1</p> <p>1.4000s 2. Staff Time: Goal 1 Action 1</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ACADEMIC &amp; SOCIAL EMOTIONAL INTERVENTIONS</u></b></p> <p>CRA will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>1. Reading Recovery for grades K-2.</li> <li>2. Burst ELA Program: Amplify Core Knowledge</li> <li>3. ELA Block 90 min block</li> <li>4. Math Intervention: 60 min block – students are in learning centers; including 15 min. of math Fact Fluency for all students.</li> <li>5. Provide varied leveled tasks: Math</li> <li>6. Middle School “zero” period: 30 minutes for counseling; and tutoring</li> <li>7. Elementary School: am tutoring</li> <li>8. CRA has implemented the MTSS Process as a proactive approach to addressing academic and/or social-</li> </ol>	<p><b><u>ACADEMIC &amp; SOCIAL EMOTIONAL INTERVENTIONS</u></b></p> <p>CRA has aligned academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students are assessed for intervention by the Student Intervention Team (SIT) and describe the types of intervention strategies that has been implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>1. Reading Recovery for grades K-3 with reading Interventionist.</li> <li>2. ELA Block 90 min block</li> <li>3. Math instruction: 60 min block – that includes 15 min. of math Fact Fluency for all students.</li> <li>4. Provide varied leveled tasks: Math to challenge all students as part of the MTSS Process</li> <li>5. Middle School “zero” period: 30 minutes for counseling; and tutoring from 7:30am-8am daily by the Advisory Teacher</li> </ol>	<p>1-2.\$3,000 3-8. Staff Time: Goal 1, Action 1 9.\$40,000</p> <p>1-2. Lottery 3-8. Staff Time: Goal 1, Action 1 9. LCFF Base</p> <p>1-2.Object 4000s 3-8.Staff Time: Goal 1, Action 1 9.Object 1000s</p>	<p>1-9. Staff Time: Goal 1 Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>emotional issues during SIT meetings.</p> <p>9. Students have access to a counselor for social-emotional counseling.</p>	<p>6. Teachers also hold office hours 30 minutes before the start of the school day (during zero period)</p> <p>7. Elementary School: am tutoring is available to any student struggling academically</p> <p>8. CRA has implemented the MTSS Process as a proactive approach to addressing academic and/or social-emotional issues during Student intervention Team (SIT) meetings that takes place monthly.</p> <p>9. A counselor was not hired this school year.</p>		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b></p> <p>In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include:</p> <ul style="list-style-type: none"> <li>• ES: Choral Music</li> <li>• MS: Cyber civics; Digital Media Productions, Electronics, Theatre</li> </ul>	<p><b><u>COURSE ACCESS:</u></b></p> <p>In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, which includes:</p> <ul style="list-style-type: none"> <li>• ES: Choral Music</li> <li>• ES: Recorder – Grade 4</li> <li>• MS: Cyber civics; Digital Media Productions, Technology/Electronics, Theatre, Intermediate Orchestra</li> <li>• MS: Beginning Orchestra – Grade 5</li> </ul>	<p>Staff Time: Goal 1, Action 1</p> <p>Staff Time: Goal 1, Action 1</p> <p>Staff Time: Goal 1, Action 1</p>	<p>Staff Time: Goal 1, Action 1</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b></p> <p>The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> <li>1. Annual facility leasing cost for school site.</li> <li>2. Costs for facility upgrades and/or expansion, maintenance/repairs, including installation of fencing, and janitorial services.</li> <li>3. Costs for classroom furniture with expansion of 3 additional Kindergarten classrooms.</li> <li>4. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.</li> <li>5. Costs for the purchase of safety equipment, CPR/First Aid training schoolwide, etc.</li> </ol>	<p><b><u>FACILITIES</u></b></p> <p>The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> <li>1. CRA leases its school site facility from its authorizer, Capistrano Unified School District.</li> <li>2. Significant improvements have been made to the school site via Proposition 39 (energy efficiency) funds that include: retrofitting lighting to LED, and rain gutter installation (garden).</li> <li>3. Classroom furniture was purchased to maintain class size reduction.</li> <li>4. The school completed a FIT report.</li> <li>5. The school purchased a defibrillator and provided CPR/first aid training</li> </ol>	<ol style="list-style-type: none"> <li>1.\$333,333</li> <li>2.\$166,560</li> <li>3.\$10,000</li> <li>4.Staff Time: Goal 1 Action 1</li> <li>5.\$2,500</li> </ol> <ol style="list-style-type: none"> <li>1-5.LCFF Base</li> <li>1-2.Object 5000s</li> <li>3.Object 4000s</li> <li>4.Staff Time: Goal 1 Action 1</li> <li>5.Object 4000s</li> </ol>	<ol style="list-style-type: none"> <li>1.\$333,333</li> <li>2.\$328,000</li> <li>3.\$5,398</li> <li>4. Staff Time: Goal 1, Action 1</li> <li>5.\$75</li> </ol> <ol style="list-style-type: none"> <li>1.LCFF Base</li> <li>2.Prop 39 – Clean Energy</li> <li>3.LCFF Base</li> <li>4. Staff Time: Goal 1, Action 1</li> <li>5.LCFF Base</li> </ol> <ol style="list-style-type: none"> <li>1.5000s</li> <li>2.5000s &amp; 6000s</li> <li>3.4000s</li> <li>4. Staff Time: Goal 1, Action 1</li> <li>5.4000s</li> </ol>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services outlined in Goal 1 were implemented with fidelity as articulated in this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1, Action 1 will be modified to disaggregate a school's base program funded under LCFF Base Funds; and staffing principally directed towards unduplicated students funded with LCFF S&C Funds. The AMO for Chronic Absenteeism will need to be revised based on the 2016-17 chronic absenteeism rates.



