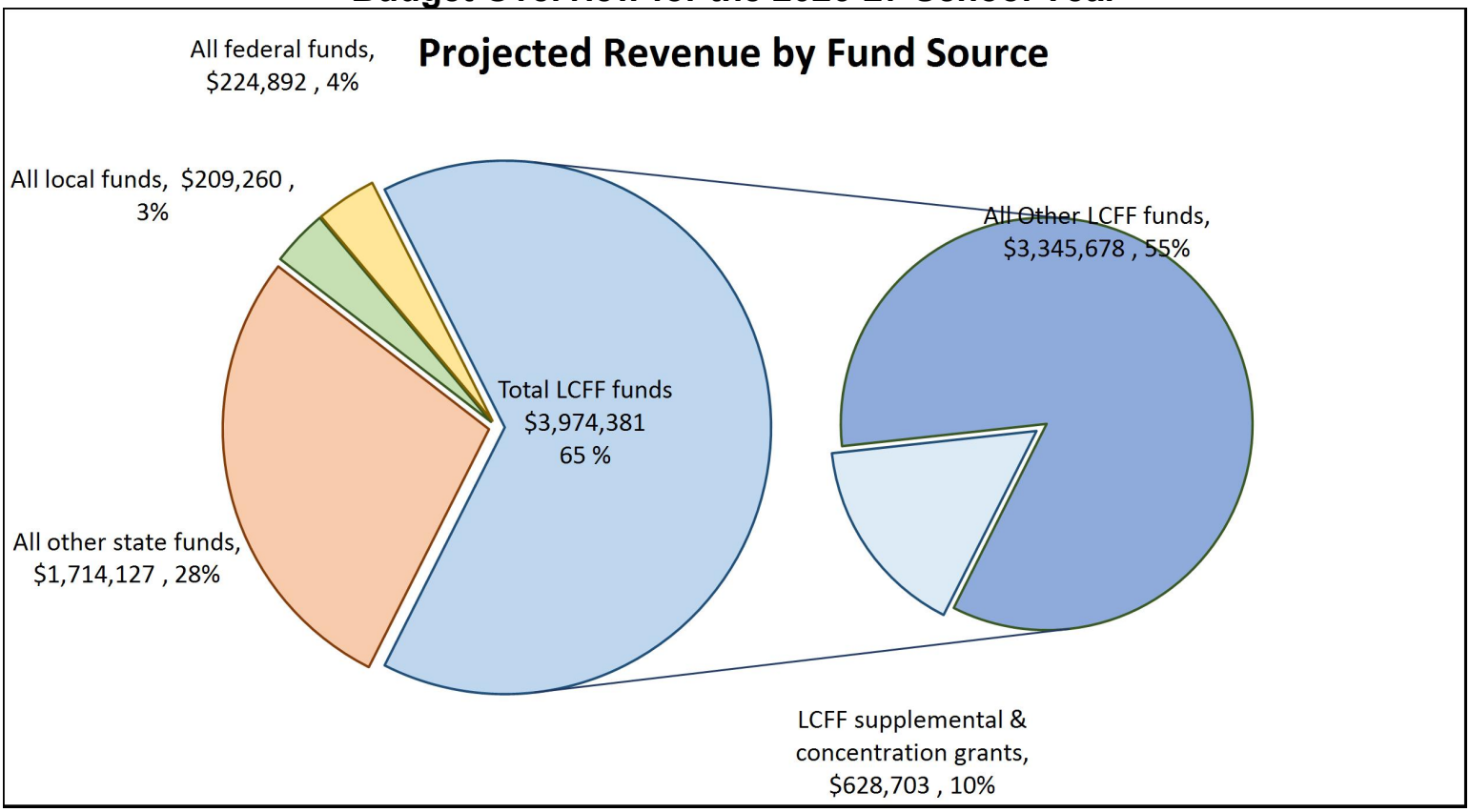
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelante Charter School
CDS Code: 42767866118202
School Year: 2026-27
LEA contact information:
Javier Bolivar
Executive Director/Principal
jbolivar@sbunified.org
(805)966-7392

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

Budget Overview for the 2026-27 School Year



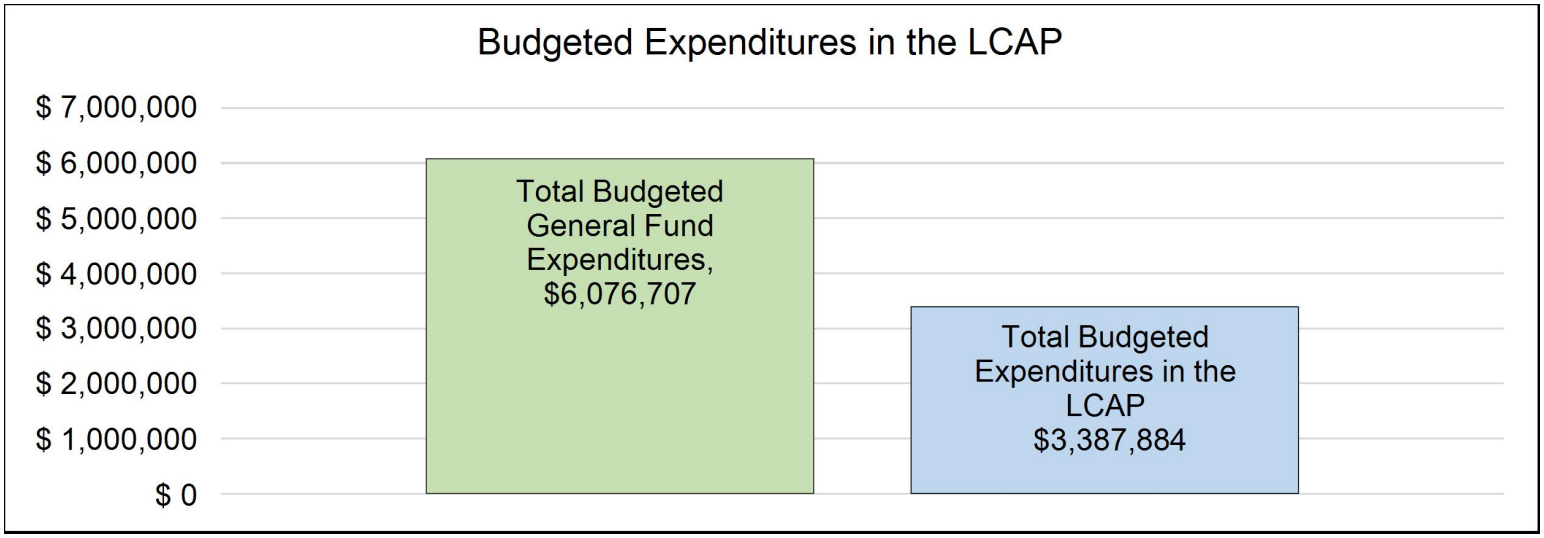
This chart shows the total general purpose revenue Adelante Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelante Charter School is $6,122,660, of which $3,974,381 is Local Control Funding Formula (LCFF), $1,714,127 is other state funds, $209,260 is local funds, and $224,892 is federal funds. Of the $3,974,381 in LCFF Funds, $628,703 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Adelante Charter School plans to spend $6,076,707 for the 2026-27 school year. Of that amount, $3,387,884 is tied to actions/services in the LCAP and $2,688,823 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

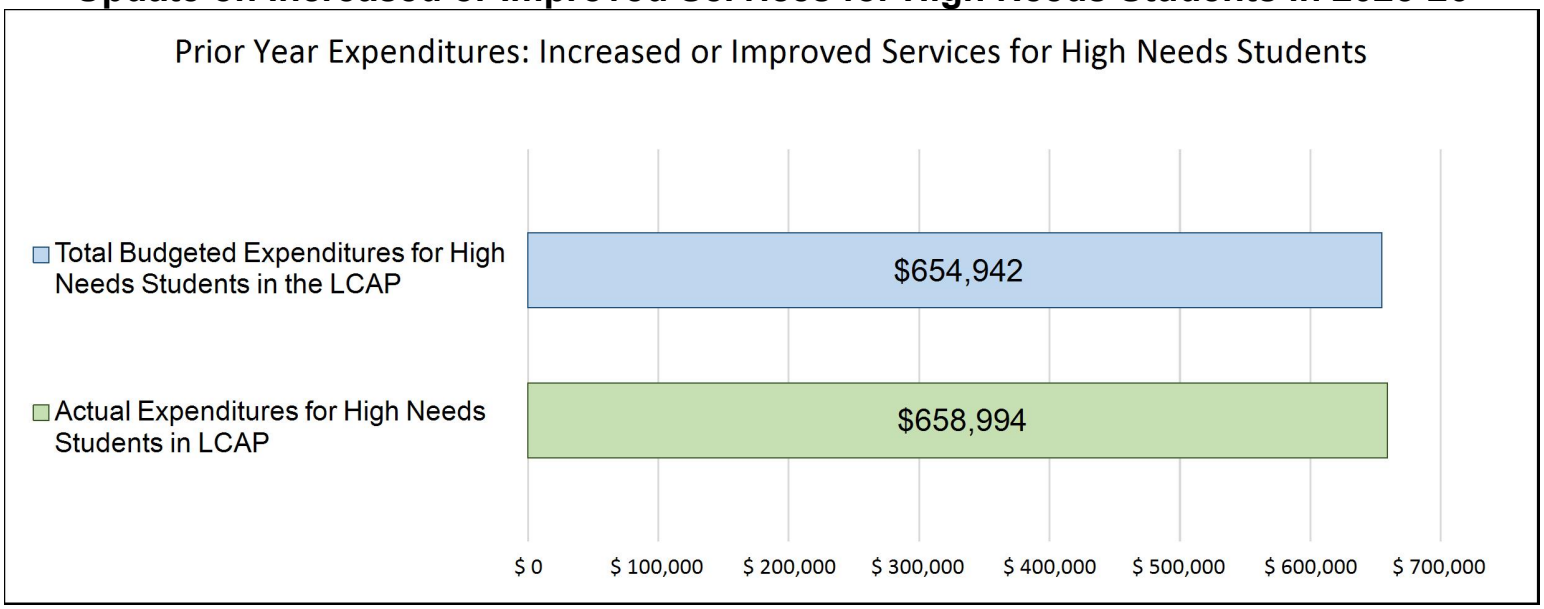
Budgeted General Fund Expenditures not included in the 2026-27 plan include meals program, operating and administrative expenses.

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

In 2026-27, Adelante Charter School is projecting it will receive $628,703 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 $629,334 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Adelante Charter School's LCAP budgeted $654,942 for planned actions to increase or improve services for high needs students. Adelante Charter School actually spent $658,994 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,052 had the following impact on Adelante Charter School’s ability to increase or improve services for high needs students:

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 [2026-27]

General Information

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

Adelante Charter School is a hidden gem in Santa Barbara, a small, close-knit learning community where students are known, valued, and inspired to thrive. As a dual language program, Adelante is committed to cultivating academic excellence in both Spanish and English while honoring multiculturalism, creativity, innovation, and the arts. Through its 90/10 two-way immersion model, students from all backgrounds develop as bilingual, biliterate, and multicultural learners, gaining the cognitive, academic, and social benefits that come with learning in more than one language.

At its core, Adelante's mission is deeply aligned with the vision and mission of the California English Learner Roadmap. The school shares the Roadmap's commitment to ensuring that English learners attain high levels of English proficiency, achieve mastery of rigorous grade-level standards, and develop proficiency in multiple languages. Adelante's 90/10 dual immersion model serves as the vehicle for bringing this vision to life, beginning with 90 percent instruction in Spanish in the primary grades and gradually moving toward a balanced 50/50 model by upper elementary, building strong academic foundations in both languages.

Within this language and culture-rich environment, Adelante intentionally affirms and builds upon the diverse strengths, experiences, and identities that students bring to the classroom. The school's commitment to developing sociocultural competence closely aligns with the California English Learner Roadmap's mission to welcome, affirm, and respond to the varied assets and needs of English learners. Students are not only learning languages; they are learning to navigate and contribute to a diverse world with confidence, empathy, and purpose.

Adelante's mission—to develop biliterate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate in and provide leadership within their families, communities, and the wider world—reflects a deep commitment to educational equity, social justice, and excellence for all. Its vision to serve as a model dual-immersion school is evident in its strong academic program, passionate educators, engaged families, and unwavering belief in the potential of every child. Adelante is realizing its vision as a model for other programs throughout the state after being recognized as a California Distinguished School and now having one of the 3rd grade teacheres recognized as California's Bilingual Teacher of the Year through the California Association for Bilingual Education (CABE).

Adelante currently serves 306 students. Student demographics for the 2025-26 school year:
- Hispanic/Latino: 82.4%
- Low Income/Socioeconomically- Disadvantaged (SED): 71.9%
- English Learners: 43.8%
- Students with Disabilities: 13.4%
- Homeless Youth: 8.5%
- White: 13.1%
- Two or More Races 1.6%
- African American <1%
- Asian <1%

Adelante remains dedicated to its goals of academic excellence, bilingualism and biliteracy, and sociocultural competence. As a direct-funded charter school, we have effectively designed long-term plans, developed curriculum, assessed student performance, hired and trained staff, managed budgets and fiscal operations, and maintained our facilities. The collaborative efforts of parents, staff, and community partners are integral to the success and quality of our program.

Adelante Charter School values its longstanding partnership with the Santa Barbara County Education Office (SBCEO), whose guidance, technical assistance, professional learning opportunities, and access to regional and statewide resources have significantly supported the school's continuous improvement efforts over the past five years. Many of Adelante's instructional and organizational initiatives have been strengthened through this collaborative partnership, including strategic planning, program development, and implementation of evidence-based practices.

In 2026–27, Adelante will continue this partnership through participation in the Partnerships Advancing Literacy and Language (PAL) Grant. Through this work, Adelante is collaborating with the Santa Barbara County Office of Education to strengthen literacy instruction and improve student outcomes by implementing evidence-based instructional practices, building educator capacity through sustained professional learning, and strengthening systems of instructional support.

As part of the partnership, staff will engage in ongoing professional learning, collaboration, and implementation support aligned to state literacy priorities, including the development of a site literacy plan with the leadership team. This work directly supports LCAP Goal 1 (Maximize Academic Outcomes Through Effective Instruction) and LCAP Goal 3 (Ensure English Learner Success and Biliteracy) because it provides educators with research-based literacy practices, structured opportunities to analyze student learning data, and aligned systems for

instructional improvement that increase access to grade-level content, strengthen language and literacy development, and accelerate academic progress, particularly for English Learners and other students requiring targeted instructional support.

Reflections: Annual Performance

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

We recognize that learning is inherently social, emotional, and academic. Children thrive when they feel safe, valued, and engaged in a supportive community. At Adelante, we foster academic excellence by integrating physical activity, joy, and opportunities for self-expression, centering our program on the whole child. Many of our students face challenges such as housing insecurity, immigration fears, and limited access to healthcare or mental health services, impacting their well-being and learning. We are committed to supporting each child to reach his/her potential. Our teachers create a nurturing environment where students feel connected and supported, laying the foundation for both academic success and personal growth. We believe strong family partnerships are essential to ensuring every child reaches their full potential.

Successes
This year marks a period of continued achievement and growth across key indicators. We are seeing sustained growth in academic areas, moving significantly closer to, and in many cases exceeding state standards. We have maintained a campus climate characterized by safety and inclusion.
Academic Gains in ELA and Math: Our schoolwide performance shows significant upward trends. Overall, students improved by 22.2 points in ELA and a remarkable 37.4 points in Math, bringing our schoolwide Math performance to 12.7 points above the standard. In terms of proficiency, 52.4% of students met or exceeded standards in ELA (a 13.0% improvement) and 57.7% did so in Math (a 16.4% improvement). Since the baseline year, our schoolwide performance has improved dramatically. Overall, students have achieved a 53.7-point improvement from baseline in ELA and a 63.2-point improvement in Math. In terms of proficiency, 52.4% of students now meet or exceed standards in ELA (a 22.3% improvement from baseline) and 57.7% do so in Math (a 31.4% improvement from baseline).

English Learner and RFEP Excellence: Our Dual Language Immersion (DLI) model continues to deliver high outcomes for emergent bilinguals. English Learners (ELs) improved their Distance from Standard by 26.2 points in ELA and 39.5 points in Math. Furthermore, 24.6% of ELs met or exceeded ELA standards (17.4% improvement), and 33.9% met or exceeded Math standards (19.6% improvement). Our Reclassified Fluent English Proficient (RFEP) students are achieving at exceptionally high levels, with 70.8% meeting standards in ELA and 62.5% in Math, reflecting the long-term benefits of biliteracy.
English Learners improved their Distance from Standard by 51.5 points in ELA and 62.4 points in Math since the baseline year. Our Reclassified Fluent English Proficient (RFEP) students have shown the most extraordinary longitudinal growth, with a 62.3-point improvement in ELA and a staggering 105.4-point improvement in Math from baseline. Proficiency rates for RFEP students have increased by 41.2% in ELA and 44.0% in Math over the 3-year period.

