



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelante Charter School

CDS Code: 42767866118202

School Year: 2023-24

LEA contact information:

Javier Bolivar

Executive Director/Principal

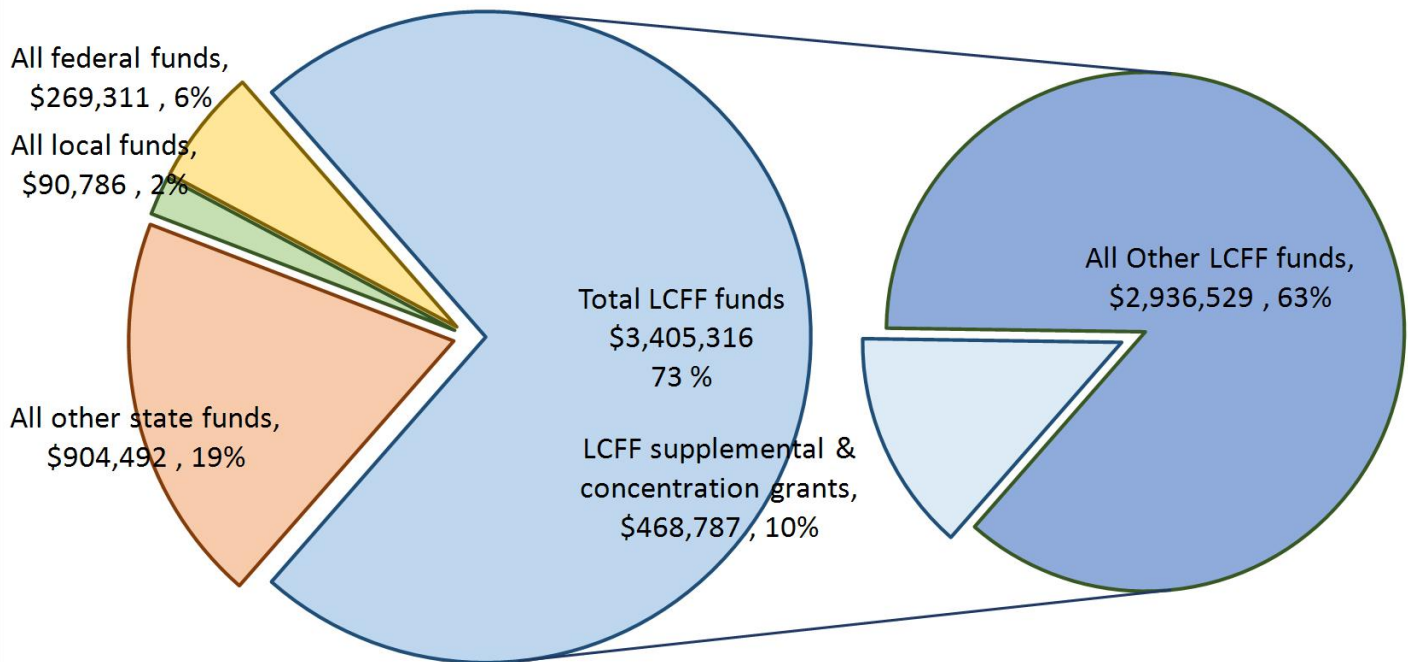
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

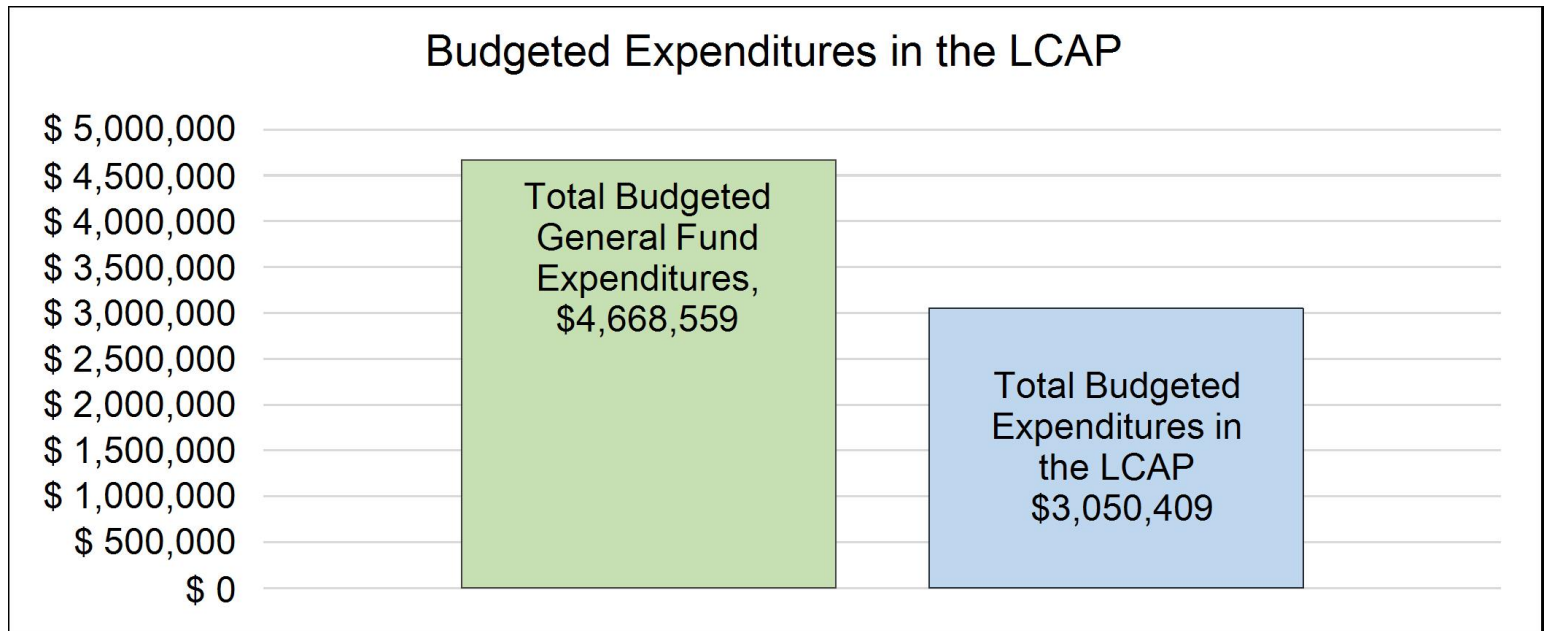


This chart shows the total general purpose revenue Adelante Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelante Charter School is \$4,669,905, of which \$3,405,316.00 is Local Control Funding Formula (LCFF), \$904,492.00 is other state funds, \$90,786.00 is local funds, and \$269,311.00 is federal funds. Of the \$3,405,316.00 in LCFF Funds, \$468,787.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Adelante Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Adelante Charter School plans to spend \$4,668,559.00 for the 2023-24 school year. Of that amount, \$3,050,409.00 is tied to actions/services in the LCAP and \$1,618,150 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

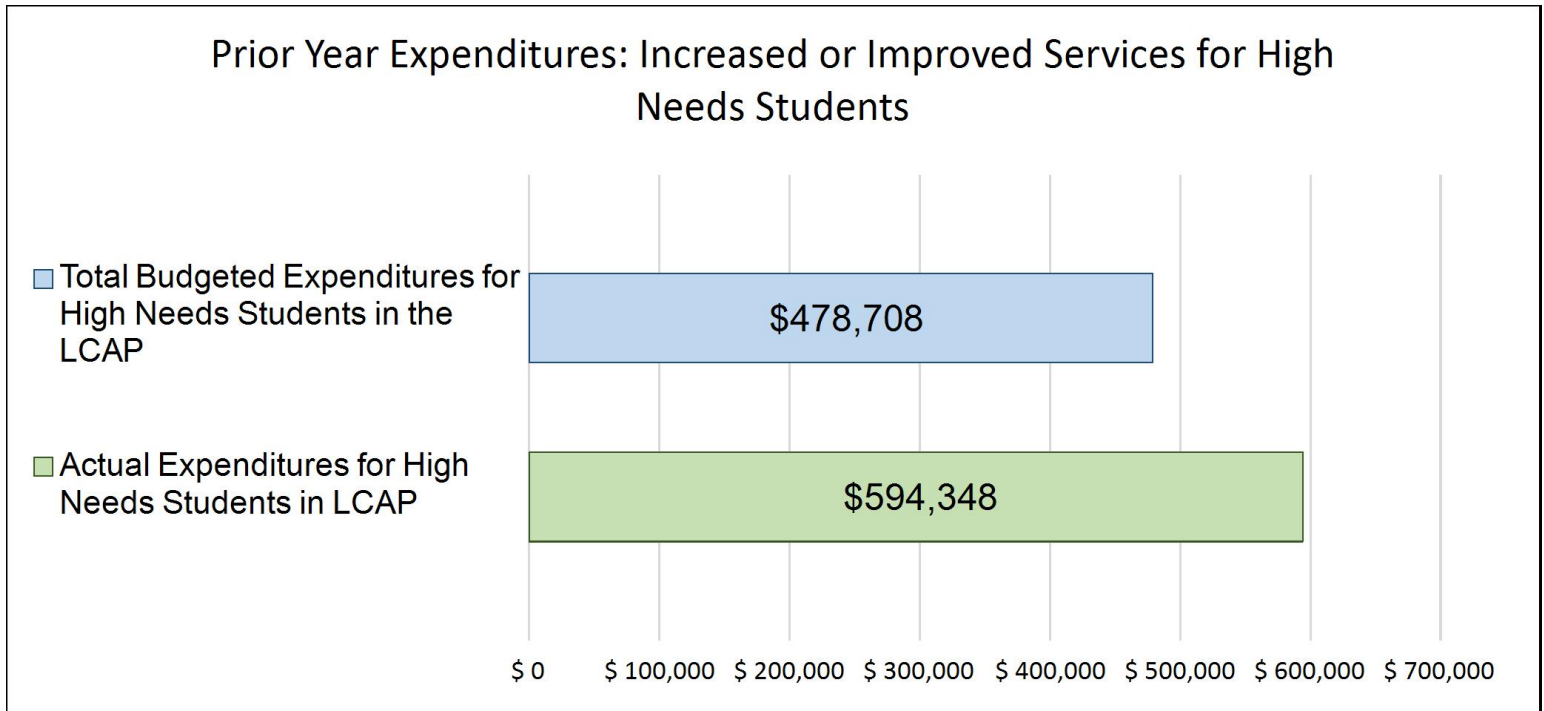
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) includes general operating expenses that are basic services provided by the District such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals and actions and contributions to other operating funds of the District such as Cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Adelante Charter School is projecting it will receive \$468,787.00 based on the enrollment of foster youth, English learner, and low-income students. Adelante Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Adelante Charter School plans to spend \$468,787.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Adelante Charter School's LCAP budgeted \$478,708.00 for planned actions to increase or improve services for high needs students. Adelante Charter School actually spent \$594,348.00 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelante Charter School	Javier Bolivar Executive Director/Principal	jbolivar@sbunified.org (805)966-7392

Plan Summary [2023-24]

General Information

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

Adelante Charter School is a hidden gem in Santa Barbara, a small-school environment with a family-like feel. We are a dual language program committed to cultivating academic excellence in both Spanish and English, celebrating multiculturalism, innovation, creativity and the arts. Following a 90:10 dual immersion model, our students from all backgrounds become bilingual, biliterate, and multicultural. Adelante's two-way immersion (TWI) program design has been shown to be the most effective way to teach a second language to all learners. Children who are bilingual demonstrate a cognitive advantage that could last a lifetime, affecting skills related to planning, problem-solving, mental focus, and memory. Within this language and culture-rich environment Adelante is committed to academic excellence and supporting all students to reach their potential.

The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society.

Vision: Adelante Charter School strives to be a model dual-immersion school, recognized at the local and state levels for its outstanding academic program led by a passionate and talented staff, strong parental and community involvement, sound financial resources, and a committed board of directors.

Values: Adelante Charter School has adopted the core values of César E. Chávez as they pertain to creating a socially just community: service to others, sacrifice, a preference to help the most needy, determination, non-violence, acceptance, respect for life and the environment, community, knowledge, and innovation.

Adelante implements the 90/10 two-way immersion model in which 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and 1st grade. In 2nd through 4th grades, instructional time in English increases slightly each year until students reach 5th and 6th grades where Spanish and English are used equally, 50/50.

Adelante serves 300 students.

Student demographics for the 2022-23 school year:

Hispanic/Latino: 84.5%

White: 13.1%

African American <1%

Asian <1%

Two or More Races <1%

Not Reported: 1%

Enrollment by Subgroup:
Low Income/Socioeconomically- Disadvantaged (SED): 72.4%
English Learners: 39.7%
Students with disabilities: 12.1%
Homeless Youth: 26.6%

Adelante maintains a strong commitment to the goals of academic excellence, bilingualism and biliteracy, and sociocultural competence. In addition, Adelante has operated as a responsible direct-funded charter school in designing its own long-term plans; engaging in curriculum development and student assessment; hiring, training, and supervising staff; managing budget and fiscal operations; and maintaining the facility. As a united force, parents, staff, and community partnerships contribute to the quality of the program.

Reflections: Successes

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

We know that learning is social, emotional and academic. Children learn best when they feel safe, affirmed and deeply engaged within a supportive community of learners. Learning is enhanced by physical activity, joy and opportunities for self-expression. Adelante's program centers the whole child and has remained committed to this approach. Many students in the Adelante community have experienced trauma not only as a result of the pandemic, but also due to social, racial and economic injustices that plague the Santa Barbara community. Many families in our community are experiencing unemployment, food and housing insecurity, and lack access to healthcare. This cumulative trauma has affected many students and resulted in chronic absenteeism, disengagement, and concerns over mental health. We are committed to supporting children socially, emotionally and academically. Adelante teachers have cultivated a community of care in the classrooms where students are known and experience a sense of belonging. We believe this is the foundation for all learning.

This year we are most proud of the growth seen in ELA. Our students and staff have been working diligently to improve outcomes and recover from missed opportunities to learn due to the pandemic. We are proud of the fact that students did not experience a significant decline in scores after so much trauma and disruption to learning since 2019. We saw an overall improvement in ELA of 22.7 points as compared to the 2019 dashboard with improvement in all subgroups. This improvement is a direct result of a number of actions. Professional learning focused on improving Tier I instruction specifically in the area of English language development and Spanish literacy instruction. With regular formative assessment review and progress monitoring, we were able to support student academic growth. Star 360 assessments were added last year in Kinder-6th grade in both Spanish and English to monitor progress in reading and math, as a school we are learning how to use this data to inform instructional decisions. Local reading assessments were administered each trimester by the reading assessment team. Paraeducators support small group reading instruction in grades K-3 and we made improvements to our Tier II reading intervention to ensure that students were identified earlier and that progress was regularly monitored, (every six weeks). Grade level teams meet weekly with the Instructional Specialist as a professional learning community (PLC) to review student work, assessment data or

to plan instruction. There are regular discussions as a staff about improving outcomes for all student groups and the importance of improving our dashboard results. Additionally, there has been a focus on writing across the curriculum and teachers participated in cross-grade scoring of narrative, informative and opinion/argument writing samples. We know that reading and writing are closely tied and will focus on both as well as oracy to inform literacy instruction. We will continue this focus on writing across the curriculum and increasing the intellectual rigor in the classroom for our students by moving students to more and more independence. We are seeing growth across all grade levels in reading and math which is encouraging. We remain focused on language development in all we do. As a language school every teacher is responsible for teaching language and students who develop metalinguistic awareness will be more successful in both languages. We made some changes to our Spanish reading instruction in kindergarten and have seen tremendous growth in our students' reading as a result. Our current 1st graders are ending the year with % meeting the grade level target in reading and only % well below target. These changes in the primary grades will have a tremendous impact on student outcomes for years to come.

Our low-income students, emerging bilinguals(EL), and foster youth were most adversely affected by the pandemic and as mentioned above, many of these families are still struggling to survive in Santa Barbara due to increased housing and living costs. Adelante is committed to centering the needs of these students and providing them what they need in order to be successful in school. We are seeing improved outcomes for these students. Improved Tier I instruction with a commitment to the intellectual quality of instruction and meaningful access for ELs through schoolwide commitments to use common high-leverage instructional strategies. The additional paraeducators and consistent Tier II supports have also been essential in improving outcomes for these students.

State assessments:

After a hiatus from 2019, the California School Dashboard results were again reported in 2022. We expected declines in the median scale scores of our students and their resulting distance from standard, due to the disruptions in instruction and traumatic experiences of the pandemic. The results were as follows:

DISTANCE FROM STANDARD. 2022 ELA. CHANGE FROM 2019 2022 MATH CHANGE FROM 2019

OVERALL STUDENTS 50.9 below 22.7 IMPROVEMENT 58.7 below 4.3 DECLINE

ENGLISH LEARNERS 74.0 below 18.9 IMPROVEMENT 79.8 below 10.6 DECLINE

LOW-INCOME 69.2 below 23.8 IMPROVEMENT 77.4 below 7.5 DECLINE

NON-LOW-INCOME 35.7 below N/D 48.1 below N/D

RFEP 54.9 below 13.3 IMPROVEMENT 70.2 below 21.8 DECLINE

HISPANIC 59.6 below 27.1 IMPROVEMENT 67.6 below 6.0 DECLINE

WHITE 15.7 below N/R IN 2019 3.4 above N/R IN 2019

"Distance from standard" data show significant improvements overall and for all student groups in ELA. Low-Income students' improvement was greater than the overall, indicating that inequalities in achievement are narrowing in ELA. While English Learners' results were also significantly above 2019, improvement did not keep pace with overall results. In math, all overall results and every group showed a decline from 2019, with increasing inequalities between overall results and those for English Learners and Low-Income students.