## Goal 2

**Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, NGSS) aligned curriculum in a PBL environment that provides relevant learning experiences that encourages student engagement. (Aligns with WASC Action Plan # 2, 3)**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5

Local Priorities: 12

### Annual Measureable Outcomes

Expected

Actual

**Percentage of teachers that will be appropriately credentialed & assigned: 100%**

100% - Outcome Met

**Percentage of students who have access to standards-aligned curricular materials: 100%**

100% - Outcome Met

**Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.**

<b>ELA</b>	<b>4</b>
<b>ELD</b>	<b>3</b>
<b>MATH</b>	<b>4</b>
<b>NGSS</b>	<b>3</b>
<b>HISTORY</b>	<b>1</b>

**Percentage of EL making progress toward English Proficiency (moving up a level and/or maintaining proficiency) will increase by:**

53.3% - Outcome Met

Expected

Actual

as measured by CELDT

**English Learner Reclassification Rate: 25%**

47% - Outcome Met

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> <li>• Amplify: K-2 Systematic Phonics instruction</li> <li>• NGSS</li> <li>• Math Fact Fluency</li> <li>• MTSS</li> </ul> <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD: 2 weeks for returning teachers</li> <li>• Summer PD: 3 weeks for new teachers</li> </ul>	<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>1. CRA provided the following professional development topics for its teachers this school year:</p> <ul style="list-style-type: none"> <li>• Amplify: K-2 Systematic Phonics instruction</li> <li>• NGSS</li> <li>• Math Fact Fluency</li> <li>• MTSS</li> <li>• Kagan Strategies</li> <li>• Math (IPG Tool)</li> <li>• Social-emotional Training (Engaging Schools)</li> <li>• Playworks</li> </ul> <p>2. At CRA, Professional Development is evidence-based and ongoing. The school provided PD accordingly:</p> <ul style="list-style-type: none"> <li>• Summer PD: 2 weeks for returning teachers</li> <li>• Summer PD: 3 weeks for new teachers</li> </ul>	<p>1-2.Staff time: Goal 1 Action 1 3.\$20,000</p> <p>1-3.LCFF Base</p> <p>1-2.Staff time: Goal 1 Action 1 3.Object 5000s</p>	<p>1.\$18,372 2. Staff Time: Goal 1, Action 1 3.Caputred above</p> <p>1-3.LCFF Base</p> <p>1.5000s 2. Staff Time: Goal 1, Action 1 3.5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• 3 non-instructional days during the school year</li> <li>• Weekly PLC time: 2 hours</li> </ul> <p>3. Members of our teaching staff and/or Leadership team plan will attend conferences, workshops, etc.</p>	<ul style="list-style-type: none"> <li>• 2 non-instructional days during the school year</li> <li>• Weekly PLC time: 2 hours</li> </ul> <p>3. School staff and members of the Leadership Team attended the following workshops and/or conference:</p> <ul style="list-style-type: none"> <li>• CUE</li> <li>• Core Advocates</li> <li>• PBL National Conference</li> <li>• CGI National Conference</li> <li>• CA Math Council</li> <li>• National Charter School Conference</li> <li>• National Council Math</li> <li>• CA League of Schools</li> <li>• Factwise Training (new teachers)</li> </ul>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ELD PROGRAM</u></b></p> <p>CRA will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance, shift from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal, ELD Specialist and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math. ELD curriculum includes Amplify ELD.</p>	<p><b><u>ELD PROGRAM</u></b></p> <p>Community Roots Academy has reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance, shift from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction.</p> <p>Our teachers have received professional development on the ELD Standards, and Amplify ELD Curriculum. Our teachers have received 2 years of coaching with Amplify ELD.</p> <p>Designated ELD instruction takes place across all disciplines. Classroom teachers have received training on differentiation and differentiated groups.