Growth for Students with Disabilities: Students with disabilities (SWD) showed continued progress, improving their Distance from Standard by 2.5 points in ELA and 17.7 points in Math. Additionally, 30.0% of SWD are now meeting or exceeding standards in ELA, which represents a 15.0% improvement. In Math, 15.0% of SWD met or exceeded standards. While this reflects a 5.0 percentage point decline from the prior

year, it remains a 15.0 percentage point improvement from baseline. This LCAP cycle has seen a concerted effort to support our Students with Disabilities, resulting in a 74.6-point improvement from baseline in ELA and a 46.0-point improvement in Math. Their ELA proficiency rate has increased by 30.0% since the start of the LCAP.

5th grade Science: We observed a 4.5% improvement in Science proficiency, with 27.0% of students now meeting or exceeding standards. This is an improvement of 7.0% from the baseline.

Sustaining a Positive School Climate:Our suspension rate remained at 0% for all student groups, affirming our commitment to a restorative and supportive school culture. We have maintained a 0% suspension rate for all student groups throughout the entire 3-year cycle, a testament to our restorative practices and focus on social-emotional well-being. Family surveys show high levels of satisfaction with communication, cultural relevance, and support for bilingualism. Student survey data indicated that students feel known, safe, and proud of their bilingual identity. Staff highlight collaboration, high expectations for all students and adults who really care for students.

Identified Needs
While our overall data is positive, we remain focused on addressing persistent gaps and emerging challenges to ensure equity for our most vulnerable populations.
Chronic Absenteeism Trends: After previous years of significant improvement, we saw a slight uptick in chronic absenteeism. The overall rate rose to 12.5% (a 1.9% increase). Specific student groups saw higher increases, including English Learners (5.9% increase to 14.6%) and Students with Disabilities (6.3% increase to 22.2%). We will re-intensify our efforts to engage these families and remove barriers to attendance and prioritize attendance as a primary driver of academic success.
We have still achieved a 12.8% overall improvement in chronic absenteeism since the baseline year. In other words, we have cut our chronic absenteeism rate in half over the last 3 years. Notably, our Homeless student group has seen a 24.4% improvement in attendance over the 3-year cycle, despite current challenges.

Supporting Homeless Youth: Our Homeless student subgroup showed a decline in performance this year, with a 4.6-point decline in ELA and a 9.9-point decline in Math when looking at Distance from Standard. Addressing the unique needs of these students through targeted interventions and learning recovery supports remains a top priority to ensure they do not fall behind their peers.

Closing Performance Gaps: While all groups are showing growth, the gap between our highest-performing groups and our vulnerable populations (Homeless, EL, and Low-Income) requires intentional, accelerated instruction. For example, while Low-Income students improved by 33.4 points in Math, they still sit 3.8 points below the standard, compared to the White student group which is 71.4 points above standard.
All groups have improved from their baseline, yet a performance gap remains between our White student group (who improved 126.5 points from baseline in Math) and our Low-Income students (who improved 56.3 points from baseline in Math). Our next three-year plan will continue to focus on the intentional acceleration of learning for our most vulnerable populations.

Whole Child and Family Engagement
Adelante’s commitment to the whole child has been the engine behind these academic gains. Throughout this 3-year cycle, we have ensured that 100% of students receive weekly enrichment in art, music, dance, and PE. From the incredible field trips to family celebrations and all

the learning in between, we have connected learning to cultural identity and the natural world. Our Emergent Bilingual Advisory Committee (EBAC) has grown into a thriving partner in school governance, ensuring that the voices of our families guide our bilingual mission. These three years have proven that when a school celebrates a child's genius, joy, and identity in two languages, excellence follows.These efforts ensure that Adelante is not just a place of academic rigor, but a joyful community where every child is celebrated.

These reflections informed the development of our next LCAP cycle priorities, including targeted attendance interventions, accelerated literacy and mathematics supports for vulnerable student groups, and expanded whole-child and family engagement strategies.

Reflections: Technical Assistance

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

Adelante Charter was not eligible for Year 1 Differentiated Assistance based on the 2025 California Dashboard.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Adelante Leadership Team (All classroom teachers, SpEd teacher/Director, School Psychologist, Principal, Innovation Learning Specialist)	During the second year of our LCAP cycle, we expanded our engagement process to include all certificated staff in ongoing planning, reflection, and continuous improvement efforts. All teachers are seen as leaders on campus. Staff met regularly throughout the year to review student outcome data, identify areas of need, discuss professional learning priorities, and develop plans for improving student achievement and well-being. The Team continued to meet regularly to analyze schoolwide data, monitor progress toward LCAP goals, and guide decision-making. Instructional Rounds remained an important component of our continuous improvement process, providing grade-level teams with structured opportunities to observe instruction, reflect on effective practices, and identify areas for growth. Feedback gathered through these collaborative processes directly informed professional learning plans, instructional priorities, and resource allocation decisions. By engaging teachers and school leaders in ongoing data analysis and reflection, the school strengthened shared ownership of student outcomes and ensured that LCAP goals, actions, and services remained responsive to identified student needs.
Parent Advisory Council - LCAP	This year, the school transitioned from using the School Site Council as the primary LCAP engagement group to establishing an LCAP Parent Advisory Council (PAC) to strengthen family involvement in the planning process. The PAC met three times during the year for approximately 90 minutes per session. During these meetings,

Educational Partner(s)	Process for Engagement
	parents reviewed student achievement data, local assessment results, and educational partner survey data from students, staff, and families. PAC members engaged in meaningful discussions regarding school strengths, areas for growth, and priorities for the final year of the current LCAP cycle. Feedback emphasized the need for consistency in communication between the school and families, stronger onboarding processes for new families, clearer communication expectations across grade levels, and expanded enrichment opportunities for students who are already performing at or above grade level. Additional feedback was gathered through surveys and informal family input opportunities. This engagement process reinforced the importance of ensuring that all families understand how their voices contribute to school decision-making and continuous improvement efforts. Input from the Parent Advisory Council directly informed updates to LCAP actions and services for the third year of the plan, particularly in the areas of family engagement, communication practices, and enrichment opportunities for students.
Adelante Certificated Staff	California School Staff Survey prepared by WestEd was administered. Staff were presented Goals and Actions and given the opportunity to provide feedback and ask questions.
Adelante Classified Staff	California School Staff Survey prepared by WestEd was administered. Classified staff were presented Goals and Actions and given the opportunity to provide feedback and ask questions.
EBAC (Emergent Bilingual Advisory Committee)	The Emergent Bilingual Advisory Council (EBAC) continued to serve as a strong and highly engaged educational partner throughout the development of this year's LCAP. Monthly meetings provided families with opportunities to learn about school programs, student supports, curriculum, and student outcome data while also sharing feedback on school priorities and improvement efforts. This year, EBAC members reviewed student achievement data, language proficiency outcomes, and survey results to identify strengths, areas for growth, and priorities for emergent bilingual students and their families. In addition to monthly meetings, EBAC families organized and facilitated a mini-conference for parents. One

Educational Partner(s)	Process for Engagement
	of the conference sessions focused specifically on reviewing school strengths, identifying areas of need, and discussing potential solutions to improve student outcomes and family engagement. This process generated valuable input that informed revisions and refinements to the LCAP. EBAC also continued its tradition of gathering feedback from families through paper surveys, resulting in strong participation and meaningful insights regarding communication, academic supports, family engagement, and student success. Feedback from meetings, surveys, and the parent conference helped shape LCAP actions and priorities for the coming year. One big area of concern is the lack of space and the need for a larger campus. The strength of the EBAC program was further recognized when a group of parent leaders presented at the California Association for Bilingual Education (CABE) Conference, sharing their experiences and highlighting the success of the school's family engagement model. Their presentation reflected the strong partnership between the school and emergent bilingual families and reinforced the importance of family voice in school improvement and decision-making processes.
Parents	Our monthly Café con el Director meetings continued to provide a meaningful opportunity for families to receive updates, ask questions, share ideas, and participate in school decision-making. These gatherings fostered strong relationships between families and school leadership while creating a welcoming space for ongoing dialogue about student success and school improvement. Throughout the year, families expressed tremendous pride in the accomplishments of Adelante students and staff. This pride was reinforced by continued growth in student outcomes, including improved performance on the California School Dashboard and other local measures. It was a year of celebrating being a CA Distinguished School and our 25 year Anniversary. Families frequently shared their appreciation for the school's positive culture, academic program, and commitment to supporting the success of all students. Family feedback was gathered through multiple avenues, including the California School Parent Survey, the LCAP/School Effectiveness

Educational Partner(s)	Process for Engagement
	Feedback Survey, Café con el Director discussions, and other school engagement activities. Families provided input regarding communication, academic programs, student supports, enrichment opportunities, facilities, and ways to strengthen partnerships between home and school. The draft LCAP and updates were shared publicly throughout development during board meetings and subsequent public hearing to ensure transparency and provide additional opportunities for review and feedback. Input gathered throughout the year helped inform refinements to LCAP goals, actions, and services, ensuring that family perspectives remained an important part of the school's continuous improvement process.
Adelante Board of Directors	Throughout the year, the Board received regular presentations on student achievement data, local assessment results, survey findings, and progress toward LCAP goals. Student outcomes in both Spanish and English, including reading and mathematics performance, were reviewed to monitor growth and identify areas for continued improvement. Particular attention was given to California School Dashboard results and local measures to ensure that the Board remained informed about student progress and school performance. Regular LCAP updates, including the Mid-Year Report, provided opportunities for Board members to ask questions, review data trends, and provide input on priorities for the final year of the current LCAP cycle. The continued partnership with Parsec supported the school's ability to analyze and present data in a clear and meaningful way, helping to inform discussions about student needs, program effectiveness, and future planning. The Board also reviewed educational partner feedback gathered from families, staff, students, and advisory groups throughout the year. This information helped guide conversations regarding LCAP priorities, resource allocation, and continuous improvement efforts. The draft LCAP was presented during a public hearing and subsequently approved during a public Board meeting, ensuring transparency and providing opportunities for community review and participation in the process.

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

Much of the feedback received this year affirmed the value of Adelante's ongoing work in inclusion, biliteracy, instructional improvement, and family engagement. As a result, many existing actions will continue, including Instructional Rounds, cross-grade mathematics PLCs focused on number sense and implementation of the California Mathematics Framework, Open Access Universal Design for Learning (UDL) professional learning, and our continued commitment to inclusive practices for students with disabilities.

Educational partner feedback also highlighted the importance of strengthening school connectedness and belonging. Student survey results indicated that connection to school and access to caring adults remain important areas of focus. In response, Adelante will implement monthly community assemblies to bring students together across grade levels, strengthen relationships, and create a greater sense of belonging, particularly for students on the upper campus who may feel disconnected from schoolwide activities and traditions.

Families expressed interest in additional opportunities to learn about technology use, online safety, and student wellness. In response, the school will offer in-person parent workshops focused on technology use and safety, creating opportunities for families to learn together, share experiences, and engage in meaningful dialogue. We will also increase communication and education regarding school wellness policies, including nutrition expectations and student technology use during the school day.

Parents and staff emphasized the need for stronger communication systems and leadership opportunities. As a result, we will continue developing parent leaders through EBAC, improve kindergarten onboarding processes, strengthen lead parent roles across grade levels, offer meetings at varied times, and utilize multiple communication methods to increase family access and participation.

EBAC feedback reinforced the importance of continuing literacy and biliteracy achievement, expanding parent education opportunities, strengthening home-school communication, and creating pathways for increased parent leadership. In response, the school will continue family literacy events, ELPAC workshops, and parent education opportunities focused on supporting learning at home, students with disabilities, and multilingual learners.

Staff also identified a need to revise the assessment calendar to better distribute assessments throughout the year and reduce the concentration of testing at the end of the school year. This adjustment will allow for more timely use of data to inform instruction and student support.

Finally, families, staff, and students expressed ongoing concerns regarding limited campus space and the impact of facility constraints on student learning, programming, and community-building opportunities. While facility decisions are beyond the direct scope of the LCAP, this feedback will continue to inform advocacy and long-term planning discussions with the district.

Overall, educational partner input helped refine and strengthen our focus on belonging, communication, family engagement, instructional improvement, inclusion, and student wellness as we continue working toward positive outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support all students in making strong academic progress by increasing the percentage meeting or exceeding standards in ELA and Math, especially focusing on accelerating growth for our unduplicated student groups, through purposeful, responsive instruction, targeted interventions, and meaningful enrichment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Adelante has an extraordinary story of growth worth celebrating. Over the past several years, students, staff, and families have worked together to build a school culture grounded in high expectations, meaningful relationships, and a shared commitment to academic excellence. Adelante students are now demonstrating achievement levels above 50 percent meeting or exceeding standards in both English Language Arts and Mathematics and doing this in two languages. This remarkable progress reflects the dedication of our students, the expertise and commitment of our staff, the partnership of our families, and the strength of the instructional systems that have been built with intentionality over time.

This goal focuses on strengthening Tier I (Universal) instruction and accelerating academic growth for all students which directly aligns with the English Learner Roadmap Principle Two: Intellectual Quality of Instruction and Meaningful Access. Adelante believes deeply that our vision for biliteracy is aligned with what is best for our students, and the actions included in this goal are designed to bring that vision to life. Every day at Adelante, students are not only developing strong academic skills, but are also growing as bilingual, biliterate, and bicultural individuals prepared to thrive in a multilingual and interconnected world.

As a dual language school, all students at Adelante are language learners, engaging meaningfully with both Spanish and English as they build the foundation for long-term academic success. Dual language education is widely recognized as one of the most effective educational models for supporting Emerging Bilinguals in achieving high levels of academic achievement and English proficiency because sustained literacy development in a student's first language builds conceptual understanding, academic vocabulary, and transferable literacy skills that support achievement in a second language over time. Adelante's dual language immersion model is intentionally designed to support this long-term trajectory of success for all students.

At Adelante, we expect all students to achieve grade-level proficiency in core academic subjects while developing bilingualism and biliteracy. For Emerging Bilingual students, this includes strong achievement in Spanish Language Arts as they build academic proficiency in English. Research on dual language education demonstrates that Emergent Bilingual learners may follow a longer trajectory toward English proficiency while building the cognitive, linguistic, and academic foundations in Spanish that support high levels of long-term achievement and biliteracy, ultimately resulting in stronger long-term academic outcomes than peers in other instructional models (Thomas & Collier, 2002; Valentino & Reardon, 2015).

We recognize that biliteracy development is a K–12 journey, and we are encouraged that many Adelante students already demonstrate grade-level proficiency in English on state assessments as early as third and fourth grade. Our current fifth and sixth grade cohorts, who experienced some of the most significant instructional disruptions during the pandemic, have nevertheless demonstrated remarkable resilience and continued academic growth, reinforcing our confidence in both our students and the strength of our instructional model.

A review of multiple years of California School Dashboard indicators, local benchmark data, English learner progress measures, and state assessment results demonstrates that Adelante's instructional systems are producing significant academic gains across nearly every student group.

In 2025, Adelante's CAASPP results demonstrated exceptional growth:
State assessments, SBAC: MEETING/EXCEEDING STANDARD:

2025 ELA	CHANGE FROM 2024	2025 MATH	CHANGE FROM 2024	
Overall	54.2%	13% increase	57.7%	16.4% increase
English Learners	24.6%	17.4% increase	33.9%	19.6% increase
Low-Income	41.9%	13.1% increase	49.6%	17.4% increase
Non Low-Income	85%	15.9% increase	82.5%	15.8% increase
Homeless	25%	12.2% increase	24.97%	7.17% increase
Students/Disabilities	30%	15% increase	15%	5% decrease
Hispanic	46.1%	14.2% increase	53.6%	18% increase
White	89.5%	9.5% increase	84.2%	14.2% increase
Foster Youth	n/d		n/d	

California Science Test
Overall -- 27.03%
Low-Income -- 22.22%
Non Low-Income --NR
English Learners -- NR%
RFEP -- NR
Students with Disabilities -- N/R
Hispanic -- 19.36%
White -- N/R

These results demonstrate that Adelante's instructional program is producing meaningful academic growth for all students while accelerating progress for unduplicated student groups. At the same time, subgroup differences indicate that continued focus on equitable access, targeted intervention, and responsive instruction remains necessary to ensure all students achieve at high levels.

-English learner progress data further support both celebration and continued focus. The English Learner Progress Indicator (ELPI) showed 46.1% of English learners making progress in 2023, 74.3% in 2024, and 51.5% in 2025. While the 2025 result reflects a decrease from the exceptional gains made in 2024, performance remains above the 2023 baseline, indicating that recent instructional improvements are positively impacting language acquisition and reinforcing the need for consistent Integrated and Designated ELD implementation, cross-language transfer and monitoring to sustain long-term growth.

Homeless Students -It is important to note that the percentage of students identified as experiencing homelessness has changed significantly from 26.6% in 2023, to 17.6% in 2024, to 8.5% in 2025. Our analysis suggests this shift does not necessarily reflect a reduction in housing insecurity, but rather the complexity of accurately identifying students experiencing homelessness through annual enrollment and residency reporting. Many Adelante families live in shared or doubled-up housing situations that may qualify under McKinney-Vento criteria; however, families may not consistently self-identify due to stigma, uncertainty about eligibility, or concerns about disclosing housing instability. In addition, Adelante experiences strong student retention and limited student mobility, meaning many of these students remain enrolled over time and may later be identified through other unduplicated categories such as low-income rather than homelessness. This trend reinforces the importance of maintaining trust-based family engagement, and targeted academic and wraparound supports for students and families experiencing economic or housing instability.