MEETING/EXCEEDING STANDARD: 2022 CHANGE FROM 2021 2022 CHANGE FROM 2021

ELA OVERALL 28.2% 6.3% increase MATH OVERALL. 25.5% 5.4% increase
 ENGLISH LEARNERS 5.9% 5.9% increase ENGLISH LEARNERS. 7.8% 0.3% decline
 LOW-INCOME. 13.0% 1.5% increase LOW-INCOME. 13.0% 5.1% increase
 NON LOW-INCOME 40.2% 3.8% increase NON LOW-INCOME. 35.2% 0.5% increase
 FOSTER YOUTH n/r n/r FOSTER YOUTH n/r n/r
 HOMELESS 4.9% 1.2% increase HOMELESS 11.9% 4.5% increase
 STUDENTS/DISABILITIES 15.0% 5.9% increase STUDENTS/DISABILITIES 5.0% n/r
 HISPANIC 25.4% 7.6% increase HISPANIC 20.9% 2.3% increase
 WHITE 46.7% 0.5% increase WHITE 66.7% 43.6% increase

Examining the percentages of students "meeting or exceeding standard" on the state's assessment, the overall percentage and all student groups showed improvement in ELA from 2020-21. These results give hope that we have recovered from possible learning loss in ELA for most students, and are continuing the growth that was evident prior to the pandemic. Improvements in ELA for Low-Income students and English Learners did not keep pace with overall increases, however, so the inequalities in results widened. With the exception of English Learners, improvements were also evident in math, with Low-Income students keeping pace with their peers, overall.

Adelante plans to build upon these successes with our continued focus on supporting staff to deliver high-quality Tier I instruction in all curricular areas for all students, English language development (Integrated and Designated), social emotional supports and continued monitoring and support for those who are not meeting standard.

SUSPENSION RATES:

0%

Whole child focus:

While working very hard to improve outcomes in ELA and math, Adelante has remained unwavering in our commitment to educating the whole child. Every child receives weekly art, music, dance and PE classes. We were able to host our annual jog-a-thon/color run which was another community-building event. We also had an after school running club held on early-release Wednesdays and all 4th grade students participated in 6 weeks of swim lessons. Every grade level participated in field trips and 100% of our 6th graders were able to attend residential science camp at CIMI (Catalina Island Marine Institute). Visual and performing arts were highlighted for families throughout the year and culminated in an art show at La Casa de la Raza (an offsite venue) additionally, an outdoor family night took place in May where every child was able to perform in front of their peers and families and ended with a finale dance that included all 300 students dancing together. The event brought together Adelante families to celebrate the genius and joy of the children. Finally, students in 3rd - 6th grades performed in a bilingual musical, Aladdin at the end of the year for a packed house. Our Dance and Music teachers received a grant to purchase costumes, props and wireless microphones which elevated the experience for all.

Families are seen as partners in the education of their children at Adelante. Families continue to be very pleased with their experience at Adelante, with 97% of families agreeing that Adelante promotes academic success for all students, 99% that Adelante treats all students with respect, and 100% reporting that Adelante motivates students to learn and has adults who really care about students. Ninety-eight percent of respondents agree that Adelante is a safe place for their child.

We look forward to building on this strength and fostering increased participation and engagement from families. On the state's self-

reflection tool for family engagement, parents' and families' responses reflected an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for engagement.

Here are just a few reflections from families about what they see as successes of the Adelante program:

- What I like the most about Adelante is the culture and closeness of the school.
- Everyone knows each other and looks out for each other.
- The community we have is a strength and the common goal of raising biliterate, bicultural, and bilingual students as well.
- I love that the adults truly care about the well-being of the students and make connections with the families. It is a caring environment that develops critical thinking around important real-life issues including race and the environment.
- I like that my child has been able to build personal relationships with staff members. Strengths that come across would have to be the emphasis in academics mainly reading and writing. I'm excited to see more of my child's growth.

Reflections: Identified Need

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

Areas of Need: State assessments --

After a hiatus from 2019, the California School Dashboard results were again reported in 2022. We expected declines in the median scale scores of our students and their resulting distance from standard, due to the disruptions in instruction and traumatic experiences of the pandemic. The results were as follows:

The 2022 Dashboard "Distance from Standard" data shown above demonstrate inequalities in math performance results for English Learners and Low-Income students when compared to overall results. Additionally, in both ELA and math, there are significant inequalities in results for English Learners and Low-Income students compared to those who are not identified as low-income. Both those groups experienced greater declines than their peers overall in math.

Though we are please with the increases across the board in percentages meeting or exceeding standard, inequalities in percentages of Low-Income, English Learner, Homeless, and students with exceptional needs "meeting or exceeding standard" when compared to overall and non-Low Income students confirm the "Distance from Standard" results.

English Learner Progress Indicator from the 2022 Dashboard report showed that 29.5% of EL students made appropriate progress towards English language proficiency. Unfortunately, these data are tainted by a serious problem with the data processing at an unidentified level that resulted in a loss of results for over 35% of the students who took the assessment. The school shows 0% proficiency on the ELPAC because of this. All of the missing scores are in the upper grades where we typically see students attain English proficiency. ACS staff had repeatedly tried to determine where the problem originated, but has not received sufficient responses from the state or the testing agency.

CHRONIC ABSENTEEISM:

OVERALL 29.9%

ENGLISH LEARNERS 31.9%

LOW-INCOME 31.9%
NON LOW-INCOME 26.9%
FOSTER n/r
HOMELESS 24.7%
STUDENTS/DISABILITIES 27.0%

- Chronic absenteeism rates continued to increase from the prior year and the baseline year. All student groups at Adelante were in the "very high" status level. Inequalities are evident when comparing Low-Income students and English Learners to non Low-Income students and Overall rates. This is a direct result of the COVID 19 pandemic and specifically the omicron variant which impacted our school throughout the winter months. It has been difficult to get our attendance rates back to pre-pandemic levels even during the 22-23 school year. Families have struggled with sickness again this year and not just COVID. Groups of our youngest students in particular have suffered from illness all year and some are struggling with mental health. This is an area we are addressing through multiple approaches but we continue to see lower-than-typical ADA.

ATSI- Adelante Charter was identified for additional targeted support and improvement in one student group. This was for our white students. We do not have enough white students in grades 3-6 to have a "status" indicator for ELA or Math. The only areas we have an indicator are Chronic Absenteeism and Suspensions. Since the Chronic Absenteeism indicator was "very high" this qualifies as all but one indicator being problematic and therefore qualified us for ATSI. Our efforts to improve attendance rates will also focus on this subgroup.

Local Assessment Data for the 22-23 school year

- Reading assessments in Spanish and English -DRA/EDL - This assessment system has been used because the EDL2 and DRA2 are parallel instruments that measure similar constructs in Spanish and English and have been determined to be valid and reliable measures of reading (Pearson Education, 2011). Results show that students have grown in reading in both Spanish and English. Many students made more than a year's growth in reading in both languages. We will continue to provide additional reading intervention support for students who need it during the 23-24 school year. Para educators will continue to support reading and math. This proved to be very effective during the 22-23 school year.
- K. -40% at or above target, 29% far below target
- 1st. - 65% at or above target, 8% far below target
- 2nd. - 57% at or above target, 9% far below target
- 3rd. - 28% at or above target , 20% far below target , English 35% at or above target, 30% far below
- 4th - 61% at or above target, 10% far below target, English 73% at or above target, 7% far below
- 5th. - 68% at or above target, 15% far below target, English 73% at or above target, 10% far below
- 6th - 70% at or above target, 13% far below target, English 81% at or above target, 14% far below

*Adelante uses the DRA (English)/EDL (Spanish) assessment as a benchmark assessment for reading in Spanish and English. This is a comprehensive assessment that evaluates three components of reading: reading engagement, oral reading fluency, and comprehension. The test is administered in a one to one format where the student reads aloud to the teacher.

These results can be compared to the technology-based Star assessments.

Star Reading

- Star Spanish Literacy Results:

Early Literacy Spanish K- 1st

- Below 25th%: 11 students (12%)
- 25th - 49th%: 25 students (27%)
- 50th - 74th%: 19 students (21%)
- 75th% +Above: 36 students (40%)

Proficiency is defined as 50th% and Above: 55 students (60%)

Emerging Bilinguals (EL) 55% Proficiency

Spanish Reading 2nd - 6th

- Below 25th%: 50 students (26%)
- 25th - 49th%: 64 students (33%)
- 50th - 74th%: 38 students (19%)
- 75th% +Above: 43 students (22%)

Proficiency is defined as 50th% and Above: 81 students (42%)

Emerging Bilinguals (EL) 40% Proficiency

Spring Star English Literacy Results:

Reading English 3rd-6th (Reporting Winter data due to CAASPP and overassessing of students)

- Below 25th%: 69 students (45%)
- 25th - 49th%: 37 students (24%)
- 50th - 74th%: 29 students (19%)
- 75th% +Above: 19 students (12%)

Proficiency is defined as 50th% and Above: 48 students (31%)

Emerging Bilinguals (EL) 19% Proficiency

Spring Math Results:

Star Math Spanish 1st - 6th grades (all Math is currently taught in Spanish)

- Below 25th%: 31 students (13%)
- 25th - 49th%: 59 students (24%)

- 50th - 74th%: 69 students (28%)
- 75th% +Above: 84 students (35%)

Proficiency is defined as 50th% and Above: 153 students (63%)

Emerging Bilinguals (EL) 58% Proficiency

We would expect that assessments in English would be lower than in Spanish as students transition to more English instruction each year, however we expect to see more students reaching the benchmarks in English by 5th and 6th grades. Research suggests that the benefits of bilingual instruction do not manifest on standardized tests in English for emerging bilingual students until the end of elementary school or into the middle school years (Valentino, R.A., & Reardon, S.F., 2015, , Collier, Thomas,2009). The results signal a need for more consistent use of cross language transfer and developing metalinguistic awareness.

LCAP Highlights

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

Highlighted actions for each of Adelante Charter School's four goals are identified below:

Goal 1: Maximize student outcomes (achievement) through highly effective instruction (most effective instruction possible) with opportunities for acceleration and intervention (enrichment and support).

- Literacy and language development in Spanish and English (attention to transfer)
- Cognitively challenging and engaging curriculum (supporting greater student independence)
- Discourse/Sense making Discussions
- Writing across the curriculum
- Monitoring and supporting students with exceptional needs

Goal 2 :Highly trained staff work together to support improved student outcomes and the school mission.

- Professional learning
- Most effective first instruction
- Standards-aligned instructional materials
- Standards-based reporting

Goal 3: Enhance student social-emotional learning and wellbeing, school connection and safety and family engagement.

- Social-emotional learning and mental health supports K-6
- Anti-bullying focus
- Family engagement and education (cyberbullying, mental health)

Goal 4: Increase % of emergent bilingual students attaining English language proficiency and reclassification.

- Monitoring and support to reclassification for students classified as English Learners
- Professional Learning ELD
- Designated ELD
- EBAC, family empowerment

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

Development of the Adelante LCAP included feedback and input from the following educational partner groups:

- Adelante LCAP Team (Comprised of teachers, SpEd director, counselor, instructional specialist, director)
- Adelante Leadership Team (A teacher representative for each grade level, SpEd teacher, counselor, director, Instructional Specialist)
- School Site Council/ Parent Advisory Council
- Adelante Staff
- EBAC (Emergent Bilingual Advisory Committee)
- Parents
- Adelante Board of Directors

Several Board presentations were conducted throughout the year to review student achievement data and survey results. Student outcomes were closely monitored throughout the year in reading (Spanish and English) as well as math (Spanish and English). The Leadership Team reviewed draft goals and actions and provided feedback for modifications. Monthly "café con el director" gatherings provided an opportunity to share goals and progress this year as well as providing an opportunity for the director to listen to families suggestions and concerns. School Site Council reviewed student outcome and parent, staff and student survey data and provided valuable input regarding school safety and social emotional support for students. Staff were also presented Goals and Actions and given the opportunity to provide feedback and ask questions. Input from the Special Education Team including the Director of Special Education was also included with the goal of working more closely with SpEd instructors and General Ed teachers to support the needs of students who receive Special Education services and improve academic outcomes in this subgroup. This close collaboration is possible now that the Special Education services have been brought in-house and students are receiving special education services in their primary language. LCAP goals were also shared with the newly established EBAC (Emergent Bilingual Advisory Council) and a public hearing was held to share the plan as well as gather feedback through an LCAP feedback survey.

Input was gathered through the following surveys as well:

California Healthy Kids Survey- 5th grade students 2022-23 School year 83% response rate (compared to 21-22 school year)

Key indicators reveal the following in the area of School Engagement and Supports:

- School connectedness- 80% this is similar to 21-22 results of 79%. Most of the results in this section remained unchanged or very similar. Indicators with the most change were as follows:
- Caring adults in school 84% (+7%),
- Social and emotional learning supports 86% (+7%)
- Parent involvement in schooling 76% (+3%).
- Anti-bullying climate 77% (-5%)

School Safety and Cyberbullying is where we saw the most change and cause for concern.

While there was an increase in "Feel safe at school" 88% (+6%) ,

- 45% reported having mean rumors spread about them, (+30%)
- 67% report being called bad names or the target of mean jokes (+43%)
- 24% report experiencing cyberbullying (+21%)

School Disciplinary Environment responses remained similar to 21-22 results:

- 94% of students responding they are treated with respect.
- Rule clarity was 79%(-6%).

Substance Use indicators remained very similar

- 18% reported trying alcohol at least once in their lifetime (-3%)
- marijuana and cigarette use 0% and vaping 3%.

Routines indicator revealed :

- 61% eat breakfast (-13%)
- 15% regularly go to bed at 10pm or later (-14%).

In the area of Mental Health,

- 18% reported feeling frequent sadness (+6%)
- 76% reported feeling good or happy all or most of the time (-9%)

California School Parent Survey 133 respondents 58% response rate (+17%) 11% have students who receive Special Education services and 8% are parents of English learners (responses compared to 21-22 data)

- 96% report the school promptly responds to phone calls, messages or emails.(+2%)
- 89% report that the school actively seeks the input of parents before making important decisions.(+2%) 4% responded "don't know"
- 97% report that parents feel welcome to participate at the school.(+6%)
- 91% of responders say that teachers communicate with parents about what students are expected to learn in class. (unchanged)
- 98% report that Adelante promotes academic success for all students, (+1%)
- 99% report that Adelante treats all students with respect (unchanged)
- 97% report that Adelante motivates students to learn (2% don't know) 98% report that Adelante has adults who really care about students. (2% don't know)
- 98% report that Adelante is a safe place for their child.(-1%)
- 27% report that harassment or bullying is somewhat to a large problem (-3%)

Since there were so few families of EL students who responded to the online survey, a paper copy of a similar survey was sent home with every student designated as EL. These surveys were collected along with results from EBAC members. There were - 46 additional responses. The data reveal:

- 96% report students are safe at school
- 98% report Someone is always available in the school office who speaks the language of the parents.
- 100% report that parents are valued as partners in their child's education.
- 100% report Adelante is a school with high academic standards for all students.
- 96% report all students have equal opportunity to learn at this school.
- 98% report that their child is getting a good education.
- 96% report that teachers communicate frequently with parents.

California School Staff Survey 18 responders 45% response rate. (-25%) Unfortunately this is a low response rate in a very small school which makes it difficult when interpreting results. 33% of responders were teachers, the remaining 66% were classified staff. (responses compared to 21-22 data)

- 100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn
- 100% of responders report that Adelante emphasizes helping students academically when they need it,
- 100% of responders report that Adelante emphasizes teaching lessons in ways relevant to students.
- 100% report that Adelante is a safe place for students and that Adelante motivates students to learn. (unchanged)
- 71% reported that disruptive student behavior is a mild to insignificant problem at the school. (-1%)
- 81% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work (+1%),
- 80% report that the staff working environment promotes trust and collegiality among staff.(unchanged)
- 100% report that Adelante is a safe place for staff (+8%).
- 87% of responders report they agree or strongly agree that the school promotes personnel participation in decision-making that affects school practices and policies.(+6%)
- 94% of responders report they agree or strongly agree that adults who work at the school feel a responsibility to improve this school.(-2%)
- 72% report that student depression or other mental health issues are a mild to moderate problem (+5%)
- 100% of responders agree or strongly agree that the school provides adequate counseling and support for students.
- 71% report areas of professional development needs as positive behavior support and classroom management as well as meeting the social, emotional and developmental needs of youth.
- 100% of responders agree or strongly agree that Adelante fosters an appreciation of student diversity and respect for each other and that staff treat all students fairly.

Response-

Social emotional support, anti-bullying and cyberbullying focus including support and classes for parents added in Goal 3 of the LCAP.