</p>	<p>Staff time: Goal 1 Action 1</p> <p>Staff time: Goal 1 Action 1</p> <p>Staff time: Goal 1 Action 1</p>	<p>Staff time: Goal 1 Action 1</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>CURRICULUM</u></b></p> <p>Every student has access to standards-aligned curriculum. CRA will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> <li>• Amplify Science Kit</li> <li>• Discovery Streaming (subscription)</li> <li>• Reading A-Z (subscription)</li> <li>• RAZ Kids (subscription)</li> <li>• ST Math</li> <li>• Amplify ELA</li> <li>• Everyday Math</li> <li>• Adobe (subscription)</li> <li>• Final Cut Software (subscription)</li> <li>• Instructional materials for music program: Instruments</li> <li>• Classroom libraries</li> </ul>	<p><b><u>CURRICULUM</u></b></p> <p>Every student has access to standards-aligned curriculum. CRA has purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> <li>• Amplify Science Kit</li> <li>• Discovery Streaming (subscription)</li> <li>• Reading A-Z (subscription)</li> <li>• RAZ Kids (subscription)</li> <li>• ST Math (subscription)</li> <li>• Amplify ELA</li> <li>• Everyday Math</li> <li>• Adobe (subscription)</li> <li>• Final Cut Software (subscription)</li> <li>• Instructional materials for music program: Instruments</li> <li>• Classroom libraries</li> <li>• Near Pod (subscription)</li> <li>• Illustrative Math for Middle School</li> <li>• Open Up</li> <li>• MIND Research</li> </ul>	<p>\$35,000</p> <p>Lottery</p> <p>Object 4000s</p>	<p>\$106,328</p> <p>Lottery, LCFF Base, LCFF S/C (\$8,000)</p> <p>4000s</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b></p> <p>In order to provide all students with access to digital media, our school will lease the following:</p> <ol style="list-style-type: none"> <li>Lease the following devices: <ul style="list-style-type: none"> <li>75-80 Chromebooks</li> <li>3D Printers (2-3)</li> <li>LCD Screens</li> <li>Chrome Casts (Amazon)</li> <li>Apple TV</li> <li>Computer cables</li> </ul> </li> <li>The Executive Director will also develop an annual needs assessment for future purchases and upgrades.</li> <li>Will contract IT services for: tech support, installation and maintenance of technology devices.</li> </ol>	<p><b><u>TECHNOLOGY</u></b></p> <p>Community Roots Academy has implemented the following:</p> <ol style="list-style-type: none"> <li>Lease the following devices: <ul style="list-style-type: none"> <li>75-80 Chromebooks</li> <li>3D Printers (2-3)</li> <li>LCD Screens</li> <li>Chrome Casts (Amazon)</li> <li>Apple TV</li> <li>Computer cables</li> </ul> </li> <li>The Executive Director develop an annual needs assessment for future purchases and upgrades.</li> <li>IT services were contracted to provide technical support, set-up laptops, prepare technology devices for CAASPP Testing. Our Middle School students are enrolled in a Technology Collective course that provides 3D Printing and Coding with students.</li> </ol>	<p>1.\$60,000</p> <p>2.Staff Time: Goal 1 Action 1</p> <p>3.\$80,000</p> <p>1-3.LCFF Base</p> <p>1,3. Object 5000s</p> <p>2.Staff Time: Goal 1 Action 1</p>	<p>1.\$78,722</p> <p>2. Staff Time: Goal 1 Action 1</p> <p>3.\$28,000</p> <p>1-3.LCFF Base</p> <p>1.4000s, 5000s, 6000s</p> <p>2. Staff Time: Goal 1 Action 1</p> <p>3.5000s</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STUDENT ENGAGEMENT</u></b></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> <li>1. Provide field (learning) trips aligned to the content standards: Museums, Pacific Symphony; Outdoor Educational Overnight Trips (Grades 4-8)</li> <li>2. Students will participate in Exhibition night, a schoolwide event where students showcase their year-long projects.</li> <li>3. All Middle School students will be enrolled in an Advisory course that includes Life Skills &amp; Study Skills.</li> </ol>	<p><b><u>STUDENT ENGAGEMENT</u></b></p> <p>CRA students participate in the following activities aimed at increasing student engagement:</p> <ol style="list-style-type: none"> <li>1. Field trips aligned to the content standards: Museums, Pacific Symphony; Outdoor Educational Overnight Trips (Grades 4-8): Ocean Institute; Arrowhead, Catalina Island, and Washington D.C.</li> <li>2. CRA students have participated in Exhibition night/Expo, a schoolwide event where students showcase their year-long projects.</li> <li>3. All Middle School students are enrolled in an Advisory course that includes Life Skills &amp; Study Skills.</li> </ol>	<p>1.\$110,000 2-3.Staff Time: Goal 1 Action 1</p> <p>1.LCFF Base 2-3.Staff Time: Goal 1 Action 1</p> <p>1.Object 5000s 2-3.Staff Time: Goal 1 Action 1</p>	<p>1.\$96,325 2-3. Staff Time: Goal 1 Action 1</p> <p>1.LCFF Base, Local Revenue Sources 2-3. Staff Time: Goal 1 Action 1</p> <p>1.5000s 2-3. Staff Time: Goal 1 Action 1</p>