-Science achievement data also highlight opportunities for continued growth. On the California Science Test, 27.03% of students overall met or exceeded standard, including 22.22% of low-income students and 19.36% of Hispanic students. While these results exceed the state average, they do not fully reflect the scientific thinking and learning taking place in our classrooms. Science is prioritized K-6 and integrated into all that we do. Because science instruction in grades K–5 is delivered in Spanish, these results point to a need for more intentional cross-language transfer so students can demonstrate their science knowledge and academic language in both Spanish and English.

-Educational partner feedback from teachers, staff, families, and students consistently reinforce the importance of continuing to strengthen high-quality first instruction while ensuring timely intervention for students who need additional support. Even when students receive the strongest possible Tier I instruction, some students require additional opportunities to address unfinished learning, misconceptions, or skill gaps. Our Multi Tiered Systems of Support are making a big difference for these students. Adelante has intentionally built strong Tier II intervention systems designed to provide targeted support before learning gaps become barriers to future success. These interventions focus on identifying missing skills, addressing misconceptions, and accelerating student learning so that students can be successful with grade level content. Intervention effectiveness is monitored through a six-week cycle of progress monitoring in which student data are generated, analyzed, and used to make clear instructional decisions about next steps.

Adelante is continuing this goal because we believe that when students receive intellectually rigorous, culturally and linguistically responsive Tier I instruction, develop literacy in both languages, receive timely intervention when learning gaps emerge, and engage in meaningful enrichment opportunities, they build the academic confidence, language proficiency, and content mastery necessary for long-term success.

Progress toward this goal will be monitored through CAASPP English Language Arts and Mathematics results, English Learner Progress Indicator data, California Science Test results, local benchmark assessments, intervention progress-monitoring data, and subgroup performance measures to ensure growth continues and achievement gaps narrow over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard (SBAC) ELA Results Gr. 3-6	All students - 30.07% met or exceeded standard -54.1 points from standard EL- 13.46% met or exceeded standard - 84.6 points below standard Students with disabilities - 0% met or exceeded standard - 136.6 points below standard Socioeconomically Disadvantaged - 21.81% met or exceeded standard - 69.6 points below standard Hispanic - 25.56% met or exceeded standard - 63.3 points below standard Homeless Students - 81.0 points below standard White - 56.25% met or exceeded standard -	All students • 39.4% met or exceeded standard • 22.6 points below standard English Learners • 7.1% met or exceeded standard • 59.4 points below standard Students with disabilities • 15% met or exceeded standard -64.5 points below standard Socioeconomically Disadvantaged	All students • 52% met or exceeded standard • 0.4 points below standard English Learners • 25% met or exceeded standard • 33.1 points below standard (+26.2 points) Students with disabilities • 30% met or exceeded standard -62 points below standard (maintained)	All students - 15 points from standard EL- 15 points below standard Students with disabilities -40 points below standard Socioeconomically Disadvantaged - 17 points below standard Hispanic - 10 points below standard Homeless Students - 15 points below standard White - 0 points below standard [CA School Dashboard]	All students +53.7 points from baseline English Learners + 51.5 points from baseline Students with Disabilities +74.6 points from baseline Socioeconomically Disadvantaged +51.5 points from baseline Hispanic +53.7 points from baseline Homeless students -.9 points from baseline White +67.4 points from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.9 points below standard [2023 CA School Dashboard]	• 28.2% met or exceeded standard • 42.7 points below standard Hispanic • 31.9% met or exceeded standard • 37.2 points below standard Homeless Students • 18.52% met or exceeded standard • 77.3 points below standard White • 80% met or exceeded standard • 61 points above standard	Socioeconomically Disadvantaged • 40% met or exceeded standard • 18.4 points below standard (+24.3) Hispanic • 46.10% met or exceeded standard • 9.6 points below standard (+27.6 points) Homeless Students • 25% met or exceeded standard • 81.9 points below standard (-4.6 points) White • 89.47% met or		[CA School Dashboard]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2024 CA School Dashboard]	exceeded standard • 50.5 points above standard (-10.5 points) [2025 CA School Dashboard]		
1.2	California School Dashboard (SBAC) Math Results Gr. 3-6	All students - 26.31% met or exceeded standard - 50.5 points below standard EL- 17.3% met or exceeded standard - 75.7 points below standard Students with disabilities - 0% met or exceeded standard - 116.2 points below standard Socioeconomically Disadvantaged - 22.02% met or exceeded standard - 60.1 points below standard Hispanic - 24.81% met or exceeded standard - 56.2 points below standard	All students • 41.3% met or exceeded standard • 24.7 points below standard EL • 14.3% met or exceeded standard • 52.8 points below standard Students with disabilities • 20% met or exceeded standard	All students • 58% met or exceeded standard • 12.7 points above standard (+37.4 points) EL • 34% met or exceeded standard • 13.3 points below standard (+39.5 points) Students with disabilities	All students - 15 points from standard EL- 25 points below standard Students with disabilities - 35 points below standard Socioeconomically Disadvantaged - 20 points below standard Hispanic - 17 points below standard Homeless Students - 20 points below standard White - 0 points below standard	All students +63.2 points from baseline English Learners + 62.4 points from baseline Students with Disabilities +46 points from baseline Socioeconomically Disadvantaged +56.3 points from baseline Hispanic +59.9 points from baseline Homeless students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Students - 17.78% met or exceeded standard- 84.2 points below standard. White - 33.34% met or exceeded standard - 55.1 points below standard [2023 CA School Dashboard]	• 87.9 points below standard Socioeconomically Disadvantaged • 32.2% met or exceeded standard -37.1 points below standard Hispanic • 35.6% met or exceeded standard -33.8 points below standard Homeless Students • 22.22% met or exceeded standard • 65.3 points below standard. White • 70% met or exceeded standard • 31.4 points	• 15% met or exceeded standard • 70.2 points below standard (+17.7 points) Socioeconomically Disadvantaged • 48% met or exceeded standard -3.8 points below standard (+39.5 points) Hispanic • 53.57% met or exceeded standard -3.7 points above standard (+37.5 points) Homeless Students • 25% met or exceeded standard • 75.2 points below	[CA School Dashboard]	+9 points from baseline White +126.5 points from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			above standard [2024 CA School Dashboard]	standard (-9.9 points) White • 84.21% met or exceeded standard • 71.4 points above standard (+40 points) [2025 CA School Dashboard]		
1.3	California School Dashboard: English Learners Making Appropriate Progress in English Language Acquisition (ELPAC)	46.1% Making appropriate progress Progress level: High [2023 CA School Dashboard]	74.3% Making appropriate progress Progress level: Very High (Blue) [2024 CA School Dashboard]	51.5% Making appropriate progress Progress level: High (Orange) [2025 CA School Dashboard]	56 +% Making appropriate progress Progress level: High to Very High (Green or Blue indicator) [CA School Dashboard]	5.4% increase
1.4	DRA/EDL - Local Reading Assessment Data	[Spring 2024 English Reading DRA] 3rd- 55% reading at spring target 4th- 64% reading at spring target	[Spring 2025 English Reading DRA] 3rd- 56% reading at spring target	We made a shift to Amira for reading progress monitoring this year.Different assessment. English	[[Spring 2027 English Reading Amira] 3rd- 70% reading at spring target	Different assessments so that must be taken into account.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th- 85% reading at spring target 6th- 83% reading at spring target [Spring 2024 Spanish Reading EDL] Kinder- 41% reading at spring target 1st- 53% reading at spring target 2nd- 62.5% reading at spring target 3rd- 57% reading at spring target 4th- 46% reading at spring target 5th- 65% reading at spring target 6th- 70% reading at spring target	4th- 78% reading at spring target 5th- 78% reading at spring target 6th- 88% reading at spring target [Spring 2025 Spanish Reading EDL] Kinder- 41% reading at spring target 1st- 69% reading at spring target 2nd- 64% reading at spring target 3rd- 50% reading at spring target 4th- 55% reading at spring target 5th- 61% reading at spring target 6th- 88% reading at spring target	3rd- 49% reading at spring target 4th- 61% reading at spring target 5th- 58% reading at spring target 6th- 38% reading at spring target [Spring 2025 Spanish Reading Amira] Kinder-58% reading at spring target 1st- 46% reading at spring target 2nd- 89% reading at spring target 3rd- 54% reading at spring target 4th- 61% reading at spring target 5th- 51% reading at spring target 6th- 39% reading at spring target	4th- 70% reading at spring target 5th- 80% reading at spring target 6th- 80% reading at spring target [Spring 2027 Spanish Reading EDL] Kinder- 60% reading at spring target 1st- 65% reading at spring target 2nd- 70% reading at spring target 3rd-70% reading at spring target 4th-70% reading at spring target 5th-80% reading at spring target 6th-80% reading at spring target	
1.5	Biliteracy Trajectories - % of 6th grade students who receive the Biliteracy Attainment Recognition Award - A pathway to the Seal of	Spring 2024 65% of 6th grade students received the Biliteracy Attainment Recognition	Spring 2025 63% of 6th grade students received the Biliteracy Attainment Recognition	Spring 2026 63% *Adelante also added a recognition in Kinder and another in 3rd grade to	Increase the % of 6th grade students who attain the award each year to a target of 75%.	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy awarded in high school.			highlight their pathway to biliteracy and ultimately receiving the State Seal of Biliteracy.		
1.6	Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	9.2% [2022-23 CALPADS Reports 2.16 and 8.1]	16.2% [2023-24 CALPADS Reports 2.16 and 8.1]	14%	17%-20% Reclassification rate Increase rate annually. [CALPADS Reports 2.16 and 8.1]	+4.8%
1.7	STAR Assessments - Literacy and Math including EL Subgroup	Spring 2024 data: Early Literacy Spanish K- 1st 56% proficiency Emerging Bilinguals (EL) : 54% Proficiency Spanish Reading 2nd - 6th: All students 48% proficiency Emerging Bilinguals (EL) : 57% Proficiency Reading English 3rd - 6th (Winter due to CAASPP) All students Reading English: 33% proficiency	Spring 2025 data: Early Literacy Spanish K- 1st 58% proficiency Emerging Bilinguals (EL) : 60% Proficiency Spanish Reading 2nd - 6th: All students 52% proficiency Emerging Bilinguals (EL) : 55% Proficiency Reading English 3rd - 6th (Winter due to CAASPP)	Spring 2026 data: Early Literacy Spanish K- 1st 60.5% proficiency Emerging Bilinguals (EL) : 63.2% Proficiency Spanish Reading 2nd - 6th: All students 55.2% proficiency Emerging Bilinguals (EL) : 53.7% Proficiency Reading English 2nd - 6th All students Reading English: 51.4% proficiency	Spring 2027 Star data: Increase the % Proficiency at each grade band and reduce the gap between all students and Emerging Bilinguals for every indicator.	Early Literacy Spanish K- 1st +4.5% in proficiency from baseline Emerging Bilinguals (EL) :+9.2% in Proficiency from baseline Spanish Reading 2nd - 6th: All students +7.2% proficiency from baseline Emerging Bilinguals (EL) : -3.3% in Proficiency from baseline (more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Emerging Bilinguals (EL) Reading English: 22% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 65% proficiency Emerging Bilinguals (EL): 64% Proficiency	All students Reading English: 48% proficiency Emerging Bilinguals (EL) Reading English: 34% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 68% proficiency Emerging Bilinguals (EL): 64% Proficiency	Emerging Bilinguals (EL) Reading English: 40.8% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 72% proficiency Emerging Bilinguals (EL): 65.3% Proficiency		simultaneous bilinguals) Reading English 2nd - 6th All students Reading English: +18.4% proficiency from baseline Emerging Bilinguals (EL) Reading English: +18.8% Proficiency from baseline Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: +7% proficiency from baseline Emerging Bilinguals (EL): +1.3% Proficiency from baseline
1.8	California Science Test: Percentage Meeting or Exceeding Standard	Overall -- 20.0% Low-Income -- 14.8% Non Low-Income -- 30.8% English Learners -- 16.7% RFEP -- 8.3%	Overall -- 22.5% Low-Income -- 17% Non Low-Income -- NR English Learners -- 0% RFEP -- NR	Overall -- 27% Low-Income -- 22% Non Low-Income -- NR English Learners -- NR RFEP -- NR	Increase the % of all students meeting or exceeding standard as well as in every subgroup, while reducing the gap	Overall -- +7% Low-Income -- +7.2% Non Low-Income -- NR English Learners -- NR RFEP -- NR

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -- N/R Hispanic -- 17.1% White -- N/R	Students with Disabilities -- N/R Hispanic -- 17.15% White -- N/R	Students with Disabilities -- N/R Hispanic -- 19.36% White -- N/R CA Dashboard:53 Science points-Green	between subgroups and overall performance.	Students with Disabilities -- N/R Hispanic -- +2.26% White -- N/R
1.9	Every student has sufficient access to CCSS and NGSS aligned materials that also support their language and literacy development needs.	All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.	All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.	All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.	All classrooms will have sufficient CCSS and NGSS-aligned instructional materials for all students.	All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.
1.10	Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the ACS Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2024 Report to the ACS Governing Board]	MET -- Results reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2025 Report to the ACS Governing Board]	MET -- Results reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2026 Report to the ACS Governing Board]	MET -- Results will be reported at the Board meeting at which the LCAP was adopted. All students will have access to a broad course of study. [June Report to the ACS Governing Board]	met
1.11	Tier II Interventions	% of students by grade level in need of intervention January, 2024: K= 20% based on initial screener 1st = 20% 2nd = 13% 3rd = 19%	% of students by grade level in need of intervention January, 2025: K= 20% 1st = 20% 2nd = 13% 3rd = 19% 4th = 30%	% of students by grade level in need of intervention January, 2026: K= 20% 1st = 33% 2nd = 17% 3rd = 16% 4th = 10%	Spring 2027: Decrease the percentage of students requiring intervention at every grade level annually, with a particular focus on the upper grades. Early identification	K- unchanged 1st +13% 2nd -4% 3rd -3% 4th -20% 5th -5% 6th -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th = 30% 5th = 10% 6th = 12%	5th = 10% 6th = 12%	5th = 5% 6th = 8%	and intervention are crucial in averting future learning challenges.	
1.12	Appropriately Credentialed or Qualified and Trained Teacher in Every Classroom	California now requires the most recent data from the DataQuest (CALSASS) be reported, which is for the 2021-22 school year: 39.8% of classroom teachers in 21-22 SY were reported with clear credentials. All teachers had completed their credential and student teaching. This number represents the number of teachers who still needed to complete the Bilingual Authorization and that was completed the following summer.	71.4% of teachers in 22-23SY were reported with clear credentials. 100% of classroom teachers have their credential and the Bilingual Authorization or BCLAD. There was an error in the reporting of our specialist teachers in CALPADS and therefore the CALSASS data reflects teachers not appropriately credentialed.	79.5% of classroom teachers in 23-24 SY were reported with clear credentials. All teachers had completed their credential and Bilingual Authorization. This again reflects our 3 specialist teachers.	Met: Reported to Board 100% of teachers will be appropriately credentialed and assigned. [2024-25 DataQuest (CALSASS)]	+39.7% reported with clear credential.
1.13	Teacher Retention Rate	86% retention rate for 2023-24	93% retention rate for 2024-25	80% retention rate for 2025-26	100% retention rate for 2025-26	-6%
1.14	Implementation of Standards for All Students and Enabling English Learners to Access CCSS and ELD Standards:	State Standards were implemented in all classrooms	State Standards were implemented in all classrooms	State Standards were implemented in all classrooms	MET -- Results reported The state's self-reflection tool will reflect an average	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results of the State's Self-Reflection Tool Reported to the ACS Governing Board		Results of the State's Self-Reflection Tool Reported to the ACS Governing Board		rating of 4 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards [June, 2026, Report to Board]	

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

Goal Analysis [2025-26]

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

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

During the 2024–2025 school year, Adelante substantially implemented the actions associated with Goal 1 as planned. As a three-year strategic plan, Adelante continues to build coherent instructional systems designed to accelerate academic growth while advancing the school's vision for biliteracy, intellectual quality, and meaningful access for all students.

Implementation efforts this year focused on strengthening Tier I instruction, expanding research-based biliteracy practices, refining progress monitoring systems, improving targeted interventions through MTSS, deepening inclusive practices for students with exceptional needs through UDL, and preserving a well-rounded educational experience grounded in the arts, physical education, and student voice.

-1.1 This action was implemented as planned. Grade-level teams continued participating in Instructional Rounds, collaborative planning, and year-long professional learning focused on Universal Design for Learning (UDL) through Adelante's partnership with Open Access. These structures provided teachers with regular opportunities to observe classroom instruction, analyze student engagement, reflect on instructional practices, and collaboratively refine classroom implementation. PLCs regularly review data with the Learning Innovation Specialist and plan instruction in response to the data. Through the Instructional Rounds process, Adelante refined its instructional focus to place greater emphasis on elevated academic discourse, student-to-student dialogue, and collaborative classroom conversations as essential components

of intellectually rigorous instruction. Across classrooms, teachers continued implementing common pedagogical practices that prioritize standards-based instruction, structured student discourse, literacy integration, and opportunities for cross-language connections. Classroom observations, instructional rounds, and collaborative planning sessions indicate that these practices are increasingly evident across grade levels, although some variability in implementation remains as teachers continue refining practice.