For the 23-24 school year both 5th and 6th grade students will take the CHKS in order to see if actions lead to changes in responses. Teachers are currently reviewing curriculum for possible adoption.
Review of planning time for teachers and additional opportunities for professional learning.
Parent education re: understanding student outcomes on Star assessments as well as CAASPP
ELPAC interim assessments, Leadership Team to support reclassification of students

The data were taken into consideration as we developed revisions to the LCAP - with particular attention to the feedback received from families of our most vulnerable student groups.

A summary of the feedback provided by specific educational partners.

The following areas represent the collective feedback from educational partner groups:

- Professional learning for teachers
- Instructional Materials and improved classroom libraries
- Explore curriculum options, pilot instructional materials
- Interventions and supports for students with early identification through screening (academic as well as social emotional)
- Reading and writing in Spanish and English
- Progress Monitoring and Data Management
- EL Monitoring and Support to Reclassification
- Monitoring and Supporting Students with Exceptional Needs
- Technology updates and support
- A Course of Study that Emphasizes Educating the Whole Child - PE, Dance, Art, Music
- Dual Immersion Program
- Standards Based Reporting
- Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus
- Positive Behavior Supports
- Family Education and Access (Including language access)
- Improved Attendance
- Family engagement - rebuilding the Adelante community after covid.

Emergent Bilingual Advisory Committee(EBAC)recommendations:

- Continued support for EBAC Parent education/empowerment
- Offer more free family events both educational and social.
- Educational Workshops for families - possibly bring back Latino Literacy to meet their need to help support in reading and increase reading at home and access to books and materials.

Support two EBAC parents to attend the CABA annual conference and 2 to attend the conference for parents in Riverside accompanied by Adelante staff.

Support for social emotional, academics and wellness of families

School Site Council Recommendations:

- Review of curricular materials, instructional resources, master schedule and planning time for teachers
- Support for student mental health and wellbeing, bullying prevention
- Support for staff focused on building community and supportive work environment
- Increase sense of community and collaboration with families and the school

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

The following actions are a result of the feedback mentioned above:

Actions related to emerging bilingual students moved into a focus goal #4 specifically focused on these students and families.

Action 1.1- Professional learning ELD/ Spanish literacy/ writing

Action 1.9, 2.2 - Staff are currently undergoing a curriculum/Instructional Materials audit to determine areas of need. The process has begun to explore possible curriculum adoption in the areas of Social Studies and Mathematics.

Action 3.2 - Expand communication to social media platforms and continue to make communication accessible to all families. Language access.

Action 3.3 -School wide SEL scope and sequence, additional education re: anti-bullying, cyberbullying, mental health supports, pilot new screening tool for social emotional wellbeing.

Action 3.5 -Increase access and participation in school for families. Additional opportunities for parent education and community building.

Now that all covid safety measures have been removed, we have resumed all community events and gatherings.

Action 4.1 - Improved monitoring and support for EL students.

Action 4.6- Biliteracy pathway awards

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Maximize student academic outcomes through highly effective instruction with opportunities for acceleration and intervention, enrichment and support.

An explanation of why the LEA has developed this goal.

High-quality Tier I instruction (core standards-based instruction available to all students) in both Spanish and English is our focus. Adelante is committed to offering each student the best educational experience possible and supporting each child to realize her/his potential. We are taking proactive steps to ensure that students demonstrate measurable growth in both languages. We believe biliteracy is the pathway to academic equity and enrichment.

Based on data from the 2022 SBAC, Adelante's English Language Arts scores the percentage of students meeting or exceeding standard increased 6.29% overall - an increase of 21.6 points. Math saw an increase of 8.84% of students meeting or exceeding standard.

As noted in the "Reflections" section of this plan, data from the 2022 CA School Dashboard show Adelante's English Language Arts scores are in the Low status at 50.9 points from standard. The following subgroups: English Learners and Homeless student groups are in the Very Low status at 74 and 79.8 points from standard respectively. Hispanic, and Low-Income student groups are in the Low status at 59.6 and 69.2 points from standard respectively. There are not enough students to generate a status report for our African American, Pilipino, Two or More Races, Students with Disabilities (SWD) or White student groups. While Students With Disabilities and White Students did not generate a status report, we do have the distance from standard since there were more than 11 students in each student group. White students at 15.7 points from standard and SWD at 104 points from standard.

Mathematics scores are also in the Low status at 58.7 points below standard. All significant groups, EL, Hispanic, Homeless, SED all are in the low status. The 2022 Dashboard "Distance from Standard" data shown in the "reflections" section demonstrate inequalities in math performance results for English Learners and Low-Income students when compared to overall results. Additionally, in both ELA and math, there are significant inequalities in results for English Learners and Low-Income students compared to those who are not identified as low-income. Both those groups experienced greater declines than their peers overall in math.

Though we are please with the increases across the board in percentages meeting or exceeding standard, inequalities in percentages of Low-Income, English Learner, Homeless, and students with exceptional needs meeting or exceeding standard when compared to overall and non-Low Income students confirm the "Distance from Standard" results.

Original Explanation of Goal 1:

The percentages displayed above highlight the significant gaps between the results for Low-income students, homeless students and English learners and overall students performance in both ELA and Math. They also alert us to the need to track the progress of our Redesignated (RFEP) students to ensure that they are receiving the support they need to maintain growth in English language acquisition. On the 2022 Dashboard, our Students with Disabilities subgroup is the furthest from standard, but due to small numbers, they do not have a status report.

It is important to note that while the performance of EL students in ELA in 2019 was in the red category, the English Learner Progress indicator on the CA School Dashboard has a performance level of high 59.6% - which is higher than any other school in Santa Barbara. We know that dual language education has been shown to be the most effective way to support EL students to attain high levels of proficiency in English. High levels of Spanish literacy will translate into high levels of English proficiency with time. Our dual language immersion instructional model is the best for supporting long-term success of students. Research consistently shows that the benefits of a dual language program do not show up on standardized tests in English until the middle school years at which point Emerging bilingual (EL) students often outperform their English-only peers. Considering all of this, we still expect to see improvement in our ELA scores reflected in the upper grades with the understanding that biliteracy development is a K-12 experience. The need for high-quality biliteracy instruction is more important than ever as our community recovers from the trauma of the last two years.

Even when students are provided the best first instruction possible there will be some students who need additional support. This is particularly needed after the missed opportunities for learning during the pandemic. Adelante has worked very hard to have Tier II (intervention) supports in place for students who need them. The goal is to clear up misunderstandings and teach missing skills so that students no longer need the intervention. Intervention includes progress monitoring at least once a month and data is generated, communicated and response to data is clear.

We believe that our vision for biliteracy remains in the best interests of our students, and the actions we are taking will help them realize that vision. We are looking forward to seeing gains on state and local assessments as we continue implementation while supporting our children who are still recovering from the traumas of the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results Gr. 3-6. All students at Adelante are learning a language. We expect that students	CAASPP 2019 ELA All students - Distance from standard 73.6 EL- Distance from standard 93.9	CAASPP ELA (test in English) results for this academic year will not be available until after June, 2022.	All students - 50.9 points from standard EL- 74 points from standard Students with disabilities - 104.0 points from standard		CAASPP ELA +5 points per year toward standard for each group. +10 for Students with Disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>will demonstrate grade-level proficiency in Language Arts, Math and Science in L1.</p> <p>Emerging Bilingual students (EL) will demonstrate grade-level proficiency in SLA (L1) with the goal of grade-level proficiency in ELA(L2) by the end of 6th grade.</p> <p>EO students will demonstrate grade-level proficiency in ELA(L1) with the goal of grade-level proficiency in SLA (L2) by the end of 6th grade.</p>	<p>Students with disabilities - Distance from standard 122.3 Socioeconomically Disadvantaged - Distance from standard 93.9 Hispanic - Distance from standard 87.7 Homeless Students - Distance from standard 99.5 White - Distance from standard 3.3</p> <p>No state-reported test administered in Spanish - this was going to take place in spring 2020. (CSA) results for this academic year will not be available until after June, 2022.</p>	<p>"Distance from standard" is not expected to be reported for 2021-22.</p>	<p>Socioeconomically Disadvantaged - 69.2 points from standard Hispanic - 59.6 points from standard Homeless Students - 79.8 points from standard White - 15.7 points from standard</p> <p>[2022 CA School Dashboard]</p> <p>SLA -- Overall 6th grade students had a mean scale score of 647.3, less than one point from L2. Scores for EO and EL not reported due to small group sizes.</p> <p>[2022 CA SBAC]</p>		<p>Increased % of students demonstrate grade-level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6th grade.</p> <p>CSA (Spanish) - Emerging Bilingual students show high levels of proficiency in L1, EO students show increased proficiency in L2 as they reach the upper grades</p>
<p>CAASPP Results Grades 3-6.</p> <p>All students at Adelante are learning a language. We expect that students will demonstrate grade-level proficiency</p>	<p>CAASPP 2019 Math All students - Distance from standard 54.4 points below EL- Distance from standard 69.2 points below Students with disabilities - Distance</p>	<p>CAASPP Math results for this academic year will not be available until after June, 2022.</p> <p>"Distance from standard" is not expected to be reported for 2021-22.</p>	<p>All students - 58.7 points from standard EL- 79.8 points from standard Students with disabilities - 118.1 points from standard</p>		<p>CAASPP Math +5 points per year toward standard for each student group. +10 for Students with Disabilities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in Language Arts, Math and Science.	from standard 137.2 points below Socioeconomically Disadvantaged - Distance from standard 69.9 points below Hispanic - Distance from standard 61.6 points below Homeless Students - Distance from standard 71.4 points below White - Distance from standard 19.2 points below		Socioeconomically Disadvantaged - 77.4 points from standard Hispanic - 67.6 points from standard Homeless Students - 82.1 points from standard White - 3.4 points above standard [2022 CA School Dashboard]		
ELPAC	2019 CA Dashboard 59.6% Making progress Progress level: High	Dashboard data have not been published for 2020 or 2021.	29.5% Making appropriate progress Progress level: Low *Missing 30 student scores from the upper grades. This greatly impacted our results. [2022 CA School Dashboard]		Increase by 5% growth to move to the “Very High” category.
CAASPP ELA for English Learners	2019 Distance from Standard 93.9	CAASPP ELA results for this academic year	EL- 74 points from standard		5 points toward standard each year (minimum +15 points)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		will not be available until after June, 2022. "Distance from standard" is not expected to be reported for 2021-22.	[2022 CA School Dashboard]		
DRA/EDL - Local reading assessment data	<p>May, 2021, English Reading DRA 3rd-41% reading at end of grade level target 4th-57% reading at end of grade level target 5th-57% reading at end of grade level target 6th-57% reading at end of grade level target</p> <p>May, 2021, Spanish Reading EDL Kinder- 25% reading at end of grade level target 1st-16% reading at end of grade level target 2nd-24% reading at end of grade level target</p>	<p>May, 2022, English Reading DRA 3rd-50% reading at end of grade level target 4th-69% reading at end of grade level target 5th-77% reading at end of grade level target 6th-55% reading at end of grade level target</p> <p>May, 2022, Spanish Reading EDL Kinder- 34% reading at end of grade level target 1st-48% reading at end of grade level target 2nd-29% reading at end of grade level target</p>	<p>May 2023 English Reading DRA 3rd-35% reading at end of grade level target 4th-73% reading at end of grade level target 5th-73% reading at end of grade level target 6th-81% reading at end of grade level target</p> <p>May, 2023, Spanish Reading EDL Kinder- 40% reading at end of grade level target 1st-54% reading at end of grade level target 2nd-52% reading at end of grade level target</p>		<p>+5% reading at grade level in L1 by end of 3rd grade.</p> <p>Each year all students will progress in reading level by at least 1 year's growth.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3rd-36% reading at end of grade level target 4th-40% reading at end of grade level target 5th-46% reading at end of grade level target 6th-46% reading at end of grade level target</p> <p>*After analysis most of the students reading below end of grade level targets are meeting the winter benchmark - data reveal that due to missed opportunities for learning these students are approximately one trimester behind in literacy. This was part of the reason we are implementing an extensive summer learning program.</p>	<p>3rd-43% reading at end of grade level target 4th-62% reading at end of grade level target 5th-59% reading at end of grade level target 6th-47% reading at end of grade level target</p>	<p>3rd-28% reading at end of grade level target 4th-61% reading at end of grade level target 5th-68% reading at end of grade level target 6th-70% reading at end of grade level target</p>		
Biliteracy Trajectories - Research-based ranges for (DRA2) English reading based	(Spanish) (English) EDL2 DRA2-research-based ranges for (DRA2) English	<p>Biiteracy trajectories</p> <p>90% of 3rd - 6th grade students fall within</p>	<p>Biliteracy Trajectories:</p> <p>96% of 3rd - 6th grade students fall within</p>		All emerging bilingual (EL) students score at or above the corresponding range

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on (EDL2) Spanish reading scores.* See Hopewell, S., Butvilofsky, S., & Escamilla, K. (2016).	<p>reading based on (EDL2) Spanish reading scores.* See Hopewell, S., Butvilofsky, S., & Escamilla, K. (2016).</p> <ul style="list-style-type: none"> • 4-6 -A-3 • 8-10 -4-6 • 12-16 -8-10 • 18-28 -12-16 • 30-38 -18-28 • 40 -30-38 • 50-60. -40+ <p>Emerging bilingual (EL) students - Starting in the 2021-22 school year Adelante will assess all students K-6 in Spanish and English using the Star 360 assessments. These research based ranges correlate with EDL/DRA. Currently K-2 is only assessed in Spanish EDL not English DRA.</p> <p>Looking at 3rd-6th grade, 90% of students are reading within these research-</p>	these research based ranges.	<p>these research based reading trajectories for Spanish and English.</p> <p>4% not in trajectory -of those, 1.5% are EL with significantly higher Spanish reading than English and 2.5% are EOs with significantly higher English reading than Spanish reading.</p>		<p>in English for biliteracy trajectory.</p> <p>Increase the % of students scoring above the projected DRA2(English) range based on their EDL2 (Spanish) scores by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	based grade-level ranges for biliteracy.				
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	2.7% [2020-2021 Data Quest] Very low due to pandemic and a pause in ELPAC testing	Internal reclassification rate 25% There are 5 students exiting 6th grade without being reclassified. This number is higher than what we typically see and a result of the pandemic. We are hopeful that Spring ELPAC scores will qualify them for fall reclassification in jr high.	[Need local calculation. DataQuest does not show rate for 2021-22, and shows no new reclassifications from 2020-21.]		Maintain the reclassification rate between 17% - 20% each year. Decrease the number of emerging bilingual (EL) students exiting 6th grade without reclassification.
STAR Assessments - Literacy and Math including EL Subgroup	Baseline to be established in 2021-22. Star -Proficiency is defined as 50th% and Above for Spanish and English assessments. Spring 2022 Results: Early Literacy Spanish K- 1st 70% proficiency	Spring 2022 Results: Early Literacy Spanish K- 1st 70% proficiency Emerging Bilinguals (EL) 62% Proficiency Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL)	Spring Star 2023 data Early Literacy Spanish K- 1st 60% proficiency Emerging Bilinguals (EL) 55% Proficiency Spanish Reading 2nd - 6th 42% proficiency		Increase % proficient in each assessment by 10% each year. Decrease the gap between all students and EL subgroup in Spanish assessments and English assessments in 5th and 6th grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Emerging Bilinguals (EL) 62% Proficiency</p> <p>Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL) 39% Proficiency</p> <p>Reading English 3rd-6th 29% proficiency Emerging Bilinguals (EL) 16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 52% proficiency Emerging Bilinguals (EL) 39% Proficiency</p>	<p>39% Proficiency</p> <p>Reading English 3rd-6th 29% proficiency Emerging Bilinguals (EL) 16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 52% proficiency Emerging Bilinguals (EL) 39% Proficiency</p>	<p>Emerging Bilinguals (EL) 40% Proficiency</p> <p>Reading English 3rd - 6th (Reporting Winter data due to so many assessments with CAASPP ELA/Math/CSA/CAST in Spring) 31% proficiency Emerging Bilinguals (EL) 19% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 63% proficiency Emerging Bilinguals (EL) 58% Proficiency</p>		
Every classroom utilizes CCSS and NGSS aligned materials that also support their language and literacy development needs.	All classrooms have CCSS and NGSS-aligned instructional materials. Science is also used to address literacy standards and support language	<p>All students have sufficient CCSS and NGSS-aligned instructional materials.</p> <p>CCSS and NGSS aligned materials are</p>	All students are supported with CCSS and NGSS-aligned instructional materials. Continued work with ELD and literacy-based content		All classroom have and implement CCSS and NGSS- aligned instructional materials. Coherence and consistency through the grades in the use