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions listed in Goal 2 (Professional Development, Curriculum and student engagement) were critical to achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference for the following actions:

- Action 3: There was a significant amount of curriculum that was purchased resulting in increased estimated actual expenditures.
- Action 4: There was significant technology purchase, primarily with student Chromebooks
- Action 5: There were additional expenses incurred for field trips (student engagement)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results). Modifications to the chronic absenteeism rate will also be made as a result of the 2016-17 chronic absenteeism rates.

## Goal 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.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3,6

### Annual Measureable Outcomes

Expected

Actual

**Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: Parent Participation Organization (PPO): Met**

100% Outcome Met

**Provide opportunities for parent participation including Unduplicated students, and Students with Disabilities: Met**

100% Outcome Met

**Maintain Suspension Rates: <1 %**

2016-17: Suspension Rate 0.6% - Outcome Met

Expected

Actual

--

2016-17 SUSPENSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	648	5	0.6%
ASIAN	26	0	0%
HISPANIC	70	0	0%
WHITE	461	5	4%
2+ RACES	83	0	0%

**Maintain Expulsion Rates: <1 %**

0% - Outcome Met

**Increase parent participation rate on parent survey:**

2017-18: 26% parent participation rate

**Increase student participation rate on student survey:**

2017-18: 26% student participation rate

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b></p> <p>CRA will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> <li>1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.</li> <li>2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school.</li> <li>3. Implement Junior Leadership Mentoring Program for Grades 4-5.</li> <li>4. Continue to have Student Council (Grades 4-8) that provides opportunities for student input</li> </ol>	<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b></p> <p>CRA has implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> <li>1. The Comprehensive School Safety Plan has been reviewed and revised and both the lock down and active shooter drill have taken place.</li> <li>2. The Principal has developed a supervision schedule that includes supervision of students before/during and after-school.</li> <li>3. CRA has implemented Junior Leadership Mentoring Program for Grades 1-5.</li> <li>4. Continue to have Student Council (Grades 4-8) that provides opportunities for student input including leadership skills, host</li> </ol>	<p>1-6.Staff Time: Goal 1 Action 1</p> <p>1-6.Staff Time: Goal 1 Action 1</p> <p>1-6.Staff Time: Goal 1 Action 1</p>	<p>1-6.Staff Time: Goal 1 Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>including leadership skills</p> <p>5. Implement CRA Way – Big 6 Core Values schoolwide.</p> <p>6. Administer annual student survey</p>	<p>Talent Show, Middle School Dance, morning announcements, etc.</p> <p>5. Implement CRA Way – Big 6.</p> <p>6. CRA has administered the CA Healthy Kids Survey (Grades 4-8)</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At CRA, parent input in decision-making will take place through the Parent Participation Organization (PPO).</p>	<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b></p> <p>At CRA, parent input in decision-making takes place through the Parent Participation Organization (PPO). The PPO hosts and facilitates Multi-Cultural Day, Dr. Seuss Day, maintains school garden, and Library.</p>	<p>1.Staff Time: Goal 1 Action 1</p> <p>1.Staff Time: Goal 1 Action 1</p> <p>1.Staff Time: Goal 1 Action 1</p>	<p>Staff Time; Goal 1 Action 1</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b></p> <p>CRA provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> <li>1. Provide parents with volunteer opportunities (library, garden). All volunteers will undergo a live-scan and TB testing.</li> <li>2. CRA will host parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> <li>• Up Close workshops</li> <li>• Curriculum day</li> <li>• NGSS</li> <li>• ELA</li> </ul> </li> <li>3. Administer an annual parent survey.</li> <li>4. Ensure school website and social</li> </ol>	<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b></p> <p>CRA has provided the following opportunities to engage parents of unduplicated students and Students with Disabilities, as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> <li>1. Provide parents with volunteer opportunities (library, garden). All volunteers are required to participate in a training workshop.</li> <li>2. CRA hosted parent workshops on the following topics: <ul style="list-style-type: none"> <li>• Up Close workshops</li> <li>• Curriculum day</li> <li>• NGSS</li> <li>• ELA</li> <li>• Technology &amp; the Family</li> <li>• Nature &amp; the Family</li> </ul> </li> <li>3. Parent survey was administered.</li> </ol>	<p>1-3,5.Staff Time: Goal 1 Action 1 4.\$3,000</p> <p>1-3,5.Staff Time: Goal 1 Action 1 4.LCFF Base</p> <p>1-3,5.Staff Time: Goal 1 Action 1 4.Object 5000s</p>	<p>1. Staff Time; Goal 1 Action 1 2.Costs paid for by Community Roots Foundation 3. Staff Time; Goal 1 Action 1 4.\$1,826 5. Staff Time; Goal 1 Action 1</p> <p>1.Staff Time; Goal 1 Action 1 2.Costs paid for by Community Roots Foundation 3. Staff Time; Goal 1 Action 1 4.LCFF Base 5. Staff Time; Goal 1 Action 1</p> <p>1.Staff Time; Goal 1 Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>media is updated on a regular basis as a method to communicate with parents.</p> <p>5. Continue to host schoolwide events to promote parent engagement and participation. They include: Back-to-school Night, Family Math Night, Family Night.</p>	<p>4. CRA contracts IT services that include maintaining/updating the school’s website and social media as a method to communicate with parents.</p> <p>5. Continue to host schoolwide events to promote parent engagement and participation. They include: Back-to-school Night, Family Math Night, Family Night, Earth Day, Harvest Feast, Jog-a-Thon, and Multi-cultural Fair.</p>		<p>2.Costs paid for by Community Roots Foundation</p> <p>3 Staff Time; Goal 1 Action 1</p> <p>4.5000s</p> <p>5. Staff Time; Goal 1 Action 1</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for Goal #3 were implemented with fidelity

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Community Roots Academy continually works to improve parent participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results).



# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Community Roots Academy consulted with the following stakeholders as part of the planning process for this LCAP/Annual Review and Analysis:

- Parents via Parent Organization: 11/27, 12/6, 1/22, 2/26, 3/19, 4/23, 4/30, 5/1
- Staff Meetings: Monthly
- Board Meetings: 8/21, 9/18, 10/23, 11/13, 12/18, 1/22, 2/26, 3/19, 4/30

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations resulted in increased parent engagement and communication. This also resulted in a higher parent participation rate for the parent survey that was administered Spring 2018.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

**Develop a comprehensive plan to implement benchmark assessments across all disciplines; and use outcome data to drive curricular and instructional decision-making, academic interventions, and the allocation of resources. (Aligns with WASC Action Plan #1, 4)**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities: 1

### Identified Need:

There is a need to continue to utilize various types of data to drive instruction.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Facility Inspection Tool Report: Score of “Good” or better.</b>	Good	Good	Good	Good
<b>ELA CAASPP Scale Score Distance from Level (DFL)</b>	+46 DFL3	+15 DFL3	+20 DFL3	+20 DFL3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>3:</b>				
<b>Math CAASPP Scale Score Distance from Level (DFL) 3:</b>	+36 DFL3	+10 DFL3	+15 DFL3	+20 DFL3
<b>Maintain Attendance Rates</b>	96%	>96%	>96%	>96%
<b>Chronic Absenteeism Rates by 0.5% annually</b>	4%	3.5%	3%	<3%
<b>Maintain Middle School Dropout Rates:</b>	0%	<1%	<1%	<1%
<b>All students have access to broad course of study beyond core: Choral Music (ES); Cyber civics; Digital Media Productions, Electronics, Theatre</b>	100%	100%	100%	100%
<b>Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT:</b>	54.2%%	55%	56%	57%
<b>Increase % of Grade 7 Students meeting 6 of 6 HFZ Areas on PFT:</b>	8.3%	9%	10%	11%

# Planned Actions / Services

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**STAFF TO SUPPORT SCHOOL'S PROGRAM**

Community Roots Academy will employ the

2018-19 Actions/Services

**STAFF TO SUPPORT SCHOOL'S BASE PROGRAM**

2019-20 Actions/Services

### 2017-18 Actions/Services

following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 38 Classroom Teachers that are appropriately credentialed and assigned (including PE, Orchestra, Reading Specialist, STEAM and Outdoor Educator)
2. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
  - Executive Director of Operations
  - Executive Director of Education
  - ES Principal
  - MS Principal
  - Counselor
3. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP. Capistrano Unified School District is the school's SELPA Provider:
  - 2 RSP Teachers

### 2018-19 Actions/Services

Community Roots Academy will employ a total of **33 appropriately credentialed and assigned teachers**, including physical education; and **2 Principals**.