-1.2 Improved literacy instruction is a priority across all grade levels. To strengthen early identification of reading needs, Adelante implemented the Amira Reading Difficulties Risk Screener for all students in grades K–6. The Amira data have largely confirmed patterns already identified through Adelante's existing screening systems, providing additional validation of current practices while strengthening the school's ability to identify students who may require early intervention. Early warning systems are being implemented as planned, ensuring timely identification and support for students, particularly those in the most vulnerable groups. Through MTSS, data-informed interventions address academic, social- emotional, and behavioral needs. The Tier II Intervention team provides targeted support within the school day, with progress monitored approximately every six weeks to ensure timely adjustments and student success. We were able to provide some support in math this year and will continue this for next year.

-1.3 AIdelante continued implementing rigorous and engaging instruction aligned to California State Standards with a focus on biliteracy in Spanish and English. Teachers continued to prioritize oral language development, Designated ELD within thematic GLAD units, and daily use of GLAD strategies across content areas. Classrooms remained text-rich with access to complex texts supported by visual and linguistic scaffolds.This year only one new teacher required GLAD training, which was provided through grant-funded support with Santa Barbara County Education Office. Schoolwide, teachers continued to intentionally use language functions in both Spanish and English and support transfer across languages through contrastive analysis and explicit cross-language connections. Based on ELPAC data, additional after-school ELD support was provided by teachers in grades 3–5 to further support success on the ELPAC. Early literacy supports, including paraeducator support in K–1, remained in place, and writing continued to be integrated across the curriculum.

-1.4 Adelante teachers actively foster student discourse in mathematics and science through Math Talks, sense-making discussions, and student-centered conversations. Formative assessments guide instruction, while hands-on and outdoor learning experiences deepen learning through real-world application. Through the Instructional Rounds process, staff identified extending classroom discourse as a schoolwide area of focus and have begun implementing discourse strategies across all content areas. This will remain a continued focus moving forward as teachers refine instructional practices and increase opportunities for student academic conversations.

-1.5 Adelante is using systematic progress monitoring and formative assessments, including Star, Amira, CAASPP, and interim assessments to support student success. Amira is now being used as a K–6 progress monitoring tool, and for students performing at grade level, it has replaced DRA and EDL as a reading assessment. Data is disaggregated to identify and support vulnerable students, while regular data reviews, collaborative discussions, and instructional rounds guide continuous improvement, targeted support, and intervention.

-1.6 Adelante continued implementation of Year 3 of the Inclusion Network, with the school-based inclusion team participating in three network meetings during the year focused on reflection, collaboration, and strengthening inclusive practices. Over the three-year sequence, our entire staff, through support from SB SELPA first built foundational knowledge around disabilities and inclusive systems, then engaged in yearlong learning focused on behavioral supports, and this year focused on Universal Design for Learning (UDL), including understanding the UDL guidelines and applying them in classroom instruction. Universal Access time remained embedded in the master schedule to

provide additional student support. Adelante also launched a Special Education parent group, which met once this year as an initial step toward building stronger family partnership. Expanding and formalizing this group will remain a priority moving forward as well as offering workshops for parents. The Special Education Director was also the Education Specialist. This will be divided into two positions for next year allowing the Director to devote more time to engaging the families of students with disabilities.

-1.7 As planned, Adelante has updated obsolete devices and continues to maintain necessary platforms for online resources, ensuring increased access for high-needs students and students with exceptional needs. In addition, Adelante has implemented Amira as both a K–6 literacy progress monitoring tool and the State-required Reading Difficulties Risk Screener. Amira also includes a tutoring feature that allows students to read aloud and receive immediate feedback on accuracy, fluency, and comprehension, providing additional individualized practice and supporting academic growth. Data from these tools continues to inform instruction and support efforts to close achievement gaps on state and local assessments. At Adelante, technology is used intentionally to enhance instruction and provide targeted support, not as a replacement for teacher-led learning, collaborative discourse, or language-rich classroom experiences. This is especially important within our dual language model, where meaningful interaction, academic conversation, and authentic language use are essential components of bilingualism and biliteracy development.

-1.8 As planned, Adelante has purchased supplementary materials and intervention resources, including high interest accessible books to support high-needs students. These resources are focused on helping to narrow achievement disparities and bolster academic progress on state and local assessments.

-1.9 Adelante continued to provide students with a well-rounded educational experience through weekly dance, music, art, and physical education classes. This year we added a class "Take the Stage" where we support 3rd - 6th graders with public speaking and performance skills. Schoolwide enrichment events and performances were implemented as planned, including Día de los Muertos, the Winter Show, Art Show, and Talent Show. The year culminated with our annual musical, Beauty and the Beast, and the incredible all school dance and music showcase. These performances and events provided students with opportunities to develop creativity, confidence, and collaboration while strengthening family engagement and school community pride.

-1.10 Adelante is addressing attendance concerns for homeless and English learner (EL) students with our focus on the importance of regular attendance for all students and we are seeing improvement across all subgroups. With support from the Student and Family Coordinator, these students are also connected to additional resources such as providing uniforms, basic needs, bus passes, and prioritizing them for available programs. In the classroom, we create an inclusive environment with targeted literacy interventions, small group instruction, and access to books at school and home to encourage reading. We also offer counseling, academic support, and community resources to address their social, emotional, and academic needs, while EL students receive Integrated and Designated ELD support to enhance their academic progress.

-1.11 was largely effective in supporting staff retention and maintaining a stable instructional program. The vast majority of certificated staff remained with Adelante, preserving continuity in instruction, school culture, and implementation of key initiatives. While there were two teacher vacancies for the upcoming year, these departures reflected individual career decisions rather than broader retention concerns. In addition, our Special Education teacher accepted a leadership opportunity with the SELPA and will continue to maintain a connection with and support for Adelante through that role. The school's continued focus on creating a collaborative and supportive professional

environment, providing meaningful professional learning opportunities, and engaging staff in shared decision-making contributed to overall staff stability. As staffing needs evolve, the restructuring of special education services into two positions is intended to strengthen service delivery, distribute responsibilities more effectively, and support long-term sustainability of the program.

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.

Most actions were implemented as planned, and actual expenditures closely aligned with budgeted expenditures. Action 1.6, Supporting Students with Exceptional Needs, reflected expenditures that were $93,371 lower than originally budgeted. This difference was not due to reduced implementation of services. Rather, the action was fully implemented, but a larger portion of the associated costs was funded through available state and federal Special Education allocations than originally anticipated. Additionally, our ongoing work related to inclusion and Universal Design for Learning (UDL) professional learning was supported through grant funding, resulting in costs being limited primarily to substitute coverage for staff participation. Because alternative funding sources were available to support these activities, Local Control Funding Formula (LCFF) expenditures were lower than budgeted, generating savings while maintaining the full scope of planned services and supports for students.

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

Implementation of Goal 1 actions has been highly effective and is producing measurable academic growth across nearly all student groups. Adelante's recent recognition as a California Distinguished School reflects the strength of these systems and the collective efforts of students, staff, families, and the broader school community.

2025 CAASPP results demonstrate exceptional academic growth:

English Language Arts: 54.2% meeting or exceeding standards (+13%)
Mathematics: 57.7% meeting or exceeding standards (+16.4%)

Significant subgroup gains include:

-English Learners: 24.6% ELA (+17.4%); 33.9% Math (+19.6%)
-Low-Income Students: 41.9% ELA (+13.1%); 49.6% Math (+17.4%)
-Hispanic Students: 46.1% ELA (+14.2%); 53.6% Math (+18%)
-Students with Disabilities: 30% ELA (+15%)

California growth data provide additional evidence of effectiveness:

Mathematics earned an Exceptional Growth Score, with 90.4% of students improving from the prior year.
ELA earned an Accelerated Growth Score, with 80.9% of students improving from the prior year.

Distance from Standard data further demonstrate substantial growth:

-ELA
Overall: 0.4 points below standard (22.2-point improvement from 2024; 53.7-point improvement from baseline)
English Learners: 26.2-point improvement (51.5-point improvement from baseline)
Low-Income: 24.3-point improvement (51.2 -point improvement from baseline)
Hispanic: 27.6-point improvement (53.7 -point improvement from baseline)
Students with Disabilities: 2.5 - point improvement (74.6-point improvement from baseline)

-Mathematics
Overall: 12.7 points above standard (37.4-point improvement from 2024; 63.2-point improvement from baseline)
English Learners: 39.5-point improvement (62.4 -point improvement from baseline)
Low-Income: 33.4-point improvement (56.3 -point improvement from baseline)
RFEP: 53.4-point improvement (105 -point improvement from baseline)
Hispanic: 37.5-point improvement (59.9 -point improvement from baseline)
Students with Disabilities: 17.7-point improvement (46 -point improvement from baseline)

These data demonstrate that Adelante's instructional systems are not only improving proficiency rates but accelerating student growth toward and beyond grade-level standards.

Areas for continued refinement include:
-Continued refinement of mathematics supports for students with disabilities is needed, as the percentage of students meeting or exceeding standards declined by 5 percentage points from the prior year. Additional focus will be placed on UDL implementation, targeted intervention, access to grade-level instruction, and instructional strategies that support conceptual understanding and mathematical discourse.
-Ongoing support for students experiencing homelessness remains a priority, as Dashboard (DFS) data showed declines in both ELA and mathematics performance. Continued efforts will focus on strengthening identification and referral systems, improving coordination of academic and social-emotional supports, and increasing consistency of services to reduce barriers to engagement and achievement.
-Continued progress in science achievement will include a stronger emphasis on cross-linguistic transfer and biliteracy strategies because the students have deep science knowledge yet all instruction is in Spanish K-5 and the students need support in accessing what they already know in Spanish and communicating that in English.
-Continued focus on biliteracy development (Tier I reading, writing, listening and speaking).
-Further refinement of systematic writing assessments in both languages is needed to strengthen progress monitoring, identify instructional needs earlier, and support alignment of writing expectations across grade levels.

Overall, available evidence indicates that the actions associated with Goal 1 are highly effective and are bringing Adelante's vision for biliteracy, academic excellence, and educational equity to life.
1.1 - This action has been highly effective in strengthening instructional coherence, academic rigor, and equitable access to high-quality Tier I instruction across the school. The increased emphasis on UDL, academic discourse, collaborative conversations, and literacy-rich instruction is reflected in both classroom observations and student outcome data. In 2025, Adelante students demonstrated significant

academic growth, with 54.2% of students meeting or exceeding standards in English Language Arts (+13%) and 57.7% in Mathematics (+16.4%). Growth data further support the effectiveness of this action, with 80.9% of students improving in ELA (Accelerated Growth) and 90.4% improving in Mathematics (Exceptional Growth).This action has been effective because strengthening common instructional practices, increasing opportunities for productive academic discourse, and designing instruction using UDL principles improves access to grade-level content for diverse learners, increases student engagement, and builds the language, literacy, and critical thinking skills needed for long-term academic success.
2025–2026 Refinement: Adelante will continue deepening implementation of UDL, academic discourse routines, and literacy practices through Instructional Rounds, coaching, and collaborative planning, with a particular focus on reducing variability across classrooms and ensuring consistent implementation of high-leverage instructional practices schoolwide.

1.2- This action was effective in strengthening Adelante's systems for early identification and intervention in literacy and mathematics. Implementation of the Amira Reading Difficulties Risk Screener in grades K-2 and as a progress monitoring assessment in 2–6 provided an additional layer of data that largely confirmed trends already identified through existing assessment systems and supported timely intervention planning through the MTSS process. Amira replaced the DRA/EDL assessment system; however, staff found the Spanish assessment component to be less effective in the primary grades, resulting in the continued use of the EDL to ensure more accurate identification of early literacy needs for Spanish-speaking students. Because both teachers and students were still learning and adapting to this new assessment platform, we will continue to evaluate the long-term effectiveness of the tool. Early warning systems and MTSS structures were implemented as planned, with the Tier II intervention team providing targeted supports during the school day and monitoring student progress approximately every six weeks to adjust interventions based on student need. Initial math intervention supports were also implemented in a few grades and will continue to be expanded and refined in the coming year.

1.3- This action was effective in strengthening biliteracy instruction and language development in both Spanish and English. Teachers implemented GLAD strategies, focused on oral language development, Designated and Integrated ELD, and cross-language connections to support student achievement and biliteracy. This year, one new teacher received GLAD training through Santa Barbara County Education Office support, resulting in all teaching staff now being GLAD trained. Adelante's work with Universal Design for Learning (UDL) this year aligned well with our work of providing access to language-rich, scaffolded instruction for diverse learners. Additional after-school ELPAC support for students in grades 3–5, ongoing K–1 paraeducator support further strengthened literacy development and student access to rigorous instruction.

1.4- This action was highly effective in strengthening mathematics instruction and supporting student achievement, as reflected in Adelante's strong 2025 math outcomes. Instructional practices emphasizing mathematical discourse, Math Talks, formative assessment, and hands-on learning supported deeper conceptual understanding and student engagement across grade levels. Fourth grade demonstrated particularly strong results, and teachers shared successful practices related to growth mindset and student goal setting with staff to strengthen schoolwide implementation. Adelante also continued aligning instructional practices with the California Math Framework and found that many existing practices already reflected the framework's emphasis on discourse, reasoning, and student-centered learning. To continue refining instruction collaboratively, the school implemented monthly grade-band PLCs focused on mathematics teaching and learning. In science, teachers also implemented more intentional bridging between Spanish and English to strengthen academic language development and cross-linguistic transfer, and the school anticipates this work will be reflected in improved 2026 5th grade California Science Test results.

1.5- This action was effective in strengthening Adelante's use of systematic progress monitoring and data-informed instruction to support student achievement. Ongoing progress monitoring serves as a key tool for monitoring the effectiveness of instruction throughout the year, with students requiring additional support monitored more frequently to allow for timely intervention and instructional adjustments. Teachers regularly used formative assessments, including Star, Amira, CAASPP interim assessments, and classroom-based measures, to guide instructional decisions and targeted support for student groups demonstrating the greatest need. The implementation of Amira as a K–6 progress monitoring and reading assessment tool, replacing much of the DRA/EDL process for students reading at grade level, represented a significant shift in practice and involved a learning curve for both staff and students. As implementation continued throughout the year, staff refined assessment practices and adjusted systems to better support effective use of the new tool. Collaborative data reviews, instructional rounds, and disaggregation of student data continued to support schoolwide reflection, intervention planning, and continuous improvement.

1.6 -This action strengthened inclusive practices and staff capacity to support students with exceptional needs through a multi-tiered system of support. Continued participation in the Inclusion Network and focus on Universal Design for Learning led to broader implementation of inclusive strategies, including recognition through Open Access as a UDL demonstration site for next year. Universal Access time and ongoing professional learning further supported instruction and behavior supports. Family engagement efforts began with a Special Education parent group; however, survey data indicate continued concerns among some families, highlighting a need to improve communication and partnership. Next year, separating the Special Education Director and Education Specialist roles is expected to strengthen both program support and family engagement.

1.7- This action is effective in improving access to instructional technology and literacy supports. Updated devices and maintained platforms ensure equitable access, and Amira is providing useful data and targeted reading support to inform instruction and close achievement gaps. Staff have also begun developing a Tech Use Plan to evaluate the effectiveness of current platforms and guide more intentional use of technology moving forward.

1.8- The action was effective in strengthening Tier II (Supplemental) supports by increasing student access to high-interest, accessible reading materials aligned to intervention needs. Students were able to self-select books based on personal interest, which increased engagement and willingness to participate in independent and guided reading time. This increased access and choice supported more consistent participation in supplemental reading interventions, providing additional opportunities for practice and skill reinforcement for students identified with achievement gaps on local and state measures.

1.9 - This action was highly effective in providing a well-rounded and engaging educational experience that strengthened student creativity, confidence, and collaboration. This is the heart of our little school. Weekly instruction in dance, music, art, and physical education, along with the addition of the "Take the Stage" public speaking and performance class, expanded opportunities for student self-expression and skill development. Schoolwide performances and cultural events, including Día de los Muertos, the Winter Show, Art Show, Talent Show, Performing Arts Showcase, and the culminating production of Beauty and the Beast, successfully showcased student learning and talent. These experiences not only allowed students to "shine" in meaningful performances but also served as a major strength of the school, fostering strong family engagement, deepening community connection, and reinforcing a shared sense of pride across the Adelante community.

1.10-This action was effective in improving attendance outcomes for both homeless students and English learners. Attendance data showed improvement across student groups, indicating that schoolwide efforts to emphasize the importance of regular attendance, combined with targeted supports, contributed to increased student engagement. The Student and Family Coordinator and ELOP Director played a key role in reducing barriers to attendance by connecting families to resources such as uniforms, transportation assistance, basic needs support, and priority access to available programs. This action was also effective in supporting students' academic and social-emotional needs. Homeless students and English learners received access to targeted literacy interventions, small-group instruction, counseling services, and community-based resources. English learners additionally benefited from Integrated and Designated English Language Development (ELD) instruction and after school ELPAC support in grades 3-6. These supports addressed barriers that can interfere with consistent attendance and academic participation because they provided students with both the academic assistance and basic resources needed to engage successfully in school. Continued improvement in attendance rates across subgroups suggests that these combined supports positively contributed to student connection, access, and engagement.