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development in English and Spanish. Inconsistencies across grade levels as to how much science is integrated with language and literacy standards as well as how the literacy-based ELD is implemented	<p>used in all classrooms. Science continues to be used to address literacy standards and support language development in English and Spanish. The degree to which science is integrated with language and literacy across grade levels is being reviewed to determine what is appropriate for each grade level.</p> <p>MET -- Sufficiency of materials and implementation of state standards reported</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p>	<p>instruction is bringing coherence across grades. Further work with language and content objectives will continue next year.</p> <p>Staff are currently reviewing social studies curriculum for adoption next year. New math instructional materials were chosen this year and will be implemented in the coming year.</p> <p>MET -- Sufficiency of materials and implementation of state standards reported</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p>		of literacy-based ELD and literacy- based content instruction.
Access to a Broad Course of Study: Results of the State's Self-Reflection Tool	MET -- Results were reported at the Board meeting at which the LCAP was adopted.	MET -- Results were reported at the Board meeting at which the LCAP was adopted.	MET -- Results were reported at the Board meeting at which the LCAP was adopted.		MET -- Results will be reported at the Board meeting at which the LCAP was adopted.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reported to the ACS Governing Board	All students had access to a broad course of study. [June, 2022 Report to the ACS Governing Board]	All students had access to a broad course of study. [June, 2022 Report to the ACS Governing Board]	All students had access to a broad course of study. [June, 2023 Report to the ACS Governing Board]		All students have access to a broad course of study. [June, 2024 Report to the ACS Governing Board]
Tier II Interventions	Baseline to be established in 2021-22: % of students by grade level in need of intervention. K=16% 1st = 31% 2nd = 27% 3rd = 28% 4th = 21% 5th = 10% 6th = 24% The need for intervention was anticipated given the number of students who missed opportunities for learning during the pandemic, particularly in the lower grades.	% of students by grade level in need of intervention. K=16% 1st = 31% 2nd = 27% 3rd = 28% 4th = 21% 5th = 10% 6th = 24%	% of students by grade level in need of intervention. K= 17% 1st = 21% 2nd = 22% 3rd = 27% 4th = 20% 5th = 12% 6th = 11%		Reduce the % of students needing reading intervention by grade level and cohort.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Most Effective Instruction	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with rigorous and engaging instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>To additionally support academic gains and to close achievement gaps on state and local assessments, teachers will place an emphasis on differentiated small group instruction. Students' strengths will be expanded upon and areas of growth identified in order to support students along their journey.</p> <p>The following instructional strategies will be used to ensure students are provided first, best instruction: (supported with coaching and lesson study)</p> <ul style="list-style-type: none"> • Planning and questioning practices that require students to respond at higher levels of the Depth of Knowledge (DOK) rubric. • Common high-leverage pedagogical practices aligned across the school that support the language demands of increasingly rigorous grade level standards. • Daily increased literacy instruction integrated across the curriculum in every classroom with evidence of essential literacy practices. • Every classroom utilizes CCSS- and NGSS-aligned materials that support language and literacy development needs. Additionally, science is used to address literacy standards and support language development in English and Spanish. • Learning directly from student data (multiple points of evidence) • Attention to equity and social justice as a lens for all instruction. • Provide support to broaden the use of contrastive analysis of language and cross-language transfer (leveraging one's linguistic assets by accessing one's full linguistic repertoire.) 	\$1,702,255.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Tier II Reading Intervention	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with academic and social-emotional early warning systems to identify struggling students and give support early. Successful implementation of a Multi-Tiered Systems of Support -- MTSS -- will benefit all students, and in particular, will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. This was critical prior to COVID-19 and is even more urgent given the disproportionate impact the pandemic has had on Low-Income, Emerging Bilingual (EL) students, and other student groups with exceptional needs.</p> <p>The Tier II Intervention team will provide intensive reading instruction to students who have been identified as needing additional support to make expected progress. The goal is that intervention will be ready for any student who needs it, delivered by someone trained to help address these gaps in learning and that time in the school day will be made available for the support . Progress will be monitored at least every six weeks and reported back regularly to the classroom teacher in an increasingly systematic manner that facilitates more immediate responses to students' needs. Data are generated, communicated, and the response to data is clear. Progress monitoring of fluency and comprehension are administered to all students and more frequently to those receiving the targeted intervention.</p>	\$67,767.00	Yes
1.3	Literacy in Spanish and English	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with rigorous and engaging instruction to support the implementation of California State Standards. The following strategies will be used to ensure students achieve biliteracy:</p> <ul style="list-style-type: none"> • Text-rich curriculum and learning environments (visible and accessible to all) 	\$41,383.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Focus on providing students access to rigorous, complex text with the appropriate linguistic supports. • Writing across the curriculum as reading and writing are closely related - Research has shown that through writing instruction, reading fluency and comprehension improve. Additionally, assessing a student's writing in Spanish and English side by side reflects one's trajectory toward biliteracy. • Emphasis on oral language development and classroom discourse. • Designated English Language Development (DELD) aligned to thematic ELD units using high-leverage Project GLAD (Guided Language Acquisition Design) strategies. • Build metalinguistic awareness in all students so they can draw on the assets of their bilingual brains. Continue the work of incorporating the contrastive analysis of languages and the use of cross-language connections. Many of the Adelante teachers were instructed under a paradigm of strict separation of languages where instructional methods mirror that of monolingual instruction. We know from research that bilingual brains do not work this way and with the goal of bilingualism, it is important to take into consideration a student's full linguistic repertoire and leverage the strengths in each language to support biliteracy development. We know if students are provided increased opportunities to develop metalinguistic awareness and cross-language transfer they will attain high levels of biliteracy. Ultimately, student achievement data (standardized test scores in English) will be directly affected by a strong foundation in L1(home language) as well as metalinguistic awareness. • Additional early literacy (foundational skills and early reading) supports in Kinder -3rd grade by providing para-educators in each classroom. Kinder - 1st grade instructional aides, 2nd - 3rd-grade additional push-in support -- specifically for small group reading instruction in English and Spanish. • Provide professional learning to teachers and para-educators that enable them to implement classroom supports that 		

Action #	Title	Description	Total Funds	Contributing
		<p>address the unique differences in teaching reading in Spanish.</p> <ul style="list-style-type: none"> Elevate the status of voluntary reading and provide engaging, culturally responsive texts to all students. Classroom libraries will be expanded to include not only more books, but books full of diverse stories that reflect students' backgrounds and cultures. Students seeing themselves in the stories they read can foster a sense of belonging, recognition, and most of all, validation. Also, learning about others' experiences and cultures builds empathy and curiosity. High interest titles in both Spanish and English. 		
1.4	Math and Science	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide mathematics and science instruction that addresses the linguistic and contextual barriers that are inhibiting the success of our Low-Income and English Learner student groups. Instruction will include, but not be limited to:</p> <ul style="list-style-type: none"> Elevated student discourse about the concepts of math and context of science Math Talks Science sense-making discussions Student-centered discussions Building background knowledge and comprehension around academic concepts through making connections to student experiences, hands-on activities, and teaching strategies that bring content to life. 		No
1.5	Progress Monitoring and Data Management	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will implement improved systematic progress monitoring and regular review of</p>	\$69,132.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>formative assessment data with a focus on data-informed responses to better support students to reach their full potential.</p> <p>The school will use a variety of formative assessments, including Star Early Literacy (Spanish and English), Star Reading (Spanish and English), Star Math (Spanish and English), Number sense screeners, DRA/EDL, and other local assessments to measure progress. A primary focus will be literacy development in both Spanish and English with clear expectations about the purpose and frequency of assessments.</p> <p>Scoring of student writing will be calibrated across grade bands. Teachers look at student writing together and make instructional decisions based on student work. Spanish K-2/ English and Spanish side by side in grades 3-6.</p> <p>Data will be disaggregated by student group to ensure that appropriate attention and support is provided to our most vulnerable student groups.</p> <p>Regular data- informed discussions related to instruction will be held in grade-level and cross-grade collaboration time. In addition to assessment data, classroom walkthroughs and peer observation will provide feedback. There will also be regular review of data with the Adelante Leadership Team and grade band teams.</p>		
1.6	EL Monitoring and Support to Reclassification * This Action has been moved to Goal 4 Action 1	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will monitor the progress of English Learner students toward reclassification, and provide academic supports before and after designation as RFEP. To that end, our strategies will include, but not be limited to:</p> <ul style="list-style-type: none"> Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emerging bilinguals. Examples include a focus on language 		No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>functions, color-coding language and explicitly teaching the 4+1 Language Domains (Reading, writing, listening, speaking and metalinguistic awareness). DELD is differentiated by English language proficiency level and attention is given to cross-language transfer. Teachers become models for translanguaging and cross-language transfer, applying it to their practice and teaching others.</p> <ul style="list-style-type: none"> • Regular review of data with the Adelante Leadership Team and grade band teams with a focus on data-informed responses to better support Emerging Bilingual (EL) students to reach reclassification. • Implement assessment practice across grade levels for tracking student growth. (Oral Language Analysis) • Disaggregate data for EL subgroup to ensure that appropriate attention and support is provided to this vulnerable student group. Improve systems for collecting and tracking data related to students' English language development and proficiency. • Continued professional learning is needed to improve instruction as well as improved progress monitoring of Spanish and English (reading, writing, oracy) during the school year for emerging bilingual students as their biliteracy trajectories develop. 		
1.7	Monitoring and Supporting Students with Exceptional Needs	<p>To increase academic outcomes for students with exceptional needs and decrease the achievement gaps between those students and those without exceptional needs, Adelante Charter School will coordinate Tier I instruction within a multi-tiered system of support to provide those students with better access to the core curriculum. Adelante will also provide professional development for instructional staff in supporting students with exceptional needs and increasing their access to the core curriculum.</p>	\$437,892.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Technology	To support academic gains and to close achievement gaps on state and local assessments, ACS will update obsolete devices and continue platforms (Dreambox, Raz Plus, NewsELA) for online resources that increase access for high needs students and students with exceptional needs.	\$29,421.00	No
1.9	Instructional Materials	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will purchase supplemental and intervention materials to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. Materials may include, but not be limited to: books, math manipulatives, GLAD supplies.	\$33,713.00	Yes
1.10	A Course of Study that Emphasizes Educating the Whole Child	<p>Learning is enhanced by physical activity, joy and opportunities for self-expression. In order to support the evidence-based academic impacts on student learning, and to engage students in a well-rounded school experience, students at Adelante are supported with dance, music, art and physical education weekly.</p> <p>These activities will culminate in an end-of-the-year Art Show and Performing Arts showcase. Students will audition for selection for key roles in an end-of-the-yr Musical. All students will learn dances for the end of year showcase. The events will be held in-person, outdoors to be experienced by the entire community. This Art Show and Performing Arts Showcase, where student creativity is shared with the Adelante community as well as the greater Santa Barbara community, is an opportunity to bring families together to celebrate the genius of their children.</p>	\$274,946.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Dual Immersion Program * This Action has been moved to Goal 4 Action 6.	<p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our Emerging Bilingual (EL) and Low-Income students, and those statewide, Adelante Charter School will provide a Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be:</p> <ol style="list-style-type: none"> 1. To promote high levels of oral language proficiency and literacy in both Spanish and English. 2. To achieve proficiency in all academic subjects, meeting or exceeding school and state standards. 3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community. <p>The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are:</p> <ol style="list-style-type: none"> (a) pedagogical equity, (b) effective bilingual teachers, (c) active parent participation, (d) knowledgeable leadership and continuity. <p>The Dual Immersion Program will be implemented to reflect the above principles and practices. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.</p>		Yes

Goal Analysis [2022-23]

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

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

During the 22-23 school year most of the Goal 1 actions were carried out as planned. Actions 1.1, 1.3 -A focus on high-quality Tier I instruction guided our professional learning and was the basis of instructional feedback. Students are showing progress and evidence that they are regaining much of the missed learning opportunities experienced during the

pandemic. There was an emphasis on differentiated and small group instruction to support all students. Early literacy continues to be supported with additional paraeducators in the classroom who support small group instruction. Regular formative assessments and review of data in the form of student work samples and benchmark assessments help to guide instruction. Teachers are using common high-leverage, research-based teaching practices to support content learning as well as language learning. The primary focus for professional learning this year was language development - English language development-ELD, both integrated and designated ELD as well as Spanish language and literacy development. Teachers worked with an ELD expert/consultant to extend their learning from the previous year. Language function walls are evident in every classroom as well as the use of differentiated sentence frames to support language development. There is a much more intentional focus on building metalinguistic awareness through cross-language transfer. Staff will continue this work around improving Tier I instruction next year with more attention focused on depth of knowledge and moving students from highly scaffolded dependence to more and more independence. This year we implemented on-demand writing assessments where teachers collaborated in cross-grade scoring of writing samples. This revealed that we still have much work to do at the sentence level. Adelante students are able to produce large quantities of writing and they have incredible ideas and insights to share, but they need more support with explicit sentence-level instruction. We started this work with staff in April and focused the work with 4th - 6th grade teachers, but will continue this learning next year as well.

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

None

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

Most of the actions under this goal work in concert to increase our students' academic outcomes. The results cited below suggest that the evidence shows that we are experiencing greater effectiveness in English language arts, where we see significant improvements from the baseline year, despite the traumas of the pandemic. Low-Income students are making progress in closing inequalities in ELA assessment performance. In math, while we have not seen the same progress, we appear to have held fairly steady and to have not experienced the large decreases suffered by many other schools.

Progress toward standard, ELA:	Progress toward standard, Math:
All students, 22.7 points closer to standard	All students, 4.3 points farther from standard
EL- 19.9 points closer	EL- 10.6 points farther
Students with disabilities - 18.3 points closer	Students with disabilities - 19.1 points closer
Socioeconomically Disadvantaged - 24.7 points closer	Socioeconomically Disadvantaged - 5.5 points farther
Hispanic - 27.1 points closer	Hispanic - 6.0 points farther
Homeless Students - 19.7 points closer	Homeless Students - 10.7 points farther
White - 12.4 points farther	White - 22.6 points closer

Actions 1.6 and 1.11 -- English Learner Progress Indicator from the 2022 Dashboard report showed that 29.5% of EL students made appropriate progress towards English language proficiency. Unfortunately, these data are tainted by a serious problem with the data processing at an unidentified level that resulted in a loss of results for over 35% of the students who took the assessment. The school shows 0% proficiency on the ELPAC because of this. All of the missing scores are in the upper grades where we typically see students attain English proficiency. ACS staff had repeatedly tried to determine where the problem originated, but has not received sufficient responses from the state or the testing agency.

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

Based on the CA school dashboard and local and state assessments Adelante has decided to create an additional Focus Goal for our Emerging Bilingual (EL) students and families. The actions in Goal 1 that are specifically related to EL students were moved to Goal #4 - Increase the percentage of English Learners who make progress towards English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) and local reading assessments in English by at minimum, one year's growth each year resulting in an increased percentage of English Learners who are reclassified as Fluent English Proficient (RFEP) -maintain reclassification rates between 17%-20% each year as well as increase ELPI dashboard indicator to green or blue level, indicating at a minimum, 65% making progress towards English language proficiency within three years.

The following actions from Goal #1 were deleted and moved to Goal #4 as actions with the same title:

- Action 1.6 EL Monitoring and Support to Reclassification
- Action 1.11 Dual Immersion Program

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Highly trained staff work together to support improved student outcomes and the school mission.

An explanation of why the LEA has developed this goal.

In order to increase outcomes on state standardized tests, close gaps in student achievement and improve the CA School Dashboard, we created a high-quality teaching and learning goal. There are many amazing things that happen at Adelante and children are learning and growing in two languages. The data reveal performance gaps, particularly for our EL students and students with disabilities. This indicates a need for further professional learning and support for collaboration and standards-based planning among our teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Credentialed or Qualified and Trained Teacher in Every Classroom.	All grade-level classroom teachers are appropriately credentialed.	All grade-level classroom teachers are appropriately credentialed. Reported to the Governing Board as part of the Local Indicators Report, June, 2022.	All grade-level classroom teachers are appropriately credentialed. Two teachers completing Bilingual authorization this summer. Reported to the Governing Board as part of the Local Indicators Report, June, 2023.		All teachers appropriately credentialed and supported through job-embedded professional learning and ongoing instructional coaching.
Teacher Retention Rate	Baseline to be established in 2021-22.	89% retention rate for 2021-22.	93% retention rate for 2022-23		Maintain high retention rate of staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	89% retention rate				
Staff Surveys CSSS - CA School Staff Survey	<p>Baseline to be established in 2021-22.</p> <p>100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn, promotes academic success for all students, emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.</p> <p>80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work</p>	<p>100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn, promotes academic success for all students, emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.</p> <p>100% of responders report that Adelante is a safe place for students.</p> <p>80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work</p>	<p>45% response rate - 100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn and emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.</p> <p>100% report that Adelante is a safe place for students and that Adelante motivates students to learn. (unchanged)</p> <p>100% of responders report that Adelante is a safe place for students.</p> <p>81% of responders report they agree or strongly agree that the school is a supportive</p>		<p>Maintain high % reporting positive school climate and safety for students.</p> <p>Increase % of staff reporting that Adelante is a supportive and inviting place to work.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and inviting place for staff to work		
Evaluations: % of Teachers Showing Growth toward Professional Growth Goals	Baseline to be established in 2021-22. Based on fall and spring evaluations, 100% of teachers showed growth toward Professional Growth.	100% of teachers showed growth toward Professional Growth Classroom teachers were evaluated twice during the 21-22 school year.	100% of teachers showed growth toward Professional Growth Half of all classroom teachers were evaluated twice during the 22-23 school year.		Continuous improvement -100% of teachers showing growth toward professional growth goals.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers Appropriately Credentialed and Assigned	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will retain/hire properly credentialed teachers for all core and special education instruction with no mis-assignments or vacancies. We will provide support for certificated staff to complete their Bilingual authorization if needed.		No
2.2	Professional Learning *The actions specific to EL students, i.e.ELD and Spanish Literacy have been moved to Goal 4 Action 2	Adelante Charter School instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to respond to students' needs. All teachers will receive ongoing job-embedded professional learning and coaching support, including opportunities to learn through the Lesson Study model. Wednesday afternoons have been set aside for collaboration and additional professional learning. Teachers will be engaged in relevant		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. Teachers plan instruction with the Instructional Specialist, co-teach the lesson, review student work and redesign the lesson in response to the student data before teaching it to the other classroom. Teachers address language, content and critical consciousness goals in their lesson planning as well as pedagogical decisions related to high expectations for learning, instructional clarity, success criteria, scaffolds to support student success. All lessons will meet the rigor of the California State Standards and subject matter frameworks.</p> <p>Additional areas of professional learning may include, but not be limited to:</p> <ul style="list-style-type: none"> • Professional learning to support Designated ELD instruction schoolwide -- DELD, GLAD training/refresher/Spanish literacy • Outreach/Network with other DL programs and professional organizations/ School visits/ CAFE • Differentiated PL - book study • Instructional coaching/PLCs • K-3 teachers supported in the area of teaching reading foundational skills and literacy development specific to Spanish literacy instruction. • K-6 supported with Professional Learning in literacy instruction and literacy-based content instruction. • Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas. Professional learning to support a better understanding of how general education teachers can support the Special Education staff and work collaboratively to improve outcomes for our students with disabilities sub group. • Professional learning to support improved Spanish literacy instruction. • Director will provide actionable feedback toward professional growth goals with teaching evaluations. 		