### 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 6-7 Independent Facilitator
  - 1 Psychologist
  - 1 Speech Pathologist
  - 1 Occupational Therapist
  - Student Services Coordinator:  
employed by CRA
4. Contracted Services:
- OCDE: PD Common Core Math
  - Engaging Schools: MTSS
  - Fact Wise Consultant

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1.\$1,594,320 2.\$433,220 3.\$271,200 4.\$80,000	\$2,118,948	
Source	1.\$30,000 LCFF S/C, Remainder LCFF Base 2.LCFF Base 3.LCFF Base 4.LCFF Base	LCFF Base	

Year	2017-18	2018-19	2019-20
Budget Reference	1.1000s 2.1000s & 2000s 3.5000s 4.5000s	1000s 3000s	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**ASSESSMENTS**

1. CRA staff will implement multiple types of assessments in order to monitor each

2018-19 Actions/Services

**ASSESSMENTS**

CRA will administer the following local, interim, benchmark and state-mandated assessments:

2019-20 Actions/Services



2017-18 Actions/Services

- student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
- Rigby reading assessment for leveling
  - DIBELS: to address reading strategies & phonics: 3 times/year
  - Writing Assessment: Step up to Writing
  - Presentation of Learning: 3 per year
  - Student Expo
2. In addition, CRA students will also participate in the following state-mandated assessments:
- CAASPP ELA & Math: Grades 3-8
  - CELDT: Initial only
  - ELPAC: ELL students only
  - CA Science Test (CAST): Grades 5, 8
  - Physical Fitness Test (PFT): Grades 5,7

2018-19 Actions/Services

- Rigby reading assessment for leveling Gr. K-3
  - DIBELS: to address reading strategies & phonics: Gr. K-5
  - Presentation of Learning: Gr. K-8 (3 times/year)
  - Formative Assessments (data Teams protocols)
  - Writing Performance Tasks for each genre: 4 times/year
  - End of unit Math assessments
- State mandated assessments as follows:
- CAASPP ELA & Math: Grades 3-8
  - ELPAC: for ELL (initial & summative)
  - CA Science Test (CAST): Grades 5, 8
  - Physical Fitness Test: Grades 5 & 7

2019-20 Actions/Services

(This area is currently blank in the provided image.)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	1.20,000 2.Staff Time: Goal 1, Action 1	\$30,000	
Source	1.LCFF Base 2.Staff Time: Goal 1, Action 1	Lottery	
Budget Reference	1.4000s 2.Staff Time: Goal 1 Action 1	4000s	

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**INTERVENTIONS**

CRA will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.

1. Reading Recovery for grades K-2.
2. Burst ELA Program: Amplify Core Knowledge
3. ELA Block 90 min block
4. Math Intervention: 60 min block – students are in learning centers; including 15 min. of math Fact Fluency for all students.
5. Provide varied leveled tasks: Math
6. Middle School “zero” period: 30 minutes for counseling; and tutoring
7. Elementary School: am tutoring
8. CRA has implemented the MTSS Process as a proactive approach to addressing academic and/or social-emotional issues during SIT meetings.
9. Students have access to a counselor for social-emotional counseling.

**CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

CRA’s academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students.

Interventions provided include:

- Multi-Tiered System of Supports (MTSS)
- **Reading Specialist:** to work with chronically low-performing middle school students
- Independent Reading Program: K-3
- **Reading Recovery Program**
- **Instructional Assistants (3)**
- Provide **before/after school tutoring**
- Advisory Period for grades 6-8
- **Math Camp** (Summer School) primarily for unduplicated students who struggle academically
- **Reading & Writing Camp** (Summer School): for identified at-risk, unduplicated and struggling students

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-2.\$3,000 3-8. Staff Time: Goal 1, Action 1 9.\$40,000	Staff time Goal 1, Action 1 \$150,000	
Source	1-2. Lottery 3-8. Staff Time: Goal 1, Action 1 9. LCFF Base	Staff time Goal 1, Action 1 \$89,000 LCFF S/C, Remainder LCFF Base	
Budget Reference	1-2.Object 4000s 3-8.Staff Time: Goal 1, Action 1 9.Object 1000s	Staff time Goal 1, Action 1 2000s, 3000s, 4000s, 5000s	

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**COURSE ACCESS:**

In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that

2018-19 Actions/Services

**COURSE ACCESS:**

In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that

2019-20 Actions/Services

2017-18 Actions/Services

our school provide students with access to a broad course of study in various disciplines, which include:

- ES: Choral Music
- MS: Cyber civics; Digital Media Productions, Electronics, Theatre

2018-19 Actions/Services

our school provide students with access to a broad course of study in various disciplines, which include:

- **Recorder: Grade 4**
- **MS: Cyber civics; Digital Media Productions, Technology, Theatre, Orchestra, Debate, Creative Writing, and Zero Waste**

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Staff Time: Goal 1, Action 1	Instructional Aides captured in Action 3, classroom teachers captured in Action 1	
Source	Staff Time: Goal 1, Action 1	Instructional Aides captured in Action 3, classroom teachers captured in Action 1	
Budget Reference	Staff Time: Goal 1, Action 1	Instructional Aides captured in Action 3, classroom teachers captured in Action 1	

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**FACILITIES**

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's

2018-19 Actions/Services

**FACILITIES**

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2019-20 Actions/Services



2017-18 Actions/Services

- program:
1. Annual facility leasing cost for school site.
  2. Costs for facility upgrades and/or expansion, maintenance/repairs, including installation of fencing, and janitorial services.
  3. Costs for classroom furniture with expansion of 3 additional Kindergarten classrooms.
  4. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
  5. Costs for the purchase of safety equipment, CPR/First Aide training schoolwide, etc.