1.11-This action was largely effective in supporting staff retention and maintaining a stable instructional program. The vast majority of certificated staff remained with Adelante, preserving continuity in instruction, school culture, and implementation of key initiatives. While there were two teacher vacancies for the upcoming year, these departures reflected individual career decisions rather than broader retention concerns. In addition, our Special Education teacher accepted a leadership opportunity with the SELPA and will continue to maintain a connection with and support for Adelante through that role. Maintaining a stable and experienced staff is particularly important for unduplicated pupils, including English learners, low-income students, and foster youth, who often benefit from consistent relationships with educators and targeted academic and social-emotional supports. Frequent staff turnover can disrupt instructional continuity, delay intervention efforts, and weaken the trusting relationships that help students engage in learning and access needed services. For English learners, continuity supports consistent implementation of language development strategies, while for low-income students and foster youth it helps ensure timely identification of needs and sustained access to interventions. By retaining experienced staff familiar with student needs, school systems, and instructional practices, Adelante was better positioned to address identified achievement gaps and provide consistent support to students most at risk of academic underperformance. The school's continued focus on creating a collaborative and supportive professional environment, providing meaningful professional learning opportunities, and engaging staff in shared decision-making contributed to overall staff stability. As staffing needs evolve, the restructuring of special education services into two positions is intended to strengthen service delivery, distribute responsibilities more effectively, and support the long-term sustainability of the program.

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

-1.1/1.6 - Partner with Open Access to receive professional learning around Universal Design for Learning and Inclusion practices. Adelante has been identified as a UDL Showcase site. This will include additional support for our team with coaching and continued professional learning to provide feedback and support. Eventually Adelante will host other schools interestedOn-demand writing tasks will be closer aligned to the CAASPP performance tasks as to better support student success on those rigorous tasks which include reading and analyzing multiple source documents.Also, a focus on increasing classroom discourse/constructive conversations in classrooms and using more of the Thinking Routines (Harvard Project Zero) to help facilitate higher order thinking and increased depth of knowledge.

-1.2- Add an intervention tracking document for teachers to track and document the interventions they are doing in the classroom. These will be used in the SST process as well.
-1.6 - We are adding an additional position in our SpEd Dept. This will also allow for more collaboration in supporting gen ed teachers in the area of inclusion and UDL.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Most Effective Instruction	To support academic gains and close achievement gaps on state and local assessments, Adelante Charter School will implement rigorous and engaging curricula aligned with California State Standards. Teachers will prioritize differentiated small group instruction to address individual student needs, leveraging strengths and identifying areas for growth. This tailored approach will ensure each student receives the support necessary for a successful educational journey. The following instructional strategies will be employed to ensure students receive high-quality first instruction: -Higher-Order Thinking Skills: Implement tasks and questioning practices that require students to engage in analysis, evaluation, logical reasoning, problem-solving, and justifying responses with evidence. -Pedagogical Consistency: Adopt common high-leverage pedagogical practices across the school that support the language demands of increasingly rigorous grade-level standards, as identified by the Leadership Team and discussed and developed with staff. -Constructive conversations: Regular, meaningful classroom discourse that is student-centered and uses academic language and concepts learned - supporting students to develop their abilities to communicate effectively, justify their thinking with evidence, and engage thoughtfully with their peers, ultimately enhancing their overall academic and social-emotional growth. -Enhanced Literacy Instruction: Incorporate daily, integrated literacy instruction across the curriculum, ensuring the consistent application of essential literacy practices in every classroom. This includes evidence-	$1,840,488.00	No

Action #	Title	Description	Total Funds	Contributing
		based writing, close reading of complex texts, annotation, and multiple reads to deepen understanding and analysis. -Standards-Aligned Materials: Utilize CCSS- and NGSS-aligned materials in every classroom to support language and literacy development needs. Use science and social studies content to address literacy standards and support language development in both English and Spanish. -Data-Driven Learning: Learn directly from student data, using multiple points of evidence to inform instruction. Regular formative assessments, screeners, Star/DRA/EDL/Amira as well as on-demand writing assessments and interim assessments. -Equity and Social Justice: Apply a lens of equity and social justice to all instruction, ensuring inclusive and fair educational opportunities for all students. Cross-Language Transfer: Given that all students are acquiring proficiency in a new language, it's vital to utilize their existing language skills to aid learning. Expand the implementation of contrastive language analysis and language transfer across classrooms, leveraging students' complete linguistic repertoire to improve their educational experience.		
1.2	Tier II Intervention	To enhance academic achievement and narrow achievement disparities on standardized assessments, Adelante Charter School will implement academic and social-emotional early warning systems. These systems will promptly identify students in need of additional support, particularly focusing on historically underserved groups like Low-Income, Emerging Bilingual (EL) students, and those with exceptional needs. This is achieved through the implementation of a Multi-Tiered Systems of Support (MTSS), which integrates data and instruction to optimize student achievement while also addressing their social, emotional, and behavioral needs from a strengths-based perspective. Through early identification via screening and ongoing progress monitoring, the Tier II Intervention team will provide intensive interventions to students requiring additional support in order to reach academic benchmarks. These interventions will be seamlessly integrated into the school day and readily accessible to students in need. Progress will be monitored every six weeks, with data	$56,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collected and communicated systematically to enable timely responses to student needs.		
1.3	Language and Literacy Development in Spanish and English	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: • Prioritizing oral language development and fostering rich classroom discourse. • Implementing Designated English Language Development (DELD) aligned with thematic ELD units in science or social studies, employing high-leverage Project GLAD (Guided Language Acquisition Design) strategies. • Creating text-rich curriculum and learning environments that are visible and accessible to all students. • Providing students with access to rigorous, complex texts supported by appropriate linguistic scaffolds. • Integrating writing across the curriculum, as research indicates that writing instruction enhances reading fluency and comprehension. Assessing writing in both Spanish and English offers insight into students' progress toward biliteracy. • Cultivating metalinguistic awareness in all students to leverage the assets of their bilingual brains, including contrastive analysis of languages and cross-language connections. • Systematically teaching non-transferrable English foundational skills while leveraging transfer from Spanish. • Offering additional early literacy supports, including para-educators in Kindergarten and 1st-grade classrooms. • Promoting voluntary reading and providing culturally responsive texts, expanding classroom libraries with diverse stories that reflect students' backgrounds and cultures. Reading stories that resonate with students fosters a sense of belonging, validation, and empathy, while also nurturing curiosity. High-interest titles are available in both Spanish and English.	$46,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Math and Science Instruction	To facilitate academic progress and bridge achievement gaps on state and local assessments, Adelante Charter School is committed to providing mathematics and science instruction tailored to address the linguistic and contextual barriers faced by our Low-Income, English Learner students and students with exceptional needs. Our instructional approach includes: -Encouraging elevated student discourse regarding mathematical concepts and scientific contexts -Implementing Math Talks to foster interactive mathematical discussions (math language routines and tasks that facilitate deep mathematical thinking) -Ensure students meet grade-level math fluency standards (fast and accurate, not necessarily memorizing) supported by Math Talks -Facilitating science sense-making discussions to deepen understanding -Regular use of formative assessments, i.e cool down exercises, end of unit assessments in math, I-Checks in science -Maximizing outdoor learning opportunities to connect science concepts with real-world experiences -Promoting student-centered discussions to enhance engagement and comprehension -Establishing strong background knowledge and comprehension through hands-on activities and experiential learning strategies that bring academic content to life.	$29,146.00	Yes
1.5	Progress Monitoring and Data Management	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will implement systematic progress monitoring and regular review of formative assessment data with a focus on data-informed responses to better support students to reach their full potential. Utilizing a range of formative assessments, including Star Early Literacy, Star Reading, Star Math, number sense screeners, DRA/EDL. Additionally, the interim CAASPP assessments will be scheduled throughout the year and used for ELPAC, ELA, Math and Science to support student outcomes. To ensure consistency in scoring, student writing assessments	$89,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be calibrated across grade bands, with teachers collaboratively analyzing student work to inform instructional decisions. Data will be disaggregated by student group to provide targeted support to our most vulnerable student populations. Regular data-informed discussions on instruction will take place during grade-level and cross-grade collaboration time, complemented by classroom walkthroughs and instructional rounds.The Adelante Leadership Team and grade band teams will conduct regular data reviews to inform school-wide instructional strategies and interventions.		
1.6	Monitoring and Supporting Students with Exceptional Needs	To enhance academic outcomes for students with exceptional needs and narrow achievement gaps, Adelante Charter School will implement a multi-tiered system of support to optimize access to the core curriculum. Additionally, we will offer professional development to empower staff in effectively supporting students with exceptional needs and facilitating their access to the core curriculum. This includes: -Implementing Universal Design for Learning (UDL) guidelines for all staff which can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities -Utilizing Assistive Technology to ensure accommodations are consistently met -Continued participation in the Inclusion Network through SBCEO - team of teachers, SpEd Director/Specialist and Instructional Specialist -Providing ongoing professional learning opportunities through SB SELPA (understanding behavior, de-escalation, UDL) -Allocating dedicated Universal Access time in each class within the master schedule for support -Establishing a Special Education Parent Advisory Committee -Conducting parent workshops focused on Special Education, but open to all families -Improve support for students during testing, ensuring accommodations are honored throughout the academic year.	$424,281.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Technology	To support academic gains and to close achievement gaps on state and local assessments, ACS will update obsolete devices and continue necessary platforms for online resources that increase access for high needs students and students with exceptional needs.	$24,765.00	No
1.8	Instructional Materials	To bolster academic progress and narrow achievement disparities on state and local assessments, Adelante Charter School will purchase supplementary materials and intervention resources. These will be aimed at aiding high-needs students and those with exceptional requirements who exhibit performance gaps compared to their peers at local and state levels.	$19,311.00	Yes
1.9	A Course of Study that Emphasizes Educating the Whole Child	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. These enriching experiences culminate in an annual Art Show, Performing Arts Showcase, and Musical Theatre. These productions showcase students' creativity to the Adelante and broader Santa Barbara communities. These events bring families together to celebrate the unique talents of their children, fostering a sense of community and pride.	$350,635.00	No
1.10	ELA Support for Homeless students and EL students - Required action	To support academic gains and to close achievement gaps on state and local assessments for our Homeless students and English learners in ELA, Adelante will first assist our EL and homeless student populations in overcoming attendance barriers. Chronic absenteeism is impeding their post-pandemic recovery and educational progress. We will work to create an inclusive learning environment where these students feel valued and connected, as well as provide targeted literacy interventions and small group instruction. We will ensure access to books both in-school and at		No

Action #	Title	Description	Total Funds	Contributing
		home to encourage reading practice beyond class time. We will also offer comprehensive support services, including counseling, academic mentoring, and community resources, to address the social, emotional, and academic needs of homeless students (addressed in Goal #2). EL students will have access to both Integrated and Designated ELD (addressed more specifically in Goal #3)		
1.11	Retain Highly Qualified Educational Staff	To sustain the post-pandemic progress and address persistent inequalities, Adelante must ensure a high-quality, stable educational staff. It's essential that our staff can learn, build on prior knowledge, become increasingly self-efficacious, and implement initiatives consistently over time. Retaining such staff is crucial for improving the quality of instruction for our Low-Income students, English Learners, Foster Youth, and students with disabilities. However, the high cost of living in Santa Barbara has recently led to teachers leaving Adelante for neighboring districts or entirely moving out of the area. This trend is exacerbated by prospective teachers declining job offers with us in favor of significantly higher salaries nearby. The ability to earn more while staying in the region threatens to undermine our program and erase the gains we've made, leading to instability and negatively impacting instructional continuity. High turnover rates during the LCAP cycle make the successful implementation of planned actions exceedingly difficult. Adelante believes it is crucial for the success of our Low-Income students, English Learners, Foster Youth, and students with disabilities to have a stable, high-quality, and well-trained educational staff. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development achieve positive outcomes. When our well-trained teachers or support staff leave for higher salaries elsewhere, or when top candidates decline our job offers for better compensation in neighboring districts, our students, particularly Low-Income students, English Learners, Foster Youth, and students with disabilities suffer the most. Retaining staff is essential to continuing to improve the quality of instruction for our unduplicated pupils.	$34,013.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure the school environment is safe, nurturing and welcoming for all students, staff and families promoting high levels of engagement, connection, affirmed identity and overall well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed this goal to ensure that every student, staff member, and family at Adelante Charter School feels safe, valued, and connected. We recognize that learning is social, emotional, and academic. Children thrive when they feel safe, affirmed, and engaged within a supportive community. Our staff is committed to fostering a culture of compassion that promotes strong relationships, a sense of belonging, and overall well-being. To that end, we are working to integrate social-emotional learning (SEL) intentionally and seamlessly throughout the curriculum.