Action #	Title	Description	Total Funds	Contributing
2.3	Standards Based Reporting	To support academic gains and to close achievement gaps on state and local assessments by making student progress more transparent for students, parents, and other educational partners, Adelante will transition to new standards-based report cards.	\$18,631.00	No

Goal Analysis [2022-23]

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

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

During the 22-23 school most of the Goal 2 actions were implemented as planned.

Action 2.1 - a group of teachers were able to obtain their bilingual authorization through UCLA over the summer. The remaining two teachers will complete the requirement this summer.

Action 2.2 - Job-embedded professional learning was implemented throughout the year with a particular focus on ELD, both integrated and designated ELD and Spanish literacy.

- Half day lesson study/ classroom observations took place in the fall for upper grades and a full day (student free professional learning day) in the fall was devoted to the use of ELD high-leverage strategies (language function wall and sentence patterning chart) as well as unit planning for each grade level. In the spring this was followed up with a school walkthrough with the ELD consultant and 2 hr staff meeting addressing ways to better support student writing.
- Weekly PLC time with the Instructional Specialist to review student work, student assessment data, or plan for instruction - Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas.
- Four teachers attended CABA (California Association of Bilingual Educators) and had the chance to visit other DLI programs in both Anaheim and Long Beach during their stay.
- Outreach and networking with other DLI schools has begun and Adelante has been visited numerous times. We look forward to further networking and collaboration.
- Professional learning to support improved Spanish literacy instruction. Full day (student free professional learning day) in the spring was devoted to Spanish literacy. Training led by a Spanish Applied Linguistics professor and two 1/2 day follow up sessions were provided for each grade level team to review and plan for the Spanish Common Core State Standards with a focus on the areas that are unique to Spanish and those areas where cross-language transfer can be supported easily.
- Ongoing monthly PD provided by SB SELPA to support teachers with a better understanding of how general education teachers can support the Special Education staff and work collaboratively to improve outcomes for our students with disabilities sub group.
- Director provided actionable feedback toward professional growth goals with teaching evaluations.

The areas that were not fully implemented for 2.2 were: GLAD refresher course and new training for teachers not yet trained. This was due in part to a lack of available substitute teachers and difficulty finding in-person training for DLI teachers. The quality of online professional learning for this subject was a concern. GLAD strategies were reviewed and modeled for teachers during the ELD professional learning sessions. This will be a priority for next year. Additionally, we did not implement a book study this year. With so much new learning teachers were not in a place to take on another responsibility.

Action 2.3 - Adelante did not transition to a full standards-based report card in the 22-23 school year. Our plan is to use the SB Unified DLI report card in the coming years. We are not able to add another report card in Aeries. This will be a collaborative effort between SB Unified and Adelante. Now that SB Unified has a DLI program at McKinley school they also need an updated report card as additional grades are added. Adelante continued with a narrative reporting system with the plan to transition next year.

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

No material differences

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

The actions supporting teacher professional learning have been very effective. Teachers are beginning to feel more confident teaching using the language function walls K-6 and there is a greater focus on metalinguistic awareness K-6. Additionally, the support in Spanish literacy and language has been very helpful in supporting teacher learning about the Spanish language so that they can in turn better support their students. Both the ELD and Spanish literacy support will continue next year. We are also seeing improved student outcomes which we believe is a direct result of this work. We are working to develop capacity in our staff and investing directly in training to support growth. There is still work to be done to improve the climate and work environment for staff. For the last two years only 80% report they agree or strongly agree that the school is a supportive and inviting place for staff to work.

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

Additional opportunities for teachers to attend conferences and PD
Coaching
Changes made to the calendar/instructional day to provide more time for collaboration/planning and reflection.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Enhance student social-emotional learning and wellbeing, school connection and safety and family engagement.

An explanation of why the LEA has developed this goal.

We know that learning is social, emotional and academic. Children learn best when they feel safe, affirmed and deeply engaged within a supportive community of learners. Learning is enhanced by physical activity, joy and opportunities for self-expression. Many students in the Adelante community have experienced trauma as a result of the pandemic, particularly our most vulnerable families who experienced higher rates of infection, hospitalization, and death. Many families in our community experienced unemployment and food and housing insecurity. This cumulative trauma has affected many students and resulted in chronic absenteeism, disengagement, and concerns over mental health. Survey data reveal that many families are concerned about their students' social-emotional wellbeing and students and staff have also shared their struggles with mental health during the pandemic. We know that if this is not addressed and students are not supported to thrive socially and emotionally they will not be able to thrive academically.

Adelante works to ensure that students and parents are actively engaged in our school. This goal is focused on social and emotional supports for students and families through counseling services, parent educational workshops, and professional development of staff around social-emotional learning (SEL) and trauma-informed instruction. A survey administered to staff indicated 100% of staff want more professional development to learn strategies for incorporating more SEL into regular instruction and tools for progress monitoring. 100% of staff also indicated the need for a social-emotional screener especially after the COVID-19 pandemic and the impact it had on the families and students. Adelante understands that families have endured different levels of trauma. Parents expressed the need for regular gatherings to feel anchored through support and connection after a year of feeling isolated.

Children learn best when they feel safe, affirmed and deeply engaged in a caring community. We also know that learning is enhanced by physical activity, joy and opportunities for self-expression. Many students are struggling socially and emotionally because of the pandemic. Adelante teachers have prioritized radical care for all students. Cultivating a community of care where students are known and experience a sense of belonging.

This goal will focus on social-emotional learning that is integrated into the curriculum in meaningful ways that also addresses the injustices many students are experiencing. Finally, the goal focuses on supporting the development of the whole child through creative expression in visual and performing arts and physical activity through physical education. This has been a wonderful opportunity to highlight the creative genius of each student for their families. It is also an opportunity for families to engage with the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Healthy Kids Survey: School Connectedness</p> <p>% of Students feeling connected to school</p>	<p>For baseline results, the 2019 CHKS makes more sense because future questions will be the same regarding feeling safe at school, school connection and interactions with other students on campus. (2020 CHKS was taken during distance learning and questions were modified to reflect that.)</p> <p>82% reported feeling connected to their school all of the time or most of the time.</p> <p>Other indicators are as follows: 80% of responders report they experience caring adults at school all of the time or most of the time 89% of responders report adults at the school have high expectations for them</p>	<p>MET -- Results reported</p> <p>79% of students responding felt connected to their school</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p>	<p>MET -- Results reported</p> <p>80% of students responding felt connected to their school all of the time or most of the time.</p> <p>Caring adults in school 84% (+7%) [June, 2023, Local Indicators Report to the ACS Governing Board]</p>		<p>Increase of 5% for students feeling a sense of connectedness at school.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	all of the time or most of the time.				
CA Healthy Kids Survey: School Safety % of Students Feeling Safe at School	<p>For baseline results, the 2019 CHKS makes more sense because future questions will be the same regarding feeling safe at school, school connection and interactions with other students on campus. (2020 CHKS was taken during distance learning and questions were modified to reflect that - results are included above)</p> <p>84% of students responding (5th graders) reported feeling safe at school.</p> <p>94% reported that teachers treat students with respect all of the time or most of the time yet 36% reported that they have been called bad names or had mean</p>	<p>MET -- Results reported</p> <p>81% of students responding (5th graders) felt safe at their school.</p> <p>24% reported that they have been called bad names or had mean jokes made about them.</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p>	<p>MET -- Results reported</p> <p>Feel safe at school 88% (+6%)</p> <p>100% reported that teachers treat students with respect all of the time or most of the time yet 67% report being called bad names or the target of mean jokes (+43%)</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p>		<p>Increase of 5% for students feeling a sense safety at school.</p> <p>Decrease of 10% for students reporting incidents of name-calling and mean jokes</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	jokes made about them.				
CA School Parent Survey	Baseline to be established in 2021-22 school year.	<p>99% report that Adelante is a safe place for their child.</p> <p>94% say the school promptly responds to phone calls, messages or emails.</p> <p>87% report that the school actively seeks the input of parents before making important decisions.</p> <p>91% of responders say that teachers communicate with parents about what students are expected to learn in class.</p> <p>97% say that Adelante promotes academic success for all students,</p> <p>99% say that Adelante treats all students with respect.</p>	<p>98% report that Adelante is a safe place for their child.(-1%)</p> <p>96% say the school promptly responds to phone calls, messages or emails.(+2%)</p> <p>89% report that the school actively seeks the input of parents before making important decisions.(+2%)</p> <p>91% of responders say that teachers communicate with parents about what students are expected to learn in class. (unchanged)</p> <p>98% say that Adelante promotes academic success for all students, (+1%)</p>		Maintain high levels of satisfaction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% report that Adelante motivates students to learn and has adults who really care about students.	99% say that Adelante treats all students with respect (unchanged) 97% report that Adelante motivates students to learn (2% don't know) 98% report that Adelante has adults who really care about students.(2% don't know)		
Attendance Rate	Baseline 2019 95% Attendance Rate	21-22 school year 91.7% Attendance Rate * there were many challenges due to COVID quarantine guidelines and sick students.	22-23 school year 92.52% ADA		
Suspension Rate	Baseline 2019 2.7% schoolwide Hispanic 3.2 % Socioeconomically Disadvantaged 4.1% English Learners 2.5% White 0%	Schoolwide. 0% Hispanic 0% Socioeconomically Disadvantaged 0% English Learners 0%	Schoolwide -- 0.3% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English Learners -- 0% White -- 2.8% Students with Disabilities -- 0% Homeless -- 0%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		White 0% [2020-21 DataQuest]	[2022 CA School Dashboard]		
Chronic Absenteeism	Baseline 2019 -11.4% schoolwide. Hispanic 12.4% English Learners 10.8% Socioeconomically Disadvantaged 12.3% White 4.5%	Schoolwide 2.6% Hispanic 2.8% English Learners 2.4% Socioeconomically Disadvantaged 3.8% White 2.2% [2020-21 DataQuest]	Schoolwide -- 29.9% Hispanic -- 31.1% Socioeconomically Disadvantaged -- 31.9% English Learners -- 31.9% White -- 25.0% Students with Disabilities -- 27.0% Homeless -- 24.7% [2022 CA School Dashboard]		
DESSA	DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. The ranges guide instruction for individual students, classes, and school as to which areas	2021-22 school year. Social emotional skills development Strength (43%) Typical (47%) Borderline (6%) Need (4%)	[Enter data] Awaiting data		Increase the percentages of students in two ranges of competency (Strength, Typical) and reduce the percentage of students showing additional instruction (Need) in the competencies.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>need greatest instruction.</p> <p>Baseline to be established in</p>				
<p>CA Self-Reflection for Local Indicator 3: Family Engagement</p> <p>Results of the State's Self-Reflection Tool Reported to the ACS Governing Board</p> <p>MET -- Results Reported</p>	Baseline to be established in 2021-22 school year.	<p>MET -- Results reported</p> <p>The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p>	<p>MET -- Results reported</p> <p>The state's self-reflection tool reflected an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p>		<p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>[June, 2024, Report to the ACS Governing Board]</p>
Adelante Has Adequate Facilities to Implement a High-Quality Instructional Program.	Limited facilities continue to be our biggest concern. Adelante has reached an agreement with SB Unified to expand our facilities slightly. We will be acquiring a small portion of the	<p>Preparations are continuing for the planned expansion into the preschool space.</p> <p>MET -- Results reported</p>	<p>MET -- Results reported</p> <p>Facilities are in good condition, as determined by SB Unified</p>		<p>Space constraints resolved.</p> <p>MET -- Results reported</p> <p>Facilities will be in good or better condition, as</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	preschool space that is currently adjacent to our campus. This will allow for an entrance to the school as well as an additional bathroom and expanded meeting rooms for Special Education and Reading Intervention. While the transition will add more portable classrooms, Adelante is giving up space on the Franklin campus so we essentially only acquire 1/2 a portable and a bathroom. The original plan to take over the entire preschool space was abandoned based on cost to SB Unified. Adequate space continues to be our biggest constraint.	Facilities are in good condition, as determined by SB Unified [June, 2022, Local Indicators Report to the ACS Governing Board]	Space continues to be our biggest constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families. [June, 2023, Local Indicators Report to the ACS Governing Board]		determined by SB Unified. [June, 2024, Report to the ACS Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Emergent Bilingual Advisory Committee (EBAC)	Establish a new advisory group for parents of Emerging Bilinguals (EL). Historically the PTSO (Parent, Teacher, Staff Organization) and PIDA (Parents/Families for Inclusion, Diversity, and Access) provided leadership and advisory opportunities for our families of students		Yes

Action #	Title	Description	Total Funds	Contributing
	Parent education/empowerment * This Action has been moved to Goal 4 Action 5	<p>designated as English learners. Members gained tools and supported each other to become leaders for equity in education, supporting school leadership. They also were empowered to understand achievement data and the causes of opportunity gaps.</p> <p>During the pandemic we transitioned to small focus groups over zoom to engage families and gain input and feedback. Many of the families of our emerging bilingual students were the most adversely affected by the pandemic so it was difficult to maintain regular meetings. This year, now that we are all in person, we have established a new advisory group to support leadership and gather input. The EBAC will continue to operate in the years to come with elected officers and regular meeting dates. We look forward to partnering with these families.</p>		
3.2	Communication	<p>Communication with Adelante families in the home language is essential for building and maintaining strong, trusting relationships. We will communicate frequently and openly with our families using, but not limited to, the following means:</p> <ul style="list-style-type: none"> • As a dual language program we are fortunate to have a bilingual staff where all classroom teachers are able to communicate with families in Spanish and English. All communication sent out via Parent Square is in both Spanish and English. Board meetings are conducted in both languages with simultaneous interpretation provided to anyone who is not bilingual. • Monthly Café con el Director take place in the morning as a time for families to connect with the director and hear about what is happening at the school as well as ask questions or raise concerns. • Teachers communicate regularly with families via Parent Square and Parent teacher conferences that take place three times a year at each marking period, with the last conference being student-led. 	\$58,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Monthly newsletters are sent to all families highlighting teaching and learning at each grade level. Simultaneous interpretation for in-person gatherings and translation of key planning documents and executive summaries 		
3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	<p>Many students are struggling socially and emotionally because of the pandemic. Adelante teachers have prioritized radical care for all students, cultivating a community of care where students are known and experience a sense of belonging.</p> <p>Our classrooms will be relationship-centered, where community and trust are fostered. Social and emotional competence of students is fostered while addressing students' skills, knowledge and attitudes around CASEL's five SEL core competencies</p> <p>Teachers will devote instructional time daily to supporting the social and emotional needs of students, including incorporating lessons from the Tribes Learning Communities curriculum each week. The counselor will support teachers with resources. Social-emotional learning continues and is increasingly integrated into every learning experience.</p> <p>All adults on our campus will support the social and emotional wellbeing of students and staff through close collaboration with the school counselor and school psychologist.</p> <p>Teachers will continue to receive support from the school counselor and school psychologist with lesson suggestions as well as professional learning about using trauma-informed practices and supporting the in social-emotional needs of students. Professional learning for staff will be directed at supporting the whole child to develop the skills, habits, and mindsets that enable self-regulation, interpersonal skills, perseverance and resilience as well as understanding the need for trauma-informed interventions.</p>	\$62,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Positive Behavior Supports	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Adelante will implement school-wide positive behavior supports including clear behavioral expectations and anti-bullying work to improve student connection and a sense of safety on campus.</p> <p>We know that consistent implementation of Restorative Approaches will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations.</p> <p>The School Counselor will work with targeted small groups of students who need additional support.</p> <p>Students need to see themselves in others to develop empathy and understanding of others and see their connection to all life on the earth. Students also thrive when they have opportunities to impact their community for good. This will happen with more intentional and coordinated use of the school garden and the Big Buddy/Little Buddy time.</p>	\$59,687.00	No
3.5	Family Education and Access	<p>The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."</p> <p>ACS will partner with families to support student wellness through parent workshops. The Special Education Team will provide</p>	\$28,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>workshops to families on topics focused on special populations and students' social-emotional needs.</p> <p>As our family educational partners return to increasing engagement with our school, we will provide family workshops on how to support their child(ren) at home for reading and math and other academic subjects.</p> <p>Dual language education - support families with information about the benefits of dual language education and what they can expect to see for their child's experience.</p> <p>Engage families in supporting their child's creative expression through the end-of-the-year Art Show and Performing Arts Showcase where student creativity is shared with the Adelante community as well as the greater Santa Barbara community. This event focuses on supporting the development of the whole child through creative expression in visual and performing arts and physical activity through physical education. This has been a wonderful opportunity to highlight the creative genius of each student for their families. It is also an opportunity for families to engage with the school.</p>		
3.6	Attendance	<p>Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates between all students and Low-Income students by implementing the Attendance Team. This team will focus on improved attendance for students who have been chronically absent, conducting Monthly review of attendance data with the principal and counselor, outreach and possible home visits for students who are chronically absent, attendance team meets with family to identify solutions and potential supports.</p>	\$33,195.00	No

Goal Analysis [2022-23]

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

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

All actions were implemented as planned and will continue next year.