2018-19 Actions/Services

- **Facility Site (leasing costs)**
- Administer annual FIT report and make any repairs and/or maintenance to ensure a safe school
- **Addition of a “Wood shop”** studio as part of the “outdoor space”
- **Addition of 5<sup>th</sup> grade classroom:** classroom furniture, etc.
- **Renovate SPED Learning Centers/Environment** to provide students with flexible meeting spaces conducive to learning.

2019-20 Actions/Services

- 

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	1.\$333,333 2.\$166,560 3.\$10,000 4.Staff Time: Goal 1 Action 1 5.\$2,500	\$535,000	
Source	1-5.LCFF Base	LCFF Base	
Budget Reference	1-2.Object 5000s 3.Object 4000s 4.Staff Time: Goal 1 Action 1 5.Object 4000s	4000s & 5000s	

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:**

SPED Team: to provide instructional and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- social emotional supports as outlined in the student's IEP:
- **Program Manager: Futures**
  - **Futures Education Leadership Team**
  - **Special Education Director**
  - **Director of Support Services**
  - **School Psychologist**
  - **Certified Special Education Teachers (3)**
  - **Instructional Facilitators (4)**
  - **Contracted services: Speech Pathologist, Speech Language Pathologist Assistant (1), Occupational Therapist (as needed)**
  - **Costs for FIT Club: Intervention services at the beginning of the school day (offered daily)**
  - **Futures Organization: will provide professional development for SPED staff and provide a continuum of services.**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$897,400	

Year	2017-18	2018-19	2019-20
Source		LCFF Base, SPED	
Budget Reference		2000s, 3000s, 5000s	

# Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified (Action 3)

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Upon a review and analysis of our school's student profile, schoolwide data, discussions with teachers, students and parents, our school will implement the following for students:

The following programs have been established as part of the Multi-Tiered System of Supports to support the academic, social-emotional and/or behavioral needs of our students. The following staff and programs are essential in our school's program:

- **Student Services Coordinator**, member of the SIT Team, develops data reports and meets with teachers to ensure the needs of UP, SPED, and students referred to SST.
- **Student Intervention Team (SIT)** will provide teachers with professional development on School culture and engagement
- **Counselor:** will provide social-emotional individual and small group counseling.
- Implement practices from **Engaging Schools:** retrain students to be "respected and connected."
- **MTSS (SIT) Team** will closely monitor

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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and meet with families for students at-risk of chronic absenteeism, Alternatives to Suspensions, Suspensions, and daily check-ins.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		Staff included in Action 1, Goal 1 and with Futures Education above	
Source		Staff included in Action 1, Goal 1 and with Futures Education above	
Budget Reference		Staff included in Action 1, Goal 1 and with Futures Education above	



Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

**Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, NGSS) aligned curriculum in a PBL environment that provides relevant learning experiences that encourages student engagement. (Aligns with WASC Action Plan # 2, 3)**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5

Local Priorities:

### Identified Need:

There is a need to continue to provide students with high quality PBL instruction.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers that will be appropriately credentialed & assigned:	100%	100%	100%	100%
Percentage of students who have access to standards-aligned curricular materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20		
<p><b>Percentage of teachers implementing Common Core standards for all students; and ELD Standards for ELs. – Changed to – for 2018-19 to -</b></p> <p><b>Implementation of academic content standards will improve towards “full Implementation” (Level 4) or “Full Implementation &amp; Sustainability” (Level 5) for all students, including access for EL, as measured by the Local Indicator rubric</b></p>	100%	100%				
			ELA	4	ELA	4
			ELD	3	ELD	3
			MATH	4	MATH	4
			NGSS	3	NGSS	3
			HISTORY	1	HISTORY	1
<p><b>Percentage of EL who advance at least 1 Proficiency Level as measured by CELDT:</b></p>	48%	53%	Spring 2018 ELPAC will serve as a Baseline	Will establish annual growth target using baseline results		
<p><b>English Learner Reclassification Rate:</b></p>	14%	47%	Spring 2018 ELPAC results will serve as a baseline	Will establish annual growth target using baseline results		

# Planned Actions / Services

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**PROFESSIONAL DEVELOPMENT**

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:
  - Amplify: K-2 Systematic Phonics instruction
  - NGSS
  - Math Fact Fluency
  - MTSS
2. Professional development for all teachers will take place during the academic year, as follows:
  - Summer PD: 2 weeks for returning teachers
  - Summer PD: 3 weeks for new teachers
  - 3 non-instructional days during the school year
  - Weekly PLC time: 2 hours
3. Members of our teaching staff and/or Leadership team plan will attend conferences, workshops, etc.

**PROFESSIONAL DEVELOPMENT**

Community Roots Academy provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students.

- **Co-teaching and Inclusion Model**
- **Argumentation: Mathematical reasoning, and across all disciplines**
- **Differentiation**
- **Universal Design for Learning (UDL)**
- **Kagan Strategies on student engagement**

Instructional Coaches will provide differentiated/specialized professional development. CRA will employ an **ELA Instructional Coach** and a **Math Instructional Coach**.