Nationwide, the social and emotional well-being of students continues to be a critical concern. Chronic absenteeism, which has significantly increased since the pandemic, contributes to many educational challenges. When students are not present, they miss valuable opportunities to connect with peers and educators and to engage in essential academic learning. At Adelante, we will continue to prioritize consistent attendance and highlight the benefits of being part of a connected, supportive learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Healthy Kids Survey: School Connectedness % of Students feeling connected to school - 5th and 6th grades	MET -- Results reported 74%@5th 70%@6th of students responding felt connected to their school all of the time or most of the time.	MET -- Results reported 81%@5th 72%@6th of students responding felt connected to their	76% of 5th graders, 79% of 6th graders reported feeling connected to their school all of the time or most of the time.	MET -- Results reported 80% of students responding will feel connected to their school all of the	School Connectedness Grade 5: +4 percentage points Grade 6: +9 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88% @5th 68% @6th report having caring adults in school. [June, 2024, Local Indicators Report to the ACS Governing Board]	school all of the time or most of the time. 68% @5th 71%@6th report having caring adults in school. [June, 2025, Local Indicators Report to the ACS Governing Board]	74% of 5th graders, 59% of 6th graders report having caring adults at school. [June, 2026, Local Indicators Report to the ACS Governing Board]	time or most of the time. Caring adults in school 100% [June, 2027, Local Indicators Report to the ACS Governing Board]	Having Caring Adults at School Grade 5: –14 percentage points Grade 6: –9 percentage points
2.2	CA Healthy Kids Survey: School Safety % of Students Feeling Safe at School	MET -- Results reported 76%@5th 81%@6th report they feel safe at school. 96%@5th 84%@ 6th reported that teachers treat students with respect all of the time or most of the time. [June, 2024, Local Indicators Report to the ACS Governing Board]	MET -- Results reported 73% @5th 75% @6th report they feel safe at school. 86%@5th 80%@ 6th reported that teachers treat students with respect all of the time or most of the time. [June, 2025, Local Indicators Report to the ACS Governing Board]	73% of 5th graders and 67% of 6th graders report they feel safe at school. 86% of 5th graders and 74% of 6th graders respond they are treated with respect all the time or most of the time. [June, 2026, Local Indicators Report to the ACS Governing Board]	MET -- Results reported Feel safe at school 100% 100% will report that teachers treat students with respect all of the time or most of the time. [June, 2027, Local Indicators Report to the ACS Governing Board]	Students Reporting They Feel Safe at School Grade 5: –3 percentage points Grade 6: –14 percentage points Students Reporting Teachers Treat Students with Respect All or Most of the Time Grade 5: –10 percentage points Grade 6: –10 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Staff Surveys CSSS - CA School Staff Survey	60% response rate 100% report that Adelante is a safe place for students. 95% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 80% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work.	74% response rate 100% report that Adelante is a safe place for students. 100% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 91% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work. [2025 School Staff Survey]	100% response rate 97% report that Adelante is a safe place for students. 100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 94% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work. [2026 School Staff Survey]	80% response rate 100% report that Adelante is a safe place for students. 100% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 100% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work.	Staff Survey Response Rate +40 percentage points Staff Reporting Adelante is a Safe Place for Students –3 percentage points Staff Reporting the School is a Supportive and Inviting Place for Students to Learn +5 percentage points Staff Reporting the School is a Supportive and Inviting Place for Staff to Work +14 percentage points
2.4	CA School Parent Survey	100% report that Adelante is a safe place for their child. 98% report that Adelante has adults	48% response rate 99% report that Adelante is a safe place for their child. 99% report that Adelante has	33% response rate 97% report that Adelante is a safe place for their child. 100% report that Adelante has	100% report that Adelante is a safe place for their child. 100% report that Adelante has adults who really	Parents Reporting Adelante is a Safe Place for Their Child –3 percentage points Parents Reporting Adelante Has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		who really care about students. 95% say that Adelante treats all students with respect. 95% report that the school actively seeks the input of parents before making important decisions. 93% of responders say that teachers communicate with parents about what students are expected to learn in class. [2024 School Parent Survey]	adults who really care about students. 99% say that Adelante treats all students with respect. 89% report that the school actively seeks the input of parents before making important decisions. 92% of responders say that teachers communicate with parents about what students are expected to learn in class. [2025 School Parent Survey]	adults who really care about students. 99% say that Adelante treats all students with respect. 87% report that the school actively seeks the input of parents before making important decisions. 86% of responders say that teachers communicate with parents about what students are expected to learn in class. [2026 School Parent Survey]	care about students. 100% say that Adelante treats all students with respect. 100% report that the school actively seeks the input of parents before making important decisions. 100% of responders say that teachers communicate with parents about what students are expected to learn in class. [2027 School Parent Survey]	Adults Who Really Care About Students +2 percentage points Parents Reporting Adelante Treats All Students with Respect +4 percentage points Parents Reporting the School Actively Seeks Parent Input Before Important Decisions –8 percentage points Parents Reporting Teachers Communicate What Students Are Expected to Learn –7 percentage points
2.5	Attendance Rate	22-23 school year 92.52% ADA		25-26 school year	26-27 school year 97% ADA	+4.5%
2.6	Suspension Rate	Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English Learners -- 0% White -- 0%	Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English	Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English	Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English	No Change. Adelante has maintained a 0% suspension rate for the last 3 years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -- 0% Homeless -- 0% [2023 CA School Dashboard]	Learners -- 0% White -- 0% Students with Disabilities -- 0% Homeless -- 0% [2024 CA School Dashboard]	Learners -- 0% White -- 0% Students with Disabilities -- 0% Homeless -- 0% [2025 CA School Dashboard]	Learners -- 0% White -- 0% Students with Disabilities -- 0% Homeless -- 0% [2026 CA School Dashboard]	
2.7	Chronic Absenteeism	Schoolwide -- 25.3% Hispanic -- 26.1% Socioeconomically Disadvantaged -- 28.0% English Learners -- 23.7% White -- 20.5% Students with Disabilities -- 34.9% Homeless -- 32.1% [2023 CA School Dashboard]	Schoolwide -- 10.7% Hispanic -- 11.3% Socioeconomically Disadvantaged -- 10.5% English Learners -- 8.7% White -- 10% Students with Disabilities -- 15.9% Homeless -- 6.8% [2024 CA School Dashboard]	Schoolwide -- 12.5% +1.9% Hispanic -- 14.0% +2.7% Socioeconomically Disadvantaged -- 15.0% +4.5% English Learners -- 14.6% +5.9% White -- 5% - 5% Students with Disabilities -- 22.2% +6.3% Homeless -- 7.7% +.9% [2025 CA School Dashboard]	Schoolwide -- 10% Hispanic -- 10% Socioeconomically Disadvantaged -- 10% English Learners -- 10% White -10% Students with Disabilities --10% Homeless -- 10% [2026 CA School Dashboard]	Schoolwide -- 12.8% decrease Hispanic -- 12.1% decrease Socioeconomically Disadvantaged -- 13% decrease EL -9.1% decrease White -- 15.5% decrease Students with Disabilities -- 12.7% decrease Homeless -- 24.4% decrease
2.8	SAEBRS: Developed for use in universal screening for behavioral and emotional risk.	SAEBRS 23-24 (Teacher Response) Spring 24 Low Risk 85% Some Risk 13% High Risk 2% +4% change of students above benchmark from Fall to Spring	SAEBRS 24-25 (Teacher Response) Spring 25 Low Risk 84% Some Risk 14% High Risk 1% +4% change of students above	SAEBRS 25-26 (Teacher Response) Spring 26 Low Risk 80% Some Risk 17% High Risk 3% +2% change of students above	Decrease the % of students in the "high risk" category each year. Increase those in the Low Risk category.	More students in the "some risk" category in both the teacher and student responses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		mySAEBRS (Student Response 2nd-6th) Low Risk 78% Some Risk 16% High Risk 6% +4% change of students above benchmark from Fall to Spring	benchmark from Fall to Spring mySAEBRS (Student Response 2nd-6th) Low Risk 75% Some Risk 22% High Risk 2% 0% change of students above benchmark from Fall to Spring	benchmark from Fall to Spring mySAEBRS (Student Response 2nd-6th) Low Risk 77% Some Risk 20% High Risk 3% +1% change of students above benchmark from Fall to Spring		
2.9	CA Self-Reflection for Local Indicator 3: Family Engagement Results of the State's Self- Reflection Tool Reported to the ACS Governing Board	MET -- Results reported 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. [June, 2024, Local Indicators Report to the ACS Governing Board]	The state's self-reflection tool reflected an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.	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.	The state's self-reflection tool will reflect an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement. [June, 2027, Local Indicators Report to the ACS Governing Board	+1
2.10	Adelante Has Adequate Facilities to Implement a High-Quality Instructional Program.	MET -- Results reported Facilities are in good condition, as determined by SB Unified.	Facilities are in good condition, as determined by SB Unified. Space continues to be our biggest	Facilities are in good condition, as determined by SB Unified. Space continues to be our biggest	MET -- Results reported Facilities will be in good condition, as determined by SB Unified.	Lack of facilities/space continues to be our biggest constraint.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Space continues to be our biggest constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families. [June, 2024, Local Indicators Report to the ACS Governing Board]	constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families. Currently our small field is mostly dirt and the district will repair it over the summer.	constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families. Currently our small field is mostly dirt and the district will repair it over the summer.	[June, 2024, Local Indicators Report to the ACS Governing Board]	

Goal Analysis [2025-26]

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

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

Action 2.1 – Family Engagement and Communication:
Adelante continued implementing this action through consistent bilingual communication and multiple opportunities for family engagement. Staff maintained communication in both Spanish and English through ParentSquare, newsletters, conferences, advisory groups, school events, and community meetings. Families participated in EBAC, PTSO, LCAP Parent Advisory Group, and the Special Education Advisory Group. Adelante offered parent workshops and informational meetings throughout the year. While implementation remained strong overall, survey results still suggest a need to strengthen communication for gathering family feedback prior to important decisions as there are still some families that report they don't know if Adelante provides opportunities to provide input. Another area of focus is to improve consistency in communication about classroom learning and student progress.

Action 2.2 – Social-Emotional Learning and Mental Health Support
Adelante continued implementing social-emotional learning through classroom practices, restorative approaches, counseling supports, mindfulness activities, and nature-based learning experiences. SEL remained embedded throughout daily instruction and reinforced through small group interventions, outdoor education, Big Buddy/Little Buddy activities, and schoolwide community-building opportunities. 6th grade classes participated in a year long partnership with AHA! during their art classes. The focus was on social emotional learning and connection. Staff also continued professional development focused on behavior support, de-escalation strategies, and supporting student emotional well-being. While implementation remained consistent with the planned action, student survey and CHKS data identified ongoing challenges related to student connectedness, adult relationships, and academic motivation, particularly in 6th grade even though we had the new

partnership with AHA! indicating a need for deeper and more consistent relationship-centered practices across classrooms and school settings.

Action 2.3 – Schoolwide Positive Behavior Supports
Adelante continued implementing schoolwide positive behavior supports through behavior expectations, restorative practices, and activities designed to strengthen empathy, accountability, and belonging. Classroom and schoolwide systems continued emphasizing relationship-building, conflict resolution, and community responsibility. Students participated in collaborative activities such as Tribes Learning Communities lessons, garden education, and buddy programs that reinforced positive school culture and peer connection. Implementation remained aligned with the planned action and continued supporting a safe and welcoming learning environment.

Action 2.4 – Parent Education and Enrichment Opportunities
Adelante continued providing parent education workshops and family enrichment opportunities focused on supporting student learning and strengthening home-school partnerships. Families were provided information related to assessments, academic programs, and available supports, and the parent liaison continued connecting families with school and community resources. Schoolwide events, performances, and celebrations continued fostering family participation and community connection. Although implementation remained strong overall, family survey data indicate an opportunity to improve family perceptions related to communication and participation in school decision-making processes.

Action 2.5 – Attendance Interventions
Adelante continued implementing attendance interventions through regular attendance monitoring, family outreach, attendance incentives, and individualized support meetings. Staff continued collaborating with families to identify and address barriers to attendance while reinforcing the importance of consistent school participation. The school also continued participating in regional attendance support efforts through the Santa Barbara South County Attendance Team and Student Attendance Review meetings. Attendance systems remained proactive and supportive in helping students maintain regular attendance and school engagement. Even with all of these systems in place there are students who continue to be chronically absent.

Action 2.6 – Targeted Supports for Student Groups
Adelante continued implementing targeted supports for students experiencing barriers to attendance and engagement, including students experiencing homelessness and students with disabilities. Staff monitored student needs closely and provided individualized supports such as transportation assistance, counseling referrals, access to basic needs resources, and family outreach. We remained committed to supporting families experiencing stressors related to housing instability, mental health, immigration status, or broader community concerns while maintaining a compassionate and responsive approach to student support.

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

For Goal 2, all actions were implemented as planned, with no major changes.

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

Adelante has made strong progress toward meeting Goal 2, as demonstrated by high levels of satisfaction and confidence from both parents and staff. Parent survey results reflect a deep sense of trust and partnership, with 97% affirming that Adelante is a safe place for their child, that staff care deeply about students, and that all students are treated with respect. Additionally, 87% of parents feel the school actively seeks their input in decision-making (10% don't know), and 92% report consistent communication from teachers about student learning.

Staff survey data mirrors this positive trend, with 100% of respondents reporting that Adelante is a supportive, welcoming environment for learning, and 97% report Adelante is a safe place for students. Furthermore, 94% of staff agree or strongly agree that the school is also a supportive and inviting place to work. Together, these results affirm that Adelante is successfully cultivating a culture of safety, inclusion, and collaboration for students, families, and educators alike.

Student survey results further illustrate Adelante's progress toward fostering a safe, inclusive school climate aligned with Goal 2. A strong majority of 5th and 6th grade students report positive experiences at school:
-76% of 5th graders and 79% of 6th graders feel connected to school most or all of the time.
-74% of 5th graders and 59% of 6th graders say they have caring adults at school.
-73% of 5th graders and 67% of 6th graders report feeling safe at school.
-86% of 5th graders and 74% of 6th graders say teachers treat students with respect most or all of the time.

These findings indicate that most students feel safe, respected, and supported, demonstrating strong progress toward cultivating a school environment where all students feel they belong and are affirmed. At the same time, the data also point to opportunities for continued growth in strengthening relationships and increasing school connectedness for all students.

Action 2.1 – Family Engagement and Communication
This action continues to be largely effective in maintaining strong family engagement and communication systems. Families continue to report high levels of trust and connection with the school community, and participation in school events and parent/advisory groups remains strong. However, survey data showed a decrease in parent perceptions that the school actively seeks family input before important decisions and a slight decline in perceptions regarding teacher communication about classroom learning. These findings suggest a need to strengthen two-way communication practices and increase communication about the opportunities for authentic family voice and collaboration in school decision-making processes since there are numerous opportunities for this to happen.

Action 2.2 – Social-Emotional Learning and Mental Health Support
This action has supported the continuation of a caring and supportive school environment through integrated SEL instruction, counseling supports, restorative practices, and relationship-building opportunities. Most students continue to report feeling safe and connected at school. However, student survey (CHKS) data indicate areas requiring additional attention. There was a slight decrease in students reporting that they have caring adult relationships at school and a decline in students reporting that teachers treat students with respect. CHKS data also showed a decrease in academic motivation. These findings were primarily in 6th grade where there was additional support built in all year through our partnership with AHA!. These findings indicate that additional focus is needed to strengthen adult-student relationships, increase opportunities for student voice and connection, and ensure that classroom practices consistently foster belonging, affirmation, and

engagement. Adelante will continue prioritizing efforts to help students feel connected not only to peers but also to caring adults across campus because strong relationships are foundational to student engagement, attendance, well-being, and academic success.

Action 2.3 – Schoolwide Positive Behavior Supports
This action continues to support a positive and respectful school climate. Restorative practices, behavior supports, and relationship-centered activities contribute to a safe and welcoming environment for students and help strengthen peer relationships across grade levels. Student survey data show that many students continue to feel safe at school, with 73% of 5th graders reporting they feel safe, remaining unchanged from the previous year. However, only 67% of 6th graders reported feeling safe, representing an 8% decline. Survey results also show increases in students reporting mean rumors being spread about them, with 46% of 5th graders and 45% of 6th graders reporting this experience, both increasing by 9%. At the same time, reports of cyberbullying decreased significantly among both grade levels. These findings show that while current supports are helping reduce some negative behaviors, additional focus is needed on strengthening peer relationships, empathy, and students' sense of belonging, particularly in the upper grades. Adelante will continue prioritizing restorative practices and opportunities for connection because students are more likely to feel safe, engaged, and supported when they experience positive relationships and a strong sense of community at school.

Action 2.4 – Parent Education and Enrichment Opportunities
This action has continued to effectively engage families through workshops, school events, performances, and celebrations of student learning. Families continue participating in opportunities that strengthen school connection and community engagement. At the same time, survey feedback suggests an opportunity to improve communication systems and increase family perceptions that their feedback is actively considered in school planning and decision-making processes.

Action 2.5 – Attendance Interventions
This action continues to be effective in supporting strong overall student attendance and engagement. Attendance monitoring systems, family outreach, incentives, and individualized support meetings have helped reinforce the importance of regular school attendance and allowed staff to proactively address barriers impacting students and families. Ongoing collaboration through regional attendance support efforts has also strengthened the school's ability to respond to attendance concerns and connect families with additional resources and support.
Although overall attendance (ADA) remained strong, chronic absenteeism increased across most student groups this year. The largest increases were among students with disabilities, which increased by 6.3%, and English learners, which increased by 5.9%. Socioeconomically disadvantaged students also experienced a 4.5% increase in chronic absenteeism. Overall chronic absenteeism increased by 1.9% to 12.5%.
While we were disappointed to see this increase despite significant efforts to support students and families, the data still reflect substantial long-term improvement. Compared to our baseline data from three years ago, overall chronic absenteeism has improved by 12.8%. Adelante will continue prioritizing relationship-centered outreach, individualized supports, and engaging school experiences because students are more likely to attend consistently when they feel connected, supported, and successful at school.

Action 2.6 – Targeted Supports for Student Groups
This action continues to support students experiencing homelessness, students with disabilities, and other students requiring additional support through individualized interventions, responsive family outreach, and connection to school and community resources. Staff continued

working closely with families to address barriers to attendance and engagement while maintaining a relationship-centered and compassionate approach to support.
Data show mixed results in chronic absenteeism among targeted student groups. Students experiencing homelessness had a chronic absenteeism rate of 7.7%, representing a slight increase of 0.9% from the previous year. However, compared to baseline data from three years ago, this reflects a significant 24.4% improvement. Students with disabilities experienced a 6.3% increase in chronic absenteeism this year, indicating a continued need for targeted attendance and engagement supports. This was still a 12.7% improvement from baseline. These findings reinforce the importance of continuing individualized outreach, relationship-building, and coordinated supports for students and families experiencing barriers to regular attendance. Adelante remains committed to ensuring students feel connected, supported, and successful at school because strong relationships and responsive supports are essential to improving attendance, engagement, and overall well-being.