- 3.1 The EBAC, Emergent Bilingual Advisory Council had a successful year building inclusion and identifying leaders to actively participate and increase parent engagement. EBAC participants, nominated and elected their representatives. This year, EBAC met once a month and promoted meaningful and educational opportunities for parents about ELPAC, reclassification, reviewed data on the dashboard and learned about education equity for English language learners. Currently, parents are brainstorming and preparing to share strengths, barriers and recommendations they want to be considered to continue to increase parent participation, education and leadership growth.
- 3.2 Communication actions were carried out as planned. Parents are eager to return to pre-pandemic involvement on campus. This was greatly impacted because of COVID restrictions. Now that the emergency protective measures have been lifted we are able to welcome 3 families back on campus. Family events and celebrations have returned and we look forward to increased involvement and opportunities to build a strong supportive community again with the families.
- 3.3 We know that if students are not supported socially and emotionally they will not be able to thrive academically. There was a focus all year on establishing safe, caring and inclusive learning environments. Tribes lessons were incorporated across grade levels as well as SEL lessons taught by the school counselor. Students with higher needs met individually or in small groups with the school counselor throughout the school year. Teachers received suggestions and resources from the school counselor as well as the school psychologist to support students. Additionally, the staff participated in PD sessions put on by SB SELPA to address the following: Classroom Management, Supporting students with ADD/ADHD, Emotional awareness for staff, MTSS/RTI. Adelante also participated in Kindness week and Unity Day as well as a weeklong focus on Healthy Choices (Red Ribbon Week).
- 3.4 Implemented as planned. A clear focus on expected behaviors in every classroom. Overall there were very few serious behavior incidents that required the principal to intervene. The school counselor continues to support small groups of students who need more intensive social or emotional support. Restorative practices are implemented when a conflict arises or if harm was caused. All students participated in garden classes and most grade levels worked with Big/Little Buddies throughout the year. Certain grade levels took on projects that had a greater impact beyond the school community for service learning.
- 3.5 Family engagement and access definitely improved during the 22-23 school year with the lifting of restrictions and protective measures due to COVID. Returning to in-person meetings and schoolwide events have really helped to build a sense of community with our families. It has only been since February that all restrictions were lifted. Based on survey responses and communication with families, they are eager to return to pre-pandemic involvement and for those in grades K-3, they are looking forward to feeling more connected to the Adelante community. Parent workshops were conducted through Zoom and hosted by the SpEd department. The workshops addressed the following: De-escalation Strategies for Parents, Grief and Loss, Mental Health in Latinx Culture, Supporting Children Academically at Home, and Mental Health Awareness. A return to in-person celebrations brought life and joy back to campus. Student genius and joy was highlighted through our numerous events. This all culminated in the end of the year events - the Art Show and the Performing Arts Showcase - Family and Dance Night. While there was ongoing communication about our dual language program and its benefits, we didn't have a schoolwide workshop focused on this. A transition to secondary meeting helped parents of current 6th graders understand the benefits of continuing with dual language education into secondary

schools. Representatives from the DLI program at SBJH as well as AVID and PEAC were able to share about their respective programs. Additionally, there were meetings for kinder parents about the benefits of dual language education and what to expect especially in the first years as children learn to read in Spanish first.

- 3.6 Actions were implemented as planned. Attendance continues to be a struggle. While attendance rates have improved since last year's high COVID infection rates, children have experienced more sickness than seen in previous years. We decided to add incentives to regular attendance and implemented a weekly attendance raffle for those students who were on time and present at school all week. The students look forward to this every Friday. For those students who are chronically absent, letters are sent home, meetings are held with the principal and counselor to get at the root causes of the absences. These actions will continue.

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

None

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

Effectiveness of actions to reach our goal of enhancing student social-emotional learning and wellbeing, school connection and safety and family engagement.

EBAC - Very effective. EL Parent leadership is established and it is a group that is eager to provide feedback to the school as well as learn together. The EBAC is fostering community within many of the Spanish-speaking families and supporting Adelante leadership with practical ideas for removing barriers for families who want to partner with the school to support students. Recommendations from EBAC leadership are found below in the proposed revisions to actions.

Communication- Multiple modes of communication and consistent messaging in both Spanish and English has proven to be effective. In-person convening has also really helped to improve communication and build community.

SEL ABAR focus- A continued focus on the social-emotional health of students is needed. Adelante had many actions in place to support students and yet we continue to see many students struggling. Certain cohorts have more social emotional needs than others, and we have a continued commitment to ensuring all students are supported to reach their full potential. Students, staff and parents report that social emotional supports are in place, yet we still have students struggling with mental health and incidents of cyberbullying and name calling. Adelante is committed to providing a safe and inclusive environment where students, staff, and parents feel respected and supported. Additional actions to support this goal are listed below.

Positive Behaviors/Supports - The actions proved to be effective. When there are clear and modeled expectations for behavior, the majority of students do well. Most children are well behaved and if there are behavior issues they typically take place during recess or lunch time. There are a few students in each grade level who need more individualized or small group support with social and emotional development. The school counselor was able to support these children in small groups as well as support teachers with strategies for supporting the

student. Anti-bullying focus to educate students about what bullying is and how it harms. Focus on creating a culture of respect, empathy, and understanding.

Family Education and Access -The opportunities to bring families together this year are helping to reestablish community since COVID restrictions were put in place three years ago. A combination of the celebratory events and the workshops help to bring families together to support the children. Families expressed appreciation for these opportunities to gather and are requesting more opportunities in the coming year. We are all looking forward to a full year of normalcy and increased opportunities to grow as a community.

Attendance- Actions have helped us to closely monitor attendance and flag those students who are chronically absent. The attendance raffle and incentive prizes are also effective in motivating students to arrive on time. There is still much work to be done to return to pre-pandemic attendance rates.

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

Action 3.1 EBAC was moved to Goal 4 - with a specific focus on EL students and families.

Based on the results of the CHKS the following actions were added to Action 3.3 to support the social, emotional wellbeing and mental health of students. We are developing a scope and sequence for the year to address different social emotional competencies school wide in a more systematic approach with a focus on using common language and common expectations. There will be further education around supporting mental health. We plan to provide workshops for families related to technology use and specifically cyberbullying and how to prevent and respond to incidents of cyberbullying. The school counselor will continue to provide in-class support through regular lessons focused on social and emotional wellbeing.

Family Education and Access - In the coming year we plan to have more in-person parent education opportunities. This year many of the educational opportunities were conducted through zoom. We plan to have most of the gatherings in person next year and focus on the benefits of dual language education, how to support your child at home in reading, math and other subjects, Provide opportunities to learn and build community together.

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

Goals and Actions

Goal

Goal #	Description
4	Focus Goal: Increase the percentage of English Learners who make progress towards English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) and local reading assessments in English by at minimum, one year's growth each year resulting in an increased percentage of English Learners who are reclassified as Fluent English Proficient (RFEP). Maintain reclassification rates between 17%-20% each year as well as increase ELPI dashboard indicator to green or blue level, indicating at a minimum, 65% making progress towards English language proficiency within three years.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	2019 CA Dashboard 59.6% Making progress Progress level: High	No published dashboard data for 20-21	29.5% Making appropriate progress Progress level: Low *30 scores from upper grade students were missing for unknown reasons in the reporting. [2022 CA School Dashboard]		
Reclassification Rate	2.7% [2020-2021 Data]	Internal reclassification rate 25%	Internal reclassification rate: TBD		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Quest] Very low due to pandemic and a pause in ELPAC testing	There are 5 students exiting 6th grade without being reclassified. This number is higher than what we typically see and a result of the pandemic.			
EL Student Group CAASPP ELA/Math/Science/CSA for RFEP and Current ELs	<p>ELA (EL subgroup) 2019 Distance from Standard 93.9 Math (EL subgroup) 2019 Distance from Standard 69.2</p> <p>No state-reported test administered in Spanish - this was going to take place in spring 2020. (CSA) results for this academic year will not be available until after June, 2022</p>	"Distance from standard" not reported for 2021-22	<p>ELA (EL subgroup) 2022 Distance from Standard 74 points Math (EL subgroup) 2022 Distance from Standard 79.8 points CSA -- [2022 CA SBAC] Overall 6th grade students had a mean scale score of 647.3, less than one point from L2. Scores for EO and EL not reported due to small group sizes.</p>		
ELPI (Dashboard)	2019 CA Dashboard 59.6% Making progress Progress level: High	Not reported for 2021-22	[2022 CA School Dashboard] 29.5% Making appropriate progress Progress level: Low		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*30 students' ELPAC scores were missing. Students took the assessment but no scores were reported. This had a negative impact on performance, particularly since these students were in grades 4th - 6th where we would expect to see higher levels of proficiency.		
Emerging Bilingual students (EL) will demonstrate grade level proficiency in SLA (L1) with the goal of grade-level proficiency in ELA(L2) by the end of 6th grade. EDL/DRA	<p>May, 2021, English Reading DRA 3rd-41% reading at end of grade level target 4th-57% reading at end of grade level target 5th-57% reading at end of grade level target 6th-57% reading at end of grade level target</p> <p>May, 2021, Spanish Reading EDL Kinder- 25% reading at end of grade level target</p>	<p>May, 2022, English Reading DRA 3rd-50% reading at end of grade level target 4th-69% reading at end of grade level target 5th-77% reading at end of grade level target 6th-55% reading at end of grade level target</p> <p>May, 2022, Spanish Reading EDL Kinder- 34% reading at end of grade level target</p>	<p>May 2023 English Reading DRA 3rd-35% reading at end of grade level target 4th-73% reading at end of grade level target 5th-73% reading at end of grade level target 6th-81% reading at end of grade level target</p> <p>May, 2022, Spanish Reading EDL Kinder- 34% reading at end of grade level target</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1st-16% reading at end of grade level target 2nd-24% reading at end of grade level target 3rd-36% reading at end of grade level target 4th-40% reading at end of grade level target 5th-46% reading at end of grade level target 6th-46% reading at end of grade level target	1st-48% reading at end of grade level target 2nd-29% reading at end of grade level target 3rd-43% reading at end of grade level target 4th-62% reading at end of grade level target 5th-59% reading at end of grade level target 6th-47% reading at end of grade level target	1st-65% reading at end of grade level target 2nd-57% reading at end of grade level target 3rd-28% reading at end of grade level target 4th-61% reading at end of grade level target 5th-68% reading at end of grade level target 6th-70% reading at end of grade level target		
STAR Assessments - Literacy and Math (ELSubgroup)	Baseline established in 21-22	Spring 2022 Results: Early Literacy Spanish K- 1st 70% proficiency Emerging Bilinguals (EL) 62% Proficiency Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL) 39% Proficiency	Spring Star 2023 results: Early Literacy Spanish K- 1st 60% proficiency Emerging Bilinguals (EL) 55% Proficiency Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL) 40% Proficiency		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Reading English 3rd-6th 29% proficiency Emerging Bilinguals (EL) 16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 52% proficiency Emerging Bilinguals (EL) 39% Proficiency</p>	<p>Reading English 3rd - 6th (Reporting Winter data due to so many assessments with CAASPP ELA/Math/CSA/CAST in Spring) 31% proficiency Emerging Bilinguals (EL) 19% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 63% proficiency Emerging Bilinguals (EL) 58% Proficiency</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	EL Monitoring and Support to Reclassification (Action moved from Goal 1 Action 6 - language is the same)	<p>Regular review of data with the Adelante Leadership Team and grade band teams with a focus on data-informed responses to better support Emerging Bilingual (EL) students to reach reclassification and ongoing progress monitoring for RFEP students.</p> <p>Improve systems for collecting and tracking data related to students' English language development and proficiency.</p> <p>The Leadership Team along with the Instructional Specialist and Testing Coordinator will be tasked with monitoring English Learners'</p>	\$22,391.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>progress towards achieving English proficiency on the ELPAC, as well as EL progress on local assessments i.e, Star Reading, DRA, OLA and the new ELPAC Interim assessments. The team will be in charge of reviewing this data and identifying potential students who will qualify for reclassification and progress of RFEP students.</p> <p>The team will be supported with information on processes and procedures used at other dual language immersion programs with higher EL student outcomes.</p> <p>Annual targets will be set on the master calendar for reclassification</p> <p>Implement assessment practice across grade levels for tracking student growth. (Oral Language Analysis)</p> <p>Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emerging bilinguals. Examples include a focus on language functions, color-coding language and explicitly teaching the 4+1 Language Domains (Reading, writing, listening, speaking and metalinguistic awareness).</p> <p>DELD is differentiated by English language proficiency level and attention is given to cross-language transfer.</p> <p>Teachers become models for translanguaging and cross-language transfer, applying it to their practice and teaching others.</p> <p>Survey will be sent to all teachers to monitor their needs and understanding of the process for reclassification.</p>		
4.2	Professional Learning (Some actions also	Professional learning to support Designated ELD instruction schoolwide -- DELD, GLAD training/refresher/Spanish literacy	\$7,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
	included in Goal 2 Action 2 - actions here are specific to EL students)	<ul style="list-style-type: none"> • Targeted ELD (Integrated and Designated) professional learning with a focus on the California ELD Standards where educators have several opportunities to practice, reflect, and improve on their instructional capacity for supporting English language development. • Opportunities for staff to identify and discuss the ELD practices and policies that may be implemented at the school. • Outreach/Network with other DL programs and professional organizations/ School visits/ CAFE • Differentiated PL - book study • Instructional coaching/PLCs • K-3 teachers supported in the area of teaching reading foundational skills and literacy development specific to Spanish literacy instruction. • Provide professional learning to teachers and para-educators that enable them to implement classroom supports that address the unique differences in teaching reading in Spanish. • K-6 supported with Professional Learning in literacy instruction and literacy-based content instruction. • Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas. • Professional learning to support a better understanding of how general education teachers can support the Special Education staff and work collaboratively to improve outcomes for our dually identified EL and students with disabilities sub group. • Professional learning to support improved Spanish literacy instruction. 		
4.3	Access to rigorous core academic		\$48,751.00	Yes

Action #	Title	Description	Total Funds	Contributing
	content in Spanish and English	<ul style="list-style-type: none"> To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will ensure that all EL students receive Integrated and Designated ELD support to ensure access to grade-level content in English or bridge content learned in Spanish. Disaggregate data for EL subgroup to ensure that appropriate attention and support is provided to this vulnerable student group. Reduce the gap in performance levels between EL students and EO students in the upper grades Purchase supplemental and intervention materials to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. Materials may include, but not be limited to: books, math manipulatives, GLAD supplies. 		
4.4	Extended Learning and Enrichment	<ul style="list-style-type: none"> Ensure EL students are given priority access to any extended learning opportunities including after school AOK programming as well as summer Extended Learning Programs All students experience a whole child focused education - Learning is enhanced by physical activity, joy and opportunities for self-expression. In order to support the evidence-based academic impacts on student learning, and to engage students in a well-rounded school experience, students at Adelante are supported with dance, music, art and physical education weekly. 		Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> These activities will culminate in an end-of-the-year Art Show and Performing Arts showcase. Students will audition for selection for key roles in an end-of-the-year Musical. All students will learn dances for the end of year showcase. The events will be held in-person and outdoors to be experienced by the entire community. This Art Show and Performing Arts Showcase, where student creativity is shared with the Adelante community as well as the greater Santa Barbara community, is an opportunity to bring families together to celebrate the genius of their children. EL students have the same access to these opportunities as all students. Communication is provided in Spanish and English with interpretation provided at all events. 		
4.5	Family Engagement - EBAC (Previously in Goal 3 Action 1 Moved to Goal 4 same language.)	<p>Moved from Goal 3 Action 1</p> <p>Establish a new advisory group for parents of Emerging Bilinguals (EL). Historically the PTSO (Parent, Teacher, Staff Organization) and PIDA (Parents/Families for Inclusion, Diversity, and Access) provided leadership and advisory opportunities for our families of students designated as English learners. Members gained tools and supported each other to become leaders for equity in education, supporting school leadership. They also were empowered to understand achievement data and the causes of opportunity gaps.</p> <p>During the pandemic we transitioned to small focus groups over zoom to engage families and gain input and feedback. Many of the families of our emerging bilingual students were the most adversely affected by the pandemic so it was difficult to maintain regular meetings. This year, now that we are all in person, we have established a new advisory group to support leadership and gather input. The Emergent Bilingual Advisory Council -EBAC will continue to operate in the years to come with elected officers and regular meeting dates. We look forward to partnering with these families to establish strong parent leadership through EBAC with a focus on working to remove barriers to education, understanding achievement data and the steps to and</p>	\$53,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>significance of attaining reclassification as Fluent English Proficient (RFEP).</p> <ul style="list-style-type: none"> • Ongoing support for the The Emergent Bilingual Advisory Council -EBAC • Offer more free family events both educational and social. • Educational Workshops for families - possibly bring back Latino Literacy to meet their need to help support in reading and increase reading at home and access to books and materials. <p>Support two EBAC parents to attend the CABA annual conference and 2 to attend the conference for parents in Riverside accompanied by Adelante staff.</p> <p>Support for social emotional, academics and wellness of families</p>		
4.6	Dual Language Immersion Program - (Moved from Goal 1 Action 11 all language remained the same)	<p>Moved from Goal 1 Action 11</p> <p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our Emerging Bilingual (EL) and Low-Income students, and those statewide, Adelante Charter School will provide a Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be:</p> <ol style="list-style-type: none"> 1. To promote high levels of oral language proficiency and literacy in both Spanish and English. 2. To achieve proficiency in all academic subjects, meeting or exceeding school and state standards. 3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community. <p>The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are:</p> <ol style="list-style-type: none"> (a) pedagogical equity, (b) effective bilingual teachers, 		No Yes

Action #	Title	Description	Total Funds	Contributing
		(c) active parent participation, (d) knowledgeable leadership and continuity. The Dual Immersion Program will be implemented to reflect the above principles and practices. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.		