Additionally, all teachers will participate in:

- **Summer PD:** 2 weeks for returning teachers; 3 weeks for new teachers
- **3 Non-instructional Days during the school year**
- **Weekly PLC Time**

2017-18 Actions/Services

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2018-19 Actions/Services

<p>As part of our school’s professional learning, staff will attend <b>workshops and conferences</b> during the academic year that include:</p> <ul style="list-style-type: none"> <li>• <b>CA League of Schools</b></li> <li>• <b>National Council of Mathematics (San Diego)</b></li> <li>• <b>Factwise Training for new teachers</b></li> </ul> <p>In order to ensure all teachers are appropriately credentialed, CRA will pay for <b>BTSA training.</b></p>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1-2.Staff time: Goal 1 Action 1 3.\$20,000	Staff time Goal 1, Action 1 \$75,000	
Source	1-3.LCFF Base	Staff time Goal 1, Action 1 LCFF Base	

Year	2017-18	2018-19	2019-20
Budget Reference	1-2.Staff time: Goal 1 Action 1 3.Object 5000s	Staff time Goal 1, Action 1 5000s	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**ELD PROGRAM**  
CRA will review and revise its EL Master

2018-19 Actions/Services

**ELD PROGRAM**  
CRA will continue to review and revise its

2019-20 Actions/Services

2017-18 Actions/Services

Plan to align with the CDE’s recent reclassification guidance, shift from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal, ELD Specialist and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math. ELD curriculum includes Amplify ELD.

2018-19 Actions/Services

EL Master Plan to align with the CDE’s recent reclassification guidance, shift to ELPAC, strengthening designated and integrated ELD instruction for EL students.  
  
Our teachers will administer the ELPAC assessment and the leadership team and teachers will monitor results and EL academic progress.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Staff time: Goal 1 Action 1	Staff time Goal 1, Action 1	
Source	Staff time: Goal 1 Action 1	Staff time Goal 1, Action 1	
Budget Reference	Staff time: Goal 1 Action 1	Staff time Goal 1, Action 1	



## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**CURRICULUM**

Every student has access to standards-

2018-19 Actions/Services

**CORE CURRICULUM TO BE PURCHASED:**

Every student has access to standards-

2019-20 Actions/Services

2017-18 Actions/Services

aligned curriculum. CRA will purchase the following additional curriculum and/or supplemental instructional materials:

- Amplify Science Kit
- Discovery Streaming (subscription)
- Reading A-Z (subscription)
- RAZ Kids (subscription)
- ST Math
- Amplify ELA
- Everyday Math
- Adobe (subscription)
- Final Cut Software (subscription)
- Instructional materials for music program: Instruments
- Classroom libraries

2018-19 Actions/Services

aligned curriculum. Community Roots Academy plans to purchase the following curriculum which includes but is not limited to:

- **Math: Engaging NY**
- **Amplify Science: K-8 Renewals**
- **Amplify CKLA: K-5 Renewals**
- **Amplify ELA: 6-8 Renewals**

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$130,000	
Source	Lottery	LCFF Base	
Budget Reference	Object 4000s	4000s	

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**TECHNOLOGY**

In order to provide all students with access

2018-19 Actions/Services

**TECHNOLOGY**

CRA has successfully implemented a 1:1

2019-20 Actions/Services

2017-18 Actions/Services

to digital media, our school will lease the following:

1. Lease the following devices:
  - 75-80 Chromebooks
  - 3D Printers (2-3)
  - LCD Screens
  - Chrome Casts (Amazon)
  - Apple TV
  - Computer cables
2. The Executive Director will also develop an annual needs assessment for future purchases and upgrades.
3. Will contract IT services for: tech support, installation and maintenance of technology devices.

2018-19 Actions/Services

student to device ratio, and teachers utilize Google Apps for Education (GAPE). Annually, the Principal & IT Specialist (contracted) conduct a needs assessment based on staff and student needs. Annually, purchases for

- **Replacement laptops for students ES/MS**
- **MacBooks for teachers and project lab units**
- **Projectors**
- **TV Unit with Chromecast**
- **3D Printer (2)**
- **Laser Printers**
- **Software subscriptions/purchases**
- **Digital camera**

In addition, CRA will **contract IT services** for set-up, repairs, maintenance, and tech support.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	1.\$60,000 2.Staff Time: Goal 1 Action 1 3.\$80,000	\$100,000	
Source	1-3.LCFF Base	LCFF Base	
Budget Reference	1,3. Object 5000s 2.Staff Time: Goal 1 Action 1	4000s 5000s	

# Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

**STUDENT ENGAGEMENT**  
In order to provide students with relevant learning experiences outside of the

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

**STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:**

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

### 2017-18 Actions/Services

classroom, our school will host and/or provide the following:

1. Provide field (learning) trips aligned to the content standards: Museums, Pacific Symphony; Outdoor Educational Overnight Trips (Grades 4-8)
2. Students will participate in Exhibition night, a schoolwide event where students showcase their year-long projects.
3. All Middle School students will be enrolled in an Advisory course that includes Life Skills & Study Skills.

### 2018-19 Actions/Services

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

- **Field Trips** aligned to the content standards:
  - Pacific Marine Mammal Center: K
  - Pretend City: K
  - Heritage Museum of OC: Gr. 1
  - Santa Ana Zoo: Gr. 1
  - Heritage Hill Historical Park: Gr 2
  - Reserve at Rancho Mission Viejo: Gr. 2
  - Riley's Farm: Gr. 2
  - Bowers Museum: Gr. 3
  - Mission San Juan Capistrano: Gr. 4
  - Ocean Institute/Lazy W. Ranch: Gr. 4
  - Sulphur Creek Trail: Gr. 5
  - Tessman Planetarium: Gr. 5
  - Catalina Island: CIMI Fox Landing Gr. 5
  - Arrowhead Ranch: Gr. 6
  - Ocean Institute: Gr. 6+8
  - Queen Mary: Gr. 6
  - Bowers Museum: Gr. 7
  - Catalina Island: Gr. 7
  - Washington, D.C. – Gr. 8