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

Our 6th grade students were able to participate in a grant funded program with AHA! with a focus on SEL through our Art program. This was in response to the CHKS results for our 6th graders.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Communication and family input	Effective communication with Adelante families in their home language is crucial for building and maintaining strong, trusting relationships. We will ensure frequent and open communication through various means, including: Bilingual Staff and Dual Language Program: Our bilingual staff, including all classroom teachers, can communicate with families in both Spanish and English. All communication via Parent Square is sent in both languages. Board meetings are conducted bilingually with simultaneous interpretation available for anyone who is not bilingual. Provide workshops to empower parents with the skills and knowledge needed to effectively use Parent Square for communication and staying informed about school activities.	$61,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monthly Café con el Director: These meetings provide families with an opportunity to connect with the director, learn about school events, ask questions, and raise concerns. Regular Teacher Communication: Teachers regularly communicate with families through Parent Square and weekly bulletins (paper copies provided as needed) and hold parent-teacher conferences three times a year, with the final conference being student-led. Monthly Newsletters: Sent to all families, these newsletters highlight teaching and learning activities at each grade level. Simultaneous Interpretation and Translation: We provide simultaneous interpretation for in-person gatherings and translate key planning documents and executive summaries to ensure all families have access to important information. Soliciting family input through communication is crucial for building a strong school community and ensuring that the needs and perspectives of families are heard and addressed. This will be accomplished through surveys, focus groups, gatherings, and committees - EBAC, PTSO, LPAC Parent Advisory Group, and SpEd Advisory Group. By leveraging these communication strategies, we aim to foster a supportive and inclusive environment for all our families.		
2.2	Social-emotional supports	Adelante teachers will prioritize the well-being of all students by fostering a caring and nurturing community where each student feels recognized, valued, and experiences a strong sense of belonging. Classrooms will be relationship-centered environments that foster trust, empathy, collaboration, and a growth mindset. Teachers will dedicate daily instructional time to support students' social and emotional needs, incorporating lessons from the Tribes Learning Communities curriculum and/or other social-emotional learning (SEL) curriculum each week. Social-	$79,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional learning will continue to be intentionally integrated into all learning experiences across the school day. Research suggests that spending time in nature is linked to cognitive benefits as well as improved mood, mental health, and emotional well-being. Adelante will continue prioritizing opportunities for students to connect learning with the natural world through outdoor education and experiential learning. Sixth grade students will participate in monthly nature immersion experiences with Wilderness Youth Project, fifth grade students will visit Wishtoyo Chumash Village, and students in grades TK–5 will participate in garden education experiences that support connection, mindfulness, and environmental stewardship. All adults on campus will support the social and emotional well-being of students and staff through close collaboration and a unified approach grounded in restorative practices. Students with greater social-emotional or behavioral needs will have opportunities to receive individual or small-group support from the school psychologist. Adelante will also continue partnering with local nonprofit organizations to secure a school-based mental health therapist to support students with significant mental health needs. The therapist will work collaboratively with school staff to provide coordinated support for students and families. Teachers will continue receiving ongoing support from the school psychologist through SEL lesson suggestions, coaching, and professional development focused on understanding behavior, implementing de-escalation strategies, and strengthening restorative practices. Professional learning will also focus on supporting the whole child by helping staff develop instructional practices and relationship-building strategies aligned to CASEL's five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.		
2.3	Positive Behavior Supports	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures,	$73,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Adelante created a behavior expectation matrix that is used throughout the school and will be supported throughout the year. A video is currently being produced with students modeling these expected behaviors that will be used to reinforce the expectations for years to come. We know that clear behavior interventions along with consistent implementation of restorative practices will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations. The School Psychologist will work with targeted small groups of students who need additional support in this area. Additionally, Adelante will collaborate with UCSB to provide grad students getting their School Psychologist degree who will work under the guidance of our School Psychologist to further support students with moderate behavior and mental wellness issues. Students need to see themselves in others to develop empathy and understanding of others and see their connection to all life on 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 as well as a focus on the Adelante Core Values.		
2.4	Family Education and Access	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."	$31,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ACS will partner with families to support student wellness and academic progress through the following initiatives: -The Special Education Team will provide parent workshops available to all families on topics focused on special populations and students' social-emotional needs. -Adelante will also partner with local nonprofit organizations to secure a family advocate who can connect families with resources in the community related to basic needs as well as parenting classes and mental health support. -Adelante will extend its collaboration with local nonprofit organizations to offer educational workshops addressing the impact of social media on children, internet safety, and navigating the digital landscape with children. -Parent education workshops will be organized to enhance understanding of assessment reports for Star, CAASPP, and ELPAC, alongside strategies for supporting children's learning at home. -Furthermore, Adelante will involve families in nurturing their child's creative expression through various events such as the end-of-the-year Art Show, Día de Los Muertos event, Winter Show, Performing Arts Showcase, and the Adelante Musical Theatre. These events, fostering visual and performing arts as well as physical activity through dance, celebrate the unique creativity of each student and foster meaningful engagement opportunities for families within the school community and beyond.		
2.5	Improved Attendance	Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates for all students, and particularly where we see large discrepancies i.e. between all students and Homeless students and students with disabilities by continuing the following attendance interventions: conducting monthly review of attendance data with the principal and family liaison, outreach and possible home visits for students who are chronically absent, meetings	$39,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with families to identify solutions, remove barriers and provide and potential supports. Continue the following attendance incentives as well: weekly attendance raffle for students who have no absences or tardies, monthly classroom attendance rewards. Ongoing communication with families to emphasize the importance of regular attendance.		
2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Adelante Charter School will implement a comprehensive support system to reduce chronic absenteeism among students with disabilities and homeless students through dedicating staff time to monitor attendance, identify barriers, and provide targeted interventions for students. Whether that be transportation assistance (bus passes), additional uniforms if laundry is a barrier, or support with student engagement or mental health. We will work to get at the root causes of the absences and support families and students as needed to improve attendance.	$13,138.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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 maintain ELPI dashboard indicator at a green or blue level, indicating at a minimum, 65% making progress towards English language proficiency within three years.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Gaps in performance persist for our English Learner (EL) students. As a dual language program, it is crucial to prioritize the needs of our EL students. Research shows that high levels of literacy in the home language lead to higher proficiency in English. Our goal is to ensure that EL students achieve English proficiency by at least 6th grade. Additionally, families of EL students need more support in understanding what it means to be classified as an EL and the process for reclassification. This goal highlights the need for explicit and effective schoolwide systems to support this outcome. Goal 3 aligns to Roadmap Principle Three (System Conditions) and Principle Four (Alignment and Articulation)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPAC: English Learners Making Appropriate Progress in English Language Acquisition	46.1% Making appropriate progress Progress level: High	74.3% Making appropriate progress Progress level: Highest level	51.5% Making appropriate progress	65% Making appropriate progress Progress level: High	5.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Progress level: High (declined 22.9%)		
3.2	CAASPP ELA, Math, and Science for English Learners	ELA - 84.6 points from standard; 13.46% meeting/exceeding standard Math - 75.7 points from standard; 17.3% meeting/exceeding standard Science (5th grade only) - 16.7% meeting/exceeding standard [2023 CA School Dashboard/CAASPP]	ELA English learner students • 59.4 points below standard; -7.1% meeting/exceeding standard Math • 52.8 points below standard -14.3% meeting/exceeding standard Science (5th grade only) • 0% meeting/exceeding standard [2024 CA School Dashboard/CAASPP]	ELA English learner students • 33.1 points below standard; -24.6% meeting/exceeding standard * Far exceeding the State average Math English learner students • 13.3 points below standard -33.9% meeting/exceeding standard * Far exceeding the State average Science (5th grade only) 27.03% overall meeting/exceeding standard *less than 10 ELs Ever EL - 12.5% meeting/exceeding standard * Far exceeding the State average	ELA - 30 points from standard; % meeting/exceeding standard exceeds state results. Math - 50 points from standard; % meeting/exceeding standard exceeds state results. Science (5th grade only) - 25% meeting/exceeding standard [2026 CA School Dashboard/CAASPP]	ELA English learner students increase of 51.5 points 11.14% increase meeting or exceeding standard. Math English learner students increase of 39.5 points 19.6% increase meeting or exceeding standard. Science (5th grade only) * reporting on the Dashboard has changed. 41.2 Science points EL (no color too few students) Ever EL - increase of 12.5% meeting /exceeding standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				for EL -2.81% [2025 CA School Dashboard/CAASPP]		
3.3	Reclassification Rate	9.2% [2022-23 CALPADS Reports 2.16 and 8.1]	16.2% [2023-24 CALPADS Reports 2.16 and 8.1]	14%	Increase rate annually and maintain a rate of 17%-20% [2025-26 CALPADS Reports 2.16 and 8.1]	+4.8%
3.4	STAR Assessments - Literacy and Math (EL group)	Spring Star 2023 data: Early Literacy Spanish K- 1st --56% proficiency Emerging Bilinguals (EL) : 54% Proficiency Spanish Reading 2nd - 6th 48% proficiency Emerging Bilinguals (EL) : 57% Proficiency Reading English (winter due to CAASPP) 3rd - 6th 33% proficiency	Spring 2025 data: Early Literacy Spanish K- 1st 58% proficiency Emerging Bilinguals (EL) : 60% Proficiency Spanish Reading 2nd - 6th: All students 52% proficiency Emerging Bilinguals (EL) : 55% Proficiency Reading English 3rd - 6th (Winter due to CAASPP)	Spring 2026 data: Early Literacy Spanish K- 1st 60.5% proficiency Emerging Bilinguals (EL) : 63.2% Proficiency Spanish Reading 2nd - 6th: All students 55.2% proficiency Emerging Bilinguals (EL) : 53.7% Proficiency Reading English 2nd - 6th	Spring Star 2027 data: Increase the % attaining proficiency in each category annually as well as decrease the gap in performance between the EL subgroup and overall student performance.	Early Literacy Spanish K- 1st +4.5% in proficiency from baseline Emerging Bilinguals (EL) :+9.2% in Proficiency from baseline Spanish Reading 2nd - 6th: All students +7.2% proficiency from baseline Emerging Bilinguals (EL) : -3.3% in Proficiency from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Emerging Bilinguals (EL) Reading English: 22% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) -- 65% proficiency Emerging Bilinguals (EL): 64% Proficiency	All students Reading English: 48% proficiency Emerging Bilinguals (EL) Reading English: 34% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 68% proficiency Emerging Bilinguals (EL): 64% Proficiency	All students Reading English: 51.4% proficiency Emerging Bilinguals (EL) Reading English: 40.8% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 72% proficiency Emerging Bilinguals (EL): 65.3% Proficiency		baseline (more simultaneous bilinguals) Reading English 2nd - 6th All students Reading English: +18.4% proficiency from baseline Emerging Bilinguals (EL) Reading English: +18.8% Proficiency from baseline Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: +7% proficiency from baseline Emerging Bilinguals (EL): +1.3% Proficiency from baseline
3.5	Biliteracy Trajectories - % of 6th grade students who receive the Biliteracy Attainment Recognition Award - A pathway to the Seal of	Spring 2024 65% of 6th grade students received the Biliteracy Attainment Recognition	Spring 2025 63% of 6th grade students received the Biliteracy Attainment Recognition	Spring 2026 65% of 6th grade students received the Biliteracy Attainment Recognition	Increase the % of 6th grade students who attain the award each year.	Unchanged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Biliteracy awarded in high school.					
3.6	EBAC Annual Family Survey	90 families responded School Culture: Students are safe at this school. -89% Home /School Communication: Someone always speaks the parents' language in the school office. -98% Standards and Assessment: Parents are informed of their children's academic progress.-90% Standards and Assessment: I understand what it means to be an English learner student.65% - Yes, always, 17% Most of the time, 14% Sometimes, 4.5% Never Standards and Assessment: I understand my English learner child's ELPAC (English Language	103 Responded School Culture: Students are safe at this school. -96% Home /School Communication: Someone always speaks the parents' language in the school office. -100% Standards and Assessment: Parents are informed of their children's academic progress.-97.8% Standards and Assessment: I understand what it means to be an English learner student. -97.8% Yes Standards and Assessment: I understand my	65 Parents Responded • Students are safe at school 89.2% • Someone speaks the parent's language in the office 100% • Parents are informed of academic progress 89.2% • Parents understand what it means to be an English Learner 95.4%	100% participation	25 fewer Parents Responded • Students are safe at school +.2% • Someone speaks the parent's language in the office +2% • Parents are informed of academic progress -.8% • Parents understand what it means to be an English Learner +35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Proficiency Assessment for California) test results.- 46% Yes, always, 22% Most of the time, 17% Sometimes, 16% No	English learner child's ELPAC (English Language Proficiency Assessment for California) test results.- 92% Yes	• Parents understand ELPAC results 90.3%		• Parents understand ELPAC results +22.3%

Goal Analysis [2025-26]

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

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

Action 3.1 – EL Monitoring and Support to Reclassification - implemented as planned
Adelante regularly reviewed ELPAC and local assessment data to monitor English Learner progress, identify students nearing reclassification, and provide targeted intervention supports. RFEP students continued to be monitored in both languages to ensure ongoing academic success and continued progress after reclassification. A challenge continues to be that most students in the dual immersion program do not typically reclassify until grades 3–6 because students spend approximately 80%–90% of the instructional day learning in Spanish during the primary grades. As a result, the ELPAC can be more challenging for students in the early grades, even as they develop strong foundational literacy skills in Spanish that support long-term biliteracy and later English language attainment. Systematic review of assessment data and ongoing monitoring of RFEP students aligns with Principle Three, Element C of the California English Learner Roadmap by utilizing a culturally and linguistically valid and reliable system of assessment to inform instructional decision-making, monitor student progress, and support continuous program improvement.

Action 3.2 – Professional Learning: Focused on Language Development - implemented as planned
Teachers continued implementing GLAD strategies, biliteracy practices, and language-development supports across classrooms. Professional learning included instructional coaching, collaborative planning, Spanish literacy support, and Universal Design for Learning (UDL) strategies designed to improve access and outcomes for English Learners and dually identified students. Teachers in grades 3–6 focused on providing additional intervention and after-school academic support to accelerate English language development and prepare students for reclassification. In addition, the school's newest teacher completed GLAD training this year, ensuring consistent implementation of research-based instructional practices across classrooms. These efforts align with Principle Three, Element D of the California English Learner Roadmap by investing in educator capacity building and ongoing professional learning to strengthen teachers' ability to effectively address the linguistic and academic needs of English Learners. Through continuous professional growth, collaboration, and instructional refinement, teachers were better equipped to provide rigorous, language-rich learning experiences that support both English proficiency and academic achievement.

Action 3.3 – Integrated and Designated ELD – Disaggregated Data, Supplemental Materials - implemented as planned
English Learners received both Designated and Integrated ELD instruction differentiated by proficiency level. Teachers implemented language supports including Language Function Walls, sentence frames, language objectives, bridging strategies, and small-group instruction. Supplemental materials and regular data analysis supported targeted instruction and access to rigorous academic content in both Spanish and English.

Action 3.4 – Extended Learning and Enrichment - implemented as planned
English Learner students continued to be prioritized for after-school programs, AOK, summer learning, and enrichment opportunities. In addition to after-school ELPAC support classes for 3rd - 5th graders focused on English language development and assessment preparation, Adelante provided targeted tutoring through the after-school program for students in grades 1–6 who demonstrated reading support needs. These services included small-group and individualized academic assistance designed to strengthen foundational literacy skills and provide additional opportunities for practice beyond the instructional day. Interpretation services and bilingual communication continued to support family participation in programs, workshops, and school activities..

Action 3.5 – Family Engagement: EBAC - implemented as planned
The EBAC continued to meet regularly with active family participation and leadership. Families participated in monthly sessions focused on ELPAC, reclassification, attendance, biliteracy, and strategies for supporting students at home. During the year, EBAC members organized and led a parent conference attended by more than 65 participants, providing families with information, resources, and opportunities to strengthen their involvement in their children's education. Parent leaders also represented Adelante by presenting to families and educators at the California Association for Bilingual Education (CABE) conference in San Francisco. The group continues to thrive, with parent leadership assuming a greater role in planning meetings, facilitating discussions, and supporting outreach efforts. Parent input continued to guide schoolwide decisions related to communication, family engagement, and supports for English Learner students.

Action 3.6 – Dual Language Immersion Program - implemented as planned
Adelante continued implementation of its Two-Way Dual Language Immersion Program focused on bilingualism, biliteracy, academic achievement, and sociocultural competence. Students received instruction in both Spanish and English with an emphasis on cross-language transfer, language development, and culturally responsive practices. The program remained a strong foundation for supporting English Learners by providing access to rigorous academic content in two languages while fostering proficiency in both Spanish and English. The school continued to support students' progress toward bilingualism and biliteracy through intentional language allocation, integrated and designated English Language Development, and opportunities to develop cross-cultural understanding and appreciation. Adelante's continued commitment to the Dual Language Immersion model is aligned with the California English Learner Roadmap, which identifies multilingualism as an asset and promotes programs that provide meaningful access to rigorous, standards-aligned instruction while developing proficiency in multiple languages. The Roadmap references research from the National Academies of Sciences, Engineering, and Medicine (NASEM), which found that well-implemented dual language programs are among the most effective educational models for supporting English Learners in attaining high levels of English proficiency while also promoting strong academic achievement and biliteracy outcomes. Adelante's implementation of this model reflects a long-term commitment to educational equity, multilingualism, and high expectations for all students.

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

There were no material differences between budgeted and actual expenditures for the year for most actions. The only major difference is in Action 3.4 where $65,000 was planned but only $23,280 was spent. This is because the action focuses on supporting our EL students to have access to Expanded Learning activities which they do, the change is due to the funding source. Rather than LCFF, the funding came from ELOP which is other state funds as we spend down those funds. Actual expenditures slightly exceeded projections due to increased costs associated with staffing (e.g., salaries, benefits, and substitutes). However, all planned actions and services were fully implemented as intended, and no changes were made to the scope or delivery of those actions.

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

Adelante Charter School's implementation of Goal #3 in 2025–26 was effective in supporting English Learner achievement, language development, and access to rigorous bilingual instruction. While our English Learner Progress Indicator (ELPI) score declined to 51.5%, a decrease from the previous year's 74.3%, Adelante continues to outperform the state average of 46.4%. In addition, Distance from Standard (DFS) improved across all tested areas, demonstrating stronger academic performance among English Learners despite the decline in ELPI outcomes. When compared to schools within the county serving student populations with similar demographics (at least 40% socioeconomically disadvantaged students and 30% English Learners), Adelante's English Learner student group outperformed all comparable schools in both English Language Arts and Mathematics. These outcomes are particularly noteworthy given that students are simultaneously developing academic proficiency in both English and Spanish through our Dual Language Immersion Program.

Our focus on high-quality language instruction, data-informed decision-making, targeted supports, and strong family partnerships contributed to these positive academic outcomes. At the same time, data indicate that significant performance gaps remain for students at lower levels of English proficiency and for students who are dually identified. Continued professional learning, differentiated instruction, and targeted intervention services will remain priorities as we work to accelerate language acquisition and academic achievement for all English Learners.

Below is a summary of each action's implementation and impact.