Goal Analysis [2022-23]

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

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

This is a new focus goal for the 23-24 LCAP. Many of these actions targeting EL students and families were embedded in other goals but we chose to pull them out and create a new goal to ensure our commitment to the success of our emerging bilingual students. Duplicate actions from Goal 1 and Goal 3 were included in those sections.

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

N/A -New Goal

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

N/A - New Goal. See explanation of effectiveness in Goals 1 and 3

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$468,787	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.96%	0.00%	\$0.00	15.96%

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

Required Descriptions

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

Adelante Charter School centers the needs of our most vulnerable students in all planning. We know that by designing for those at the margins, we will ultimately serve all students better. Oftentimes when centering the needs of English Learners, Low-Income students, and Foster Youth, we design the most innovative solutions for all. With the majority of our students falling into one of these categories, it is imperative that their needs are considered first. The success of these student populations is an indicator of the success of the entire program.

The actions described below, included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for Foster Youth, English Learners, and Low-Income students are being provided on an school-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

Input from our educational partners was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1: Maximize student academic outcomes through highly effective instruction with opportunities for acceleration and intervention, enrichment and support.

Action 1.2

Needs, Conditions, or Circumstances --

"Distance from standard" data show significant improvements overall and for all student groups in ELA. Low-Income students' improvement was greater than the overall, indicating that inequalities in achievement are narrowing in ELA. While English Learners' results were also significantly above 2019, improvement did not keep pace with overall results. In math, all overall results and every group showed a decline from 2019, with increasing inequalities between overall results and those for English Learners and Low-Income students.

Examining the percentages of students "meeting or exceeding standard" on the state's assessment, the overall percentage and all student groups showed improvement in ELA from 2020-21. These results give hope that we have recovered from possible learning loss in ELA for most students, and are continuing the growth that was evident prior to the pandemic. Improvements in ELA for Low-Income students and English Learners did not keep pace with overall increases, however, so the inequalities in results widened. With the exception of English Learners, improvements were also evident in math, with Low-Income students keeping pace with their peers, overall.

Adelante had no Foster Youth enrolled in the 2021-22 or 2022-23 school years.

The English Learner Progress Indicator from the 2022 Dashboard report showed that 29.5% of EL students made appropriate progress towards English language proficiency. Unfortunately, these data are tainted by a serious problem with the data processing at an unidentified level that resulted in a loss of results for over 35% of the students who took the assessment. The school shows 0% proficiency on the ELPAC because of this. All of the missing scores are in the upper grades where we typically see students attain English proficiency. ACS staff had repeatedly tried to determine where the problem originated, but has not received sufficient responses from the state or the testing agency, leaving us to identify contributing actions based on these data.

Families continue to be very pleased with their experience at Adelante, 97% of families reporting agree that Adelante promotes academic success for all students.

The action, or aspect(s) of the action, based on these considerations --

Adelante Charter School will provide our students with academic and social-emotional early warning systems to identify struggling students and give support early. This is even more urgent given the disproportionate impact the pandemic has had on Low-Income, Emerging Bilingual (EL) students, and other student groups with exceptional needs.

The Tier II Intervention team will provide intensive reading instruction to students who have been identified as needing additional support to make expected progress. The goal is that intervention will be ready for any student who needs it, delivered by someone trained to help address these gaps in learning and that time in the school day will be made available for the support. Progress will be monitored at least every six weeks and reported back regularly to the classroom teacher in an increasingly systematic manner that facilitates more immediate responses to students' needs. Data are generated, communicated, and the response to data is clear. Progress monitoring of fluency and comprehension are administered to all students and more frequently to those receiving the targeted intervention.

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

Successful implementation of a Multi-Tiered Systems of Support -- MTSS -- will benefit all students, and in particular, will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. With the additional instructional support and monitoring, we expect to see increased academic outcomes for Low-Income students and English Learners that will also reflect narrowing inequalities in those outcomes when compared to overall results.

Action 1.9

Needs, Conditions, or Circumstances --

"Distance from standard" data show significant improvements overall and for all student groups in ELA. Low-Income students' improvement was greater than the overall, indicating that inequalities in achievement are narrowing in ELA. While English Learners' results were also significantly above 2019, improvement did not keep pace with overall results. In math, all overall results and every group showed a decline from 2019, with increasing inequalities between overall results and those for English Learners and Low-Income students.

Examining the percentages of students "meeting or exceeding standard" on the state's assessment, the overall percentage and all student groups showed improvement in ELA from 2020-21. These results give hope that we have recovered from possible learning loss in ELA for most students, and are continuing the growth that was evident prior to the pandemic. Improvements in ELA for Low-Income students and English Learners did not keep pace with overall increases, however, so the inequalities in results widened. With the exception of English Learners, improvements were also evident in math, with Low-Income students keeping pace with their peers, overall.

The action, or aspect(s) of the action, based on these considerations --

Adelante Charter School will purchase supplemental and intervention materials to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated inequalities between their performance levels and those of the

overall performance of students at local and state levels. Materials may include, but not be limited to: books, math manipulatives, and GLAD supplies.

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

By identifying needs for additional academic supports, and providing the coordinated supplemental and intervention materials and instruction that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for our Low-Income students and English Learners, as measured by state assessments, when compared to overall results, that will also reflect narrowing inequalities in those outcomes.

Action 1.11. Moved to Goal 4

Goal 2: Highly trained staff work together to support improved student outcomes and the school mission.

Action 2.2

Needs, Conditions, or Circumstances --

"Distance from standard" data show significant improvements overall and for all student groups in ELA. Low-Income students' improvement was greater than the overall, indicating that inequalities in achievement are narrowing in ELA. While English Learners' results were also significantly above 2019, improvement did not keep pace with overall results. In math, all overall results and every group showed a decline from 2019, with increasing inequalities between overall results and those for English Learners and Low-Income students.

Examining the percentages of students "meeting or exceeding standard" on the state's assessment, the overall percentage and all student groups showed improvement in ELA from 2020-21. These results give hope that we have recovered from possible learning loss in ELA for most students, and are continuing the growth that was evident prior to the pandemic. Improvements in ELA for Low-Income students and English Learners did not keep pace with overall increases, however, so the inequalities in results widened. With the exception of English Learners, improvements were also evident in math, with Low-Income students keeping pace with their peers, overall.

The English Learner Progress Indicator from the 2022 Dashboard report showed that 29.5% of EL students made appropriate progress towards English language proficiency. Unfortunately, these data are tainted by a serious problem with the data processing at an unidentified level that resulted in a loss of results for over 35% of the students who took the assessment. The school shows 0% proficiency on the ELPAC because of this. All of the missing scores are in the upper grades where we typically see students attain English proficiency. ACS staff had repeatedly tried to determine where the problem originated, but has not received sufficient responses from the state or the testing agency, leaving us to identify contributing actions based on these data.

Families continue to be very pleased with their experience at Adelante, 97% of families reporting agree that Adelante promotes academic success for all students

The action, or aspect(s) of the action, based on these considerations –

Adelante Charter School instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to respond to students' needs. All teachers will receive ongoing job-embedded professional learning and coaching support, including opportunities to learn through the Lesson Study model. Wednesday afternoons have been set aside for collaboration and additional professional learning. Teachers will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. Teachers plan instruction with the Instructional Specialist, co-teach the lesson, review student work and redesign the lesson in response to the student data before teaching it to the other classroom. Teachers address language, content and critical consciousness goals in their lesson planning as well as pedagogical decisions related to high expectations for learning, instructional clarity, success criteria, scaffolds to support student success. All lessons will meet the rigor of the California State Standards and subject matter frameworks.

Additional areas of professional learning may include, but not be limited to: Professional learning to support Designated ELD instruction schoolwide; Outreach/Network with other DL programs and professional organizations; Differentiated PL and/or book study; Instructional coaching; PLCs; support for K-3 teachers in reading foundational skills and literacy development specific to Spanish literacy instruction; support for K-6 in literacy instruction and literacy-based content instruction; Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas; Professional learning to support a better understanding of how general education teachers can support the Special Education staff and work collaboratively; Professional learning to support improved Spanish literacy instruction.

The Director will provide actionable feedback toward professional growth goals with teaching evaluations.

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

Successful implementation of a coordinated professional learning program with actionable feedback will benefit all students, and in particular, will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. With the support for professional learning and increased self-efficacy, we expect to see more powerful instruction leading to increased academic outcomes for Low-Income students and English Learners that will also reflect narrowing inequalities in those outcomes when compared to overall results.

Goal 3: Enhance student social-emotional learning and wellbeing, school connection and safety and family engagement.

Action 3.1 -- Moved to Goal 4.

Action 3.2

Needs, Conditions, or Circumstances --

As described in the Identified Needs section, chronic absenteeism rates continued to increase from the prior year and the baseline year. All student groups at Adelante were in the "very high" status level, though below the statewide rate. Inequalities were evident when comparing Low-Income students and English Learners to non Low-Income students and Overall rates.

The suspension rates for Low-Income students and English Learners were 0%. In the Spring, 2023 survey, 80% of students reported feeling safe at school at 88% feel connected. These metrics indicate that efforts to enhance student social-emotional learning and wellbeing, sustained school connectedness, and maintain students' safety.

Families are seen as partners in the education of their children at Adelante. Families continue to be very pleased with their experience at Adelante, with 97% of families agreeing that Adelante promotes academic success for all students, 99% that Adelante treats all students with respect, and 100% reporting that Adelante motivates students to learn and has adults who really care about students. Ninety-eight percent of respondents agree that Adelante is a safe place for their child. On the state's self-reflection tool for family engagement, parents' and families' responses reflected an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for engagement.

We believe that these survey results confirm that the actions in which we have engaged have been successful in building and maintaining positive, supportive relationships with families and look forward to building on this strength to foster increased participation and engagement from families.

The action, or aspect(s) of the action, based on these considerations –

Communication with Adelante families in the home language is essential for building and maintaining strong, trusting relationships. We will communicate frequently and openly with our families using, but not limited to, the following means:

- All classroom teachers are able to communicate with families in Spanish and English. All communication sent out via Parent Square is in both Spanish and English. Board meetings are conducted in both languages with simultaneous interpretation provided to anyone who is not bilingual.
- Monthly Café con el Director take place in the morning as a time for families to connect with the Director and hear about what is happening at the school as well as ask questions or raise concerns.
- Teachers communicate regularly with families via Parent Square and Parent teacher conferences that take place three times a year, with the last conference being student-led.
- Monthly newsletters are sent to all families highlighting teaching and learning at each grade level.
- Simultaneous interpretation for in-person gatherings and translation of key planning documents and executive summaries

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

Engaging families in the school and their child's education "is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom

learning throughout the school years." (The Family Engagement Framework, a California Department of Education publication) As a result of this action, we expect to see the results of the family engagement survey to continue to be at a "5" to have suspension rates maintain very low levels, and expect to see decreases in chronic absenteeism for Low-Income students and English Learners as their families stress the importance of school attendance.

Action 3.3

Needs, Conditions, or Circumstances --

As described in the Identified Needs section, chronic absenteeism rates continued to increase from the prior year and the baseline year. All student groups at Adelante were in the "very high" status level, though below the statewide rate. Inequalities were evident when comparing Low-Income students and English Learners to non Low-Income students and Overall rates.

The suspension rates for Low-Income students and English Learners were 0%. In the Spring, 2023 survey, 80% of students reported feeling safe at school at 88% feel connected. These metrics indicate that efforts to enhance student social-emotional learning and wellbeing, sustained school connectedness, and maintain students' safety.

The action, or aspect(s) of the action, based on these considerations –

Adelante teachers have prioritized radical care for all students, cultivating a community of care where students are known and experience a sense of belonging. Our classrooms will be relationship-centered, where community and trust are fostered. Social and emotional competence of students is fostered while addressing students' skills, knowledge and attitudes around CASEL's five SEL core competencies. Teachers will devote instructional time daily to supporting the social and emotional needs of students, including incorporating lessons from the Tribes Learning Communities curriculum each week. The counselor will support teachers with resources. Social-emotional learning continues and is increasingly integrated into every learning experience. All adults on our campus will support the social and emotional wellbeing of students and staff through close collaboration with the school counselor and school psychologist.

Teachers will continue to receive support from the school counselor and school psychologist with lesson suggestions as well as professional learning about using trauma-informed practices and supporting the in social-emotional needs of students. Professional learning for staff will be directed at supporting the whole child to develop the skills, habits, and mindsets that enable self-regulation, interpersonal skills, perseverance and resilience as well as understanding the need for trauma-informed interventions.

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

As a result of this action supporting our students to develop the skills, habits, and mindsets that enable self-regulation, interpersonal skills, perseverance and resilience, we expect to have suspension rates maintain very low levels, and expect to see decreases in chronic absenteeism for Low-Income students and English Learners.

Action 3.4

Needs, Conditions, or Circumstances --

As described in the Identified Needs section, chronic absenteeism rates continued to increase from the prior year and the baseline year. All student groups at Adelante were in the "very high" status level, though below the statewide rate. Inequalities were evident when comparing Low-Income students and English Learners to non Low-Income students and Overall rates.

The suspension rates for Low-Income students and English Learners were 0%. In the Spring, 2023 survey, 80% of students reported feeling safe at school at 88% feel connected. These metrics indicate that efforts to enhance student social-emotional learning and wellbeing, sustained school connectedness, and maintain students' safety.

The action, or aspect(s) of the action, based on these considerations –

Adelante will implement school-wide positive behavior supports including clear behavioral expectations and anti-bullying work to improve student connection and a sense of safety on campus. We know that consistent implementation of Restorative Approaches will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations. The School Counselor will work with targeted small groups of students who need additional support.

Students need to see themselves in others to develop empathy and understanding of others and see their connection to all life on the earth. Students also thrive when they have opportunities to impact their community for good. This will happen with more intentional and coordinated use of the school garden and the Big Buddy/Little Buddy time.

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

As a result of this action to promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations, we expect to have suspension rates maintain very low levels, and expect to see decreases in chronic absenteeism for Low-Income students and English Learners.

Action 3.5

Needs, Conditions, or Circumstances --

As described in the Identified Needs section, chronic absenteeism rates continued to increase from the prior year and the baseline year. All student groups at Adelante were in the "very high" status level, though below the statewide rate. Inequalities were evident when comparing Low-Income students and English Learners to non Low-Income students and Overall rates.

The suspension rates for Low-Income students and English Learners were 0%. In the Spring, 2023 survey, 80% of students reported feeling safe at school at 88% feel connected. These metrics indicate that efforts to enhance student social-emotional learning and wellbeing, sustained school connectedness, and maintain students' safety.

Families are seen as partners in the education of their children at Adelante. Families continue to be very pleased with their experience at Adelante, with 97% of families agreeing that Adelante promotes academic success for all students, 99% that Adelante treats all students with respect, and 100% reporting that Adelante motivates students to learn and has adults who really care about students. Ninety-eight percent of respondents agree that Adelante is a safe place for their child. On the state's self-reflection tool for family engagement, parents' and families' responses reflected an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for engagement.

We believe that these survey results confirm that the actions in which we have engaged have been successful in building and maintaining positive, supportive relationships with families and look forward to building on this strength to foster increased participation and engagement from families.