### 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> <li>• Advisory Course for Middle School students</li> <li>• Offer <b>Clubs/organizations</b> that meet before/after school: Yearbook, Math Club, Electronics</li> <li>• <b>Project implementation teams</b> to solve real-world issues which requires students to conduct academic research, models and presentations across all grade levels</li> <li>• CRA students will participate in <b>competitions such as: Spelling Bee</b></li> </ul>	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1.\$110,000 2-3.Staff Time: Goal 1 Action 1	\$150,000	
Source	1.LCFF Base 2-3.Staff Time: Goal 1 Action 1	LCFF Base & Local Revenue Sources	
Budget Reference	1.Object 5000s 2-3.Staff Time: Goal 1 Action 1	5000s	



Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

### Goal 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.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

#### Identified Need:

There is a need to continue to engage parents in their child’s education.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: Parent Participation Organization (PPO)	Outcome Met	Met	Met	Met
Provide opportunities for parent participation including Unduplicated students, and Students with Disabilities.	Outcome Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Maintain Suspension Rates:</b>	0.6%	<1%	<1%	<1%
<b>Maintain Expulsion Rates:</b>	<1%	<1%	<1%	<1%
<b>Increase parent participation rate on parent survey:</b>	Outcome Met	26%	30%	35%
<b>Increase student participation rate on student survey:</b>	Outcome Met	26%	28%	30%

# Planned Actions / Services

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

**SCHOOL CLIMATE & SAFETY**

CRA will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. Implement Junior Leadership Mentoring Program for Grades 4-5.
4. Continue to have Student Council (Grades 4-8) that provides opportunities for student input including leadership skills
5. Implement CRA Way – Big 6 Core Values schoolwide.
6. Administer annual student survey

2018-19 Actions/Services

**SCHOOL CLIMATE & SAFETY**

CRA will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

- **Student Council** that provides students with a voice in decision-making
- Review/revise Comprehensive School Safety Plan
- Administer **student and staff surveys**
- Implement **character education** program/Building Excellent Schools
- Implement strategies from **“Respected & Connected Curriculum”**

2019-20 Actions/Services

<p>2019-20 Actions/Services</p>
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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-6.Staff Time: Goal 1 Action 1	\$2,000	
Source	1-6.Staff Time: Goal 1 Action 1	LCFF Base	
Budget Reference	1-6.Staff Time: Goal 1 Action 1	4000s & 5000s	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

At CRA, parent input in decision-making will take place through the Parent

2018-19 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

At CRA, parent input in decision-making will take place through the Parent

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Participation Organization (PPO).

Participation Organization (PPO) and any ad hoc board committees initiated by the CRA governing board to address specific issues.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1.Staff Time: Goal 1 Action 1	Staff time Goal 1, Action 1	
Source	1.Staff Time: Goal 1 Action 1	Staff time Goal 1, Action 1	
Budget Reference	1.Staff Time: Goal 1 Action 1	Staff time Goal 1, Action 1	

# Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**OPPORTUNITIES FOR PARENT PARTICIPATION**

CRA provides (or will provide) the following

2018-19 Actions/Services

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

2019-20 Actions/Services



### 2017-18 Actions/Services

opportunities to engage parents as partners in their child's education. They include:

1. Provide parents with volunteer opportunities (library, garden). All volunteers will undergo a live-scan and TB testing.
2. CRA will host parent workshops on the following topics as requested by parents:
  - Up Close workshops
  - Curriculum day
  - NGSS
  - ELA
3. Administer an annual parent survey.
4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.
5. Continue to host schoolwide events to promote parent engagement and participation. They include: Back-to-school Night, Family Math Night, Family Night.

### 2018-19 Actions/Services

CRA will provide all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. These forums include:

- Volunteering at the school: Reading in the Classroom, Library, Garden
- Administer parent survey to assess parent engagement and school climate
- Host parent workshops that support the needs of our students: Deep dive on CRA Values; Reading Strategies for struggling readers; Math strategies for students who struggle with Math, and SPED Program.
- Host the following schoolwide events:
  - Parent Speaker Series: Catherine Steiner Adair- "Tech;" Eric Nelson- "Nature;" and Carrie Conte- "Slow Family Living"
  - Parent Book Club Discussions: "Up Close with CRA Series" an in-depth look at Common Core Math, and Project-based Learning

### 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1-3,5.Staff Time: Goal 1 Action 1 4.\$3,000	\$500, Remainder of costs paid for by The Community Roots Foundation	
Source	1-3,5.Staff Time: Goal 1 Action 1 4.LCFF Base	LCFF Base	
Budget Reference	1-3,5.Staff Time: Goal 1 Action 1 4.Object 5000s	4000s	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$88,209

1.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

## **2017-18**

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups and effective in meeting the goals outlined in the LCAP:

- Goal 1, Action 1: a small portion of teacher salaries; and the Reading specialist to provide additional support to unduplicated students; and staff development on working with EL and underperforming students
- Goal 2, Action 3: Implementation of the ELD program

Unduplicated student groups, who are performing below their peers on ELA assessments will benefit from these strategies, including SDAIE to increase student engagement and access to the rigor of the state standards.

## **2018-19**

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

Goal 1, Action 3: Academic Intervention program includes CRA's academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students.

Academic Interventions provided include:

- Multi-Tiered System of Supports (MTSS)
- **Reading Specialist:** to work with chronically low-performing middle school students
- Independent Reading Program: K-3
- **Reading Recovery Program**
- **Instructional Assistants (3)**
- Provide **before/after school tutoring**
- Advisory Period for grades 6-8
- **Math Camp** (Summer School) primarily for unduplicated students who struggle academically
- **Reading & Writing Camp** (Summer School): for identified at-risk, unduplicated and struggling students