The action, or aspect(s) of the action, based on these considerations –

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

ACS will partner with families to support student wellness through parent workshops. The Special Education Team will provide workshops to families on topics focused on special populations and students' social-emotional needs.

As our family educational partners return to increasing engagement with our school, we will provide family workshops on how to support their child(ren) at home for reading and math and other academic subjects.

Dual language education - support families with information about the benefits of dual language education and what they can expect to see for their child's experience.

Engage families in supporting their child's creative expression through the end-of-the-year Art Show and Performing Arts Showcase where student creativity is shared with the Adelante community as well as the greater Santa Barbara community. This event focuses on supporting the development of the whole child through creative expression in visual and performing arts and physical activity through physical education. This has been a wonderful opportunity to highlight the creative genius of each student for their families. It is also an opportunity for families to engage with the school.

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

As a result of this action, we expect to see the results of the family engagement survey to continue to be at a "5" to have suspension rates maintain very low levels, and expect to see decreases in chronic absenteeism for Low-Income students and English Learners as their families address their child's social-emotional needs and stress the importance of school attendance.

Goal 4: Focus Goal: Increase the percentage of English Learners who make progress towards English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) and local reading assessments in English by at minimum, one year's growth each year resulting in an increased percentage of English Learners who are reclassified as Fluent English Proficient (RFEP). Maintain reclassification rates between 17%-20% each year as well as increase ELPI dashboard indicator to green or blue level, indicating at a minimum, 65% making progress towards English language proficiency within three years.

Action 4.2

Needs, Conditions, or Circumstances --

"Distance from standard" data show significant improvements overall and for all student groups in ELA. While English Learners' results were also significantly above 2019, improvement did not keep pace with overall results. In math, all overall results and every group showed a decline from 2019, with increasing inequalities between overall results and those for English Learners.

Examining the percentages of students "meeting or exceeding standard" on the state's assessment, the overall percentage and all student groups showed improvement in ELA from 2020-21. These results give hope that we have recovered from possible learning loss in ELA for most students, and are continuing the growth that was evident prior to the pandemic. Improvements in ELA for English Learners did not keep pace with overall increases, however, so the inequalities in results widened. English Learners also did not keep pace with improvements in math.

The English Learner Progress Indicator from the 2022 Dashboard report showed that 29.5% of EL students made appropriate progress towards English language proficiency. Unfortunately, these data are tainted by a serious problem with the data processing at an unidentified level that resulted in a loss of results for over 35% of the students who took the assessment. The school shows 0% proficiency on the ELPAC because of this. All of the missing scores are in the upper grades where we typically see students attain English proficiency. ACS staff had repeatedly tried to determine where the problem originated, but has not received sufficient responses from the state or the testing agency, leaving us to identify contributing actions based on these data.

The action, or aspect(s) of the action, based on these considerations –

Adelante Charter School instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to respond to students' needs. All teachers will receive ongoing job-embedded professional learning and coaching support, including opportunities to learn through the Lesson Study model. Wednesday afternoons have been set aside for collaboration and additional professional learning. Teachers will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. Teachers plan instruction with the Instructional Specialist, co-teach the lesson, review student work and redesign the lesson in response to the student data before teaching it to the other classroom. Teachers address language, content and critical consciousness goals in their lesson planning as well as pedagogical decisions related to high expectations for learning, instructional clarity, success criteria, scaffolds to support student success. All lessons will meet the rigor of the California State Standards and subject matter frameworks.

Additional areas of professional learning may include, but not be limited to: Professional learning to support Designated ELD instruction schoolwide; Outreach/Network with other DL programs and professional organizations; Differentiated PL and/or book study; Instructional coaching; PLCs; support for K-3 teachers in reading foundational skills and literacy development specific to Spanish literacy instruction; support for K-6 in literacy instruction and literacy-based content instruction; Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas; Professional learning to support a better understanding of how general education teachers can support the Special Education staff and work collaboratively; Professional learning to support improved Spanish literacy instruction.

The Director will provide actionable feedback toward professional growth goals with teaching evaluations.

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

Successful implementation of a coordinated professional learning program with actionable feedback will benefit all students, and in particular, will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. With the support for professional learning and increased self-efficacy, we expect to see more powerful instruction leading to increased academic outcomes for English Learners that will also reflect narrowing inequalities in those outcomes when compared to overall results.

Action 4.5

Needs, Conditions, or Circumstances --

As described in the Identified Needs section, chronic absenteeism rates continued to increase from the prior year and the baseline year. All student groups at Adelante were in the "very high" status level, though below the statewide rate. Inequalities were evident when comparing Low-Income students and English Learners to non Low-Income students and Overall rates.

The suspension rates for Low-Income students and English Learners were 0%. In the Spring, 2023 survey, 80% of students reported feeling safe at school at 88% feel connected. These metrics indicate that efforts to enhance student social-emotional learning and wellbeing, sustained school connectedness, and maintain students' safety.

Families are seen as partners in the education of their children at Adelante. Families continue to be very pleased with their experience at Adelante, with 97% of families agreeing that Adelante promotes academic success for all students, 99% that Adelante treats all students with respect, and 100% reporting that Adelante motivates students to learn and has adults who really care about students. Ninety-eight percent of respondents agree that Adelante is a safe place for their child. On the state's self-reflection tool for family engagement, parents' and families' responses reflected an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for engagement.

We believe that these survey results confirm that the actions in which we have engaged have been successful in building and maintaining positive, supportive relationships with families and look forward to building on this strength to foster increased participation and engagement from families.

The action, or aspect(s) of the action, based on these considerations –

Maintain the advisory group for parents of Emerging Bilinguals (EL). During the pandemic we transitioned to small focus groups over zoom to engage families and gain input and feedback. Many of the families of our emerging bilingual students were the most adversely affected by the pandemic so it was difficult to maintain regular meetings. Last year, we established and intend to continue an advisory group to support leadership and gather input. The EBAC will continue to operate in the years to come with elected officers and regular meeting dates. We look forward to partnering with these families.

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

Engaging families in the school and their child's education "is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." (The Family Engagement Framework, a California Department of Education publication) As a result of this action, we expect to see the results of the family engagement survey to continue to be at a "5", to have suspension rates maintain very low levels, and expect to see decreases in chronic absenteeism for Low-Income students and English Learners as their families stress the importance of school attendance.

Action 4.6

Needs, Conditions, or Circumstances --

"Distance from standard" data show significant improvements overall and for all student groups in ELA. While English Learners' results were also significantly above 2019, improvement did not keep pace with overall results. In math, all overall results and every group showed a decline from 2019, with increasing inequalities between overall results and those for English Learners.

Examining the percentages of students "meeting or exceeding standard" on the state's assessment, the overall percentage and all student groups showed improvement in ELA from 2020-21. These results give hope that we have recovered from possible learning loss in ELA for most students, and are continuing the growth that was evident prior to the pandemic. Improvements in ELA for Low-Income students and English Learners did not keep pace with overall increases, however, so the inequalities in results widened. English Learners were the exception in math, with declining results while all others improved.

The English Learner Progress Indicator from the 2022 Dashboard report showed that 29.5% of EL students made appropriate progress towards English language proficiency. Unfortunately, these data are tainted by a serious problem with the data processing at an unidentified level that resulted in a loss of results for over 35% of the students who took the assessment. The school shows 0% proficiency on the ELPAC because of this. All of the missing scores are in the upper grades where we typically see students attain English proficiency. ACS staff had repeatedly tried to determine where the problem originated, but has not received sufficient responses from the state or the testing agency, leaving us to identify contributing actions based on these data.

Because Adelante was established as a dual-immersion charter, our family educational partners support the continued implementation of that model.

The action, or aspect(s) of the action, based on these considerations –

Adelante Charter School will provide a Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be:

1. To promote high levels of oral language proficiency and literacy in both Spanish and English.
2. To achieve proficiency in all academic subjects, meeting or exceeding school and state standards.
3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community.

The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are:

- (a) pedagogical equity,
- (b) effective bilingual teachers,
- (c) active parent participation,
- (d) knowledgeable leadership and continuity.

The Dual Immersion Program will be implemented to reflect the above principles and practices. The program will include culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.

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

In a summary of the 2019 study of dual immersion learners in elementary schools (Serafini, Rozell, and Winsler), "the researchers found that E.L.s who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models...as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (G.P.A.). Specifically, students in two-way programs met English proficiency criteria on their District's English for Speakers of Other Languages (ESOL) assessment and exited E.L. status earlier than their peers in other programs."

Our experience tells us that our most academically successful students are those who are truly bi-lingual. Recent research (Barac, Moreno, Bialystok, 2016) (Adesope, Lavin, Thompason, 2010) (Grundy and Timmer, 2016) has shown that dual immersion programs can sharpen student focus, boost working memory, and increase reading comprehension for all students, a definite boon to our Low-Income students who are lagging behind the overall population in ELA and math achievement.

We expect to see similar results for our English Learners and Low-Income students, including increased achievement on state ELA and math assessments that reflect narrowing inequalities in those outcomes when compared to overall results, and more rapid progress in acquiring English language skills.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Most of these actions and services are being performed on a school wide basis in order to increase the positive impacts of these actions and services for our Low-Income students, English Learners, and Foster Youth. This method of delivering services and use of resources is believed to be the best way of engaging those students in ways that avoid tracking or forced segregation into a "clique structure." C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing services school wide, we will be able to decrease inequalities in academic outcomes and serve the students who generated the supplemental funds while continuing to build a positive and inclusive culture.

Adelante Charter School provides a basic instructional program designed to provide learning opportunities for all students in a two-way, dual immersion model. However, the school's budget of \$3,405,316 in LCFF base funding constrains the services the school is able to provide. After examining the needs of our English learners and Low-Income students, Adelante uses its LCFF supplemental funds of \$343,842 and other resources to provide the additional actions and services as described above. These actions and services would not be provided or increased and/or improved to the degree to which they are available to those groups of students without the availability of the supplemental funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for English Learners, low-income students, and Foster Youth. We believe no action provides a

disproportionate increase or improvement in services for the students not included in the English Learner, Foster Youth, and Low-Income student groups.

The services for Foster Youth, English Learners and Low-Income students are being increased by 18.14%, greater than the required 13.03% required. There is a focus on our Emerging bilingual (EL) students in the area of literacy instruction and ELD. There are increased services addressing student mental health and social-emotional learning.

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

Adelante Charter School does not receive concentration grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	25:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,496,628.00	\$291,105.00		\$262,677.00	\$3,050,410.00	\$2,857,895.00	\$192,515.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Most Effective Instruction	All	\$1,461,486.00	\$63,850.00	\$0.00	\$176,919.00	\$1,702,255.00
1	1.2	Tier II Reading Intervention	English Learners Foster Youth Low Income	\$67,767.00				\$67,767.00
1	1.3	Literacy in Spanish and English	English Learners Low Income	\$41,383.00				\$41,383.00
1	1.4	Math and Science	All					
1	1.5	Progress Monitoring and Data Management	All English Learners Low Income	\$69,132.00				\$69,132.00
1	1.6	EL Monitoring and Support to Reclassification * This Action has been moved to Goal 4 Action 1	English Learners English Learners					
1	1.7	Monitoring and Supporting Students with Exceptional Needs	Students with Disabilities	\$160,475.00	\$227,255.00		\$50,162.00	\$437,892.00
1	1.8	Technology	All	\$19,421.00			\$10,000.00	\$29,421.00
1	1.9	Instructional Materials	English Learners Foster Youth Low Income	\$33,713.00				\$33,713.00
1	1.10	A Course of Study that Emphasizes	All	\$274,946.00				\$274,946.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Educating the Whole Child						
1	1.11	Dual Immersion Program * This Action has been moved to Goal 4 Action 6.	English Learners Low Income					
2	2.1	Teachers Appropriately Credentialed and Assigned	All					
2	2.2	Professional Learning *The actions specific to EL students, i.e.ELD and Spanish Literacy have been moved to Goal 4 Action 2	English Learners Foster Youth Low Income					
2	2.3	Standards Based Reporting	All	\$18,631.00				\$18,631.00
3	3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment * This Action has been moved to Goal 4 Action 5	English Learners					
3	3.2	Communication	English Learners Foster Youth Low Income	\$58,631.00				\$58,631.00
3	3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	English Learners Foster Youth Low Income	\$62,521.00				\$62,521.00
3	3.4	Positive Behavior Supports	All	\$59,687.00				\$59,687.00
3	3.5	Family Education and Access	English Learners Low Income	\$10,867.00			\$17,764.00	\$28,631.00
3	3.6	Attendance	All	\$33,195.00				\$33,195.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	EL Monitoring and Support to Reclassification (Action moved from Goal 1 Action 6 - language is the same)	English Learners	\$22,391.00				\$22,391.00
4	4.2	Professional Learning (Some actions also included in Goal 2 Action 2 - actions here are specific to EL students)	English Learners Low Income				\$7,832.00	\$7,832.00
4	4.3	Access to rigorous core academic content in Spanish and English	English Learners Foster Youth Low Income	\$48,751.00				\$48,751.00
4	4.4	Extended Learning and Enrichment	English Learners Foster Youth Low Income					
4	4.5	Family Engagement - EBAC (Previously in Goal 3 Action 1 Moved to Goal 4 same language.)	English Learners	\$53,631.00				\$53,631.00
4	4.6	Dual Language Immersion Program - (Moved from Goal 1 Action 11 all language remained the same)	All English Learners Low Income					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,936,529.00	\$468,787	15.96%	0.00%	15.96%	\$468,787.00	10.00%	25.96 %	Total:	\$468,787.00
								LEA-wide Total:	\$468,787.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Tier II Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,767.00	
1	1.3	Literacy in Spanish and English	Yes	LEA-wide	English Learners Low Income	All Schools	\$41,383.00	
1	1.5	Progress Monitoring and Data Management	Yes	LEA-wide	English Learners Low Income		\$69,132.00	
1	1.6	EL Monitoring and Support to Reclassification * This Action has been moved to Goal 4 Action 1	Yes	LEA-wide	English Learners	All Schools		
1	1.9	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,713.00	
1	1.11	Dual Immersion Program * This Action has been moved to Goal 4 Action 6.	Yes	Schoolwide	English Learners Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Learning *The actions specific to EL students, i.e.ELD and Spanish Literacy have been moved to Goal 4 Action 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment * This Action has been moved to Goal 4 Action 5	Yes	LEA-wide	English Learners	All Schools		
3	3.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,631.00	
3	3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,521.00	
3	3.5	Family Education and Access	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,867.00	
4	4.1	EL Monitoring and Support to Reclassification (Action moved from Goal 1 Action 6 - language is the same)	Yes	LEA-wide	English Learners	All Schools	\$22,391.00	
4	4.2	Professional Learning (Some actions also included in Goal 2 Action 2 - actions here are specific to EL students)	Yes	LEA-wide	English Learners Low Income	All Schools		
4	4.3	Access to rigorous core academic content in Spanish and English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,751.00	
4	4.4	Extended Learning and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Family Engagement - EBAC (Previously in Goal 3 Action	Yes	LEA-wide	English Learners	All Schools	\$53,631.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		1 Moved to Goal 4 same language.)						
4	4.6	Dual Language Immersion Program - (Moved from Goal 1 Action 11 all language remained the same)	Yes	LEA-wide	English Learners Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,168,558.91	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Most Effective Instruction	No	\$1,532,829.00	
1	1.2	Tier II Reading Intervention	Yes	\$200,468.00	
1	1.3	Literacy in Spanish and English	No	\$146,981.00	
1	1.4	Math and Science	No		
1	1.5	Progress Monitoring and Data Management	No	\$71,766.00	
1	1.6	EL Monitoring and Support to Reclassification	No	\$35,392.00	
1	1.7	Monitoring and Supporting Students with Exceptional Needs	No	\$484,622.08	
1	1.8	Technology		\$10,000.00	
1	1.9	Instructional Materials	Yes	\$35,000.00	
1	1.10	A Course of Study that Emphasizes Educating the Whole Child	No	\$346,691.18	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Dual Immersion Program	Yes		
2	2.1	Teachers Appropriately Credentialed and Assigned	No		
2	2.2	Professional Learning	Yes	\$10,000.00	
2	2.3	Standards Based Reporting	No	\$28,156.83	
3	3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment	Yes	\$33,156.83	
3	3.2	Communication	Yes	\$53,156.00	
3	3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	Yes	\$59,385.08	
3	3.4	Positive Behavior Supports	Yes	\$59,385.08	
3	3.5	Family Education and Access	Yes	\$28,156.83	
3	3.6	Attendance	No	\$33,413.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$478,707.82	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Tier II Reading Intervention	Yes	\$200,468.00			
1	1.9	Instructional Materials	Yes	\$35,000.00			
1	1.11	Dual Immersion Program	Yes				
2	2.2	Professional Learning	Yes	\$10,000.00			
3	3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment	Yes	\$33,156.83			
3	3.2	Communication	Yes	\$53,156.00			
3	3.3	Social-Emotional Learning and Creating an Non-biased/Anti- Racist Focus	Yes	\$59,385.08			
3	3.4	Positive Behavior Supports	Yes	\$59,385.08			
3	3.5	Family Education and Access	Yes	\$28,156.83			

2022-23 LCFF Carryover Table

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022