Action 3.1 – EL Monitoring and Support to Reclassification
This action was effective in strengthening systems for monitoring English Learner progress and identifying students in need of additional support. Regular review of ELPAC, interim ELPAC, and local assessment data allowed staff to provide timely interventions, monitor progress toward reclassification, and ensure that Reclassified Fluent English Proficient (RFEP) students continued to achieve academically. 71% of RFEP students Met or Exceeded Standard in ELA and 62.5% in Math. The systematic use of data contributed to improved instructional decision-making and helped maintain English Learner performance above state averages.

Action 3.2 – Professional Learning: Focused on Language Development
This action was effective in building staff capacity to deliver high-quality language instruction across grade levels. Continued implementation of GLAD strategies, Language Function Walls, biliteracy practices, and professional collaboration supported consistent language-rich instruction in both English and Spanish. Classroom observations and instructional planning demonstrated increased use of language

supports and academic discourse strategies, contributing to the academic growth reflected in improved Distance from Standard (DFS) results across tested areas.

Action 3.3 – Integrated and Designated ELD: Disaggregated Data and Supplemental Materials
This action was effective in supporting English Learners' access to rigorous instruction while addressing individual language-development needs. Teachers utilized designated and integrated ELD strategies, proficiency-level groupings, language supports, and supplemental materials to differentiate instruction. Regular analysis of disaggregated data helped teachers adjust instruction and interventions, contributing to continued academic growth and English Learner performance that exceeded state averages. ELPAC task-type instruction also supported this designated time.

Action 3.4 – Extended Learning and Enrichment
This action was effective in providing additional opportunities for English Learners to strengthen academic and language skills beyond the instructional day. English Learners were prioritized for after-school programs, AOK, summer learning opportunities, ELPAC support classes, and targeted reading intervention through the after-school tutoring program for students in grades 1–6. These additional learning opportunities increased access to academic support, literacy development, enrichment experiences, and language practice while also promoting student engagement and participation.

Action 3.5 – Family Engagement: EBAC
This action was highly effective in strengthening partnerships between families and the school. The English Learner Advisory Committee (EBAC) continued to grow as a parent-led organization, providing families with meaningful opportunities to learn about ELPAC, reclassification, biliteracy, and strategies for supporting student success. More than 65 participants attended the parent conference organized and led by EBAC members, and parent leaders represented Adelante by presenting at the CABE Conference in San Francisco. Family feedback continued to inform schoolwide decisions related to communication, engagement, and support for English Learners, demonstrating the effectiveness of this action in building authentic educational partnerships.

Action 3.6 – Dual Language Immersion Program
This action was highly effective in advancing Adelante’s mission of bilingualism, biliteracy, academic achievement, and sociocultural competence. Through the Two-Way Dual Language Immersion Program, students continued to develop literacy and academic skills in both Spanish and English while engaging in culturally responsive learning experiences. The strong academic performance of Adelante’s English Learners in comparison to similar schools throughout the county demonstrates the effectiveness of the program in supporting student achievement while simultaneously developing proficiency in two languages. The program remains a foundational component of the school’s approach to educational equity and long-term student success.

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

Most actions associated with this goal were implemented as planned and will continue in 2026–27. The expanded Biliteracy Pathway Awards program was launched to recognize students' progress toward bilingualism and biliteracy at key milestones (Kinder, 3rd and 6th grade), increasing student motivation and family awareness of the long-term pathway toward the State Seal of Biliteracy. Targeted tutoring and

academic support were successfully integrated into the after-school program to provide additional literacy and language-development opportunities for English Learners and other students needing reading support. Family workshops continued to provide information about the Dual Language Immersion program, English language development, reclassification, biliteracy, and strategies for supporting student success at home.

One planned action, the relaunch of the Latino Family Literacy Project, was postponed due to capacity and implementation considerations. Based on continued interest from families and feedback from EBAC, the program remains a priority and is scheduled to begin in 2026–27. In addition, beginning in 2026–27, Adelante will operate its own after-school program rather than relying on the AOK program model. This transition will provide greater flexibility to align after-school services with student needs and school goals, including expanding targeted tutoring, literacy intervention, and English language development supports for English Learners and other students requiring additional academic assistance.

No other substantive changes were made to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	EL Monitoring and Support to Reclassification	Adelante Charter School will regularly review language proficiency data with the Leadership Team and grade level teams, focusing on identifying effective strategies to support Emerging Bilingual (EL) students. This will include targeted actions to help students reach reclassification criteria and ongoing progress monitoring for RFEP (Reclassified Fluent English Proficient) students. By analyzing data, identifying trends, and implementing effective interventions, we aim to enhance the academic success and language proficiency of our Emerging Bilingual students. The Leadership Team, along with the Instructional Specialist and Testing Coordinator, will be tasked with monitoring the progress of English Learners (ELs) toward achieving English proficiency. This will include analyzing performance on the ELPAC, as well as progress on local assessments such as Star Reading, Amira, DRA, and ELPAC Interim assessments. The team will review this data regularly to identify students who qualify for reclassification and to track the progress of RFEP (Reclassified Fluent English Proficient) students. This focused monitoring	$14,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will ensure targeted support and interventions are provided to help all EL students succeed. ELPAC assessment team will administer ELPAC assessments under the direction of the Testing Coordinator. Annual targets will be set on the master calendar for on-demand writing assessments, interim and summative ELPAC assessments, and reclassification. 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 (ELs). Examples include a focus on language functions and accompanying inherent academic language, color- coding language, differentiated sentence frames, and explicitly teaching/identifying 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.		
3.2	Professional Learning - Focused on Language Development	To enhance student outcomes in language acquisition and academic performance and to close achievement gaps on state and local assessments, Adelante will offer comprehensive professional learning. This training will support Integrated and Designated ELD instruction school wide, as well as Spanish and English literacy instruction, ensuring a robust approach to language development and academic success. -GLAD Training /Refresher: Ensure all educators are proficient in GLAD strategies to support language development. -Lesson Study in ELD: Focus on California ELD Standards through repeated practice, reflection, and collaborative improvement opportunities. -Outreach/Networking: Engage with other dual-language programs and professional organizations, including school visits and CABE participation. -Differentiated Professional Learning: Implement book studies and varied professional learning tailored to staff needs. -Instructional Coaching/PLCs: Provide ongoing instructional coaching and support through Professional Learning Communities.	$13,319.00	

Action #	Title	Description	Total Funds	Contributing
		-K-3 Literacy Support: Offer targeted support for teaching reading foundational skills in both Spanish and English with a focus on supporting the English foundational skills that are not transferred from Spanish. -K-6 Literacy Support: Enhance literacy instruction and literacy-based content instruction across all grade levels. -Metalinguistic Awareness: Develop students' metalinguistic awareness and cross-language connections in all curricular areas. -Work closely with Special Education staff to improve outcomes for dually identified EL students and students with disabilities. -Provide ongoing support for both Spanish and English literacy instruction to ensure continuous improvement.		
3.3	Access to rigorous core academic content in Spanish and English	-Ensure all EL students receive Integrated and Designated ELD support to access grade-level standards-based content in English as well as regular use of bridging languages. -Support students to communicate using precise academic language in English justifying opinions, reasoning and solutions with evidence. -Disaggregate EL subgroup data to provide targeted attention and support. -Reduce the performance gap between EL and EO students in upper grades as proficiency in English increases with more time in English instruction. -Purchase supplemental and intervention materials, such as books, math manipulatives, etc, to support high-needs and exceptional students demonstrating achievement gaps.	$53,233.00	Yes
3.4	Extended Learning and Enrichment	-Ensure EL students are prioritized for extended learning opportunities, including after-school programs, AOK programming and summer Extended Learning Programs. -Provide a whole-child education that enhances learning through physical activity, joy, and opportunities for self-expression. At Adelante, all students benefit from weekly classes in dance, music, art, and physical education, supporting both academic achievement and a well-rounded school experience.	$65,000.00	

Action #	Title	Description	Total Funds	Contributing
		-These activities culminate with an end-of-year Art Show, Performing Arts Showcase, and Musical Theatre. EL students will have equal access to these opportunities, with all communication provided in both Spanish and English and interpretation available at all events, fostering an inclusive environment where the talents of all students are recognized and celebrated.		
3.5	Family Engagement - EBAC input in decision making	The Emergent Bilingual Advisory Council (EBAC) will continue to operate with elected officers and regular meeting dates, fostering strong parent leadership focused on removing educational barriers, understanding achievement data, and navigating the steps and significance of attaining reclassification as Fluent English Proficient (RFEP). There are currently approximately 20 families actively participating in EBAC. Parents were able to participate in the CABE parent conference and brought back Key recommendations from EBAC include: -Ongoing Support for EBAC: Ensure continuous support for the council to maintain its impactful work, Provide incentives to improve parent participation and attendance. -Family Engagement: Offer more free educational and social events for families, not tied to fundraisers. -Family Engagement: Access to communication and surveys via paper not just Parentsquare, -Parent Education: Provide parent education on the ELPAC, the reclassification process, and its implications, also support for families with duly identified students in SpEd. -Educational Workshops: Organize educational workshops for families, such as reinstating the Latino Literacy program to help support reading at home and increase access to books and materials. -Conference Participation: Support EBAC parents in attending the CABE annual conference and the conference for parents, accompanied by Adelante staff. -Holistic Support: Provide support for the social, emotional, academic, and wellness needs of families.	$28,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These initiatives will empower parents and foster a collaborative environment, enhancing the educational experience for emergent bilingual students.		
3.6	Dual Language Immersion Program	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: 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. To improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development between our Emerging Bilingual (EL) and Low-Income students and their statewide peers, Adelante Charter School will implement a Two-Way Dual Immersion		No Yes

Action #	Title	Description	Total Funds	Contributing
		Program in Spanish and English which has shown to effectively close gaps by the end of middle school. The program aims to: -Promote Bilingualism and Biliteracy: Develop proficiency in both English and Spanish. The goal is not only to enable students to communicate effectively, but also to think and understand concepts in both languages. This proficiency supports cognitive development and academic achievement in all subject areas. -Achieve Academic Excellence: Ensure proficiency in all academic subjects, meeting or exceeding school and state standards. -Demonstrate Socio-cultural Competency: Embracing diversity, nurturing positive identities, and fostering the ability to navigate and connect across various cultural contexts. These skills are essential for personal growth, social cohesion, and global citizenship. The Two-Way Dual Immersion Program will be grounded in four key factors that contribute to the success and sustainability of dual language programs: -Pedagogical Equity: Ensuring equal learning opportunities and resources for all students. -Effective Bilingual Teachers: Employing skilled teachers proficient in both languages. -Active Parent Participation: Encouraging parents to engage actively in the educational process. -Knowledgeable Leadership and Continuity: Providing strong leadership and maintaining consistent program goals and strategies. In alignment with these principles, the program will offer culturally enriching experiences, including educational field trips that build knowledge and support language acquisition. By integrating these elements, Adelante Charter School is committed to delivering a comprehensive and effective dual immersion education that prepares students for academic success and cultural competence.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$ 628,703	$$31,188

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
19.965%	0.000%	$0.00	19.965%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Tier II Intervention **Need:** Looking at the California School Dashboard's "Distance from Standard" metric for ELA and math, which measures how far, on average, students are from the lowest possible score for Standard Met, there remain disparities in outcomes for low income students, English	Adelante Charter School's Tier II intervention program, implemented through a comprehensive Multi-Tiered System of Support (MTSS), is principally directed toward meeting the identified academic and social-emotional needs of unduplicated pupils, including low-income students, English learners, and foster youth. Analysis of local assessment data, intervention referral data, attendance patterns, and educational partner feedback indicates that unduplicated pupils	CAASPP, EDL/DRA, Amira, STAR, SAEBRS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners, homeless students and students with disabilities when compared to overall students and non-low income students. While there has been tremendous growth in large part due to the interventions we put in place, much more work needs to be done to support these subgroups. **Scope:** LEA-wide	are disproportionately represented among students requiring additional academic and behavioral support across all grade levels. Many unduplicated pupils experience barriers that contribute to unfinished learning, inconsistent access to academic support outside of school, language development needs, and increased social-emotional challenges. This action addresses those barriers by providing systematic screening, progress monitoring, targeted small-group intervention, evidence-based instructional supports, and coordinated social-emotional interventions during the school day. These additional supports increase services for unduplicated pupils because they provide more intensive and responsive assistance beyond core classroom instruction and are designed to address the specific factors contributing to lower academic performance and engagement. This action is provided on a schoolwide basis because the needs of unduplicated pupils are present across all grade levels and classrooms, and an effective MTSS framework depends on consistent implementation throughout the school. Implementing MTSS schoolwide allows staff to identify students requiring support early, before learning gaps become more significant, through universal screening and ongoing progress monitoring. It also allows intervention personnel, instructional resources, and professional learning to be coordinated across the entire school so that staff can consistently deliver targeted supports and respond to student needs as they emerge.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Providing the action schoolwide increases the effectiveness of services for unduplicated pupils because it creates a consistent intervention system that follows students across grade levels and classrooms, reduces delays in accessing support, and ensures that students receive timely assistance based on demonstrated need rather than classroom assignment. This approach also reduces barriers associated with separate intervention systems and allows unduplicated pupils to access targeted academic and social-emotional supports within an integrated and inclusive school environment. The effectiveness of this action will be measured through local benchmark assessment results, intervention progress-monitoring data, CAASPP performance, English learner progress measures, attendance rates, and the percentage of students successfully exiting intervention services after meeting established growth targets. We will monitor these metrics for unduplicated pupils and all students to determine whether the intervention system is improving outcomes and reducing performance disparities over time.equitable outcomes.	
1.3	**Action:** Language and Literacy Development in Spanish and English **Need:** Persistent disparities exist in ELA and Math outcomes for low-income students, English learners, homeless students, and students	Adelante Charter School's professional learning and instructional coaching program is principally directed toward addressing the academic needs of unduplicated pupils, including English learners, low-income students, and foster youth. Analysis of student achievement data, English learner progress data, classroom performance measures, and educational partner feedback indicates that	EDL/DRA, Star, CAASPP, ELPAC, Amira

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with disabilities when compared to the overall student population and non-low-income students. **Scope:** LEA-wide	many unduplicated pupils require stronger literacy and language development support to access grade-level content and demonstrate proficiency in English Language Arts and other academic subjects. Unduplicated pupils often face barriers related to unfinished learning, limited access to academic supports outside of school, and varying levels of academic language proficiency. For English learners in particular, access to instruction that intentionally develops language alongside content knowledge is essential for academic success. Student outcome data indicate a need to strengthen Tier I instructional practices so that students receive effective literacy and language development support as part of their daily classroom experience. This action addresses those needs by providing teachers with ongoing, job-embedded professional learning, instructional coaching, collaborative planning time, and participation in Instructional Rounds focused on literacy, language development, standards-based instruction, and data-informed instructional decision-making. These services improve outcomes for unduplicated pupils because they increase the quality of instruction students experience each day. As teachers strengthen their ability to analyze student data, differentiate instruction, scaffold academic language, and implement evidence-based literacy practices, unduplicated pupils receive more responsive instruction that is aligned to their identified learning needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is provided on a schoolwide basis because unduplicated pupils are enrolled across all grade levels and classrooms, and they spend the majority of their instructional day in the core classroom setting. Improving instructional practice across the entire school is the most effective way to increase and improve services for unduplicated pupils because it ensures that every teacher who serves these students has the knowledge, skills, and support necessary to provide high-quality literacy and language instruction. A schoolwide approach also promotes consistent implementation of effective instructional practices, common expectations for student learning, and coordinated use of data to identify and address learning needs. The effectiveness of this action will be measured through CAASPP English Language Arts results, local literacy assessment data, English Learner Progress Indicator measures, English learner reclassification rates, classroom observation data, and student growth on benchmark assessments. These measures will be monitored for unduplicated pupils and all students to determine whether improvements in instructional practice are leading to stronger literacy achievement and reduced performance gaps over time.	
1.4	**Action:** Math and Science Instruction **Need:** Persistent disparities exist in ELA, Math and Science outcomes for low-income students,	Adelante Charter School's mathematics and science instructional improvement efforts are principally directed toward addressing the needs of unduplicated pupils, including low-income students and English learners, who demonstrate lower performance in these content areas. Student data	CAASPP, Star

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students. Overall all students are making tremendous gains in math but we also want to close the gaps and focus on acceleration for the most vulnerable. **Scope:** LEA-wide	indicate a need for stronger instructional practices that support academic language development, student discourse, and conceptual understanding. This action addresses those needs by providing teachers with professional learning and instructional strategies that promote student sense-making, collaborative problem-solving, and access to rigorous grade-level content. These practices improve services for unduplicated pupils because they help remove linguistic and academic barriers that can limit participation and achievement in mathematics and science. This action is provided on a schoolwide basis because unduplicated pupils are enrolled across all grade levels and classrooms. Implementing consistent, high-quality instructional practices throughout the school ensures that unduplicated pupils receive equitable access to effective mathematics and science instruction regardless of teacher or course placement. Effectiveness will be measured through local assessment data, CAASPP Mathematics results, classroom observation data, and progress toward closing achievement gaps for unduplicated pupil groups.	
1.5	**Action:** Progress Monitoring and Data Management **Need:** Persistent disparities exist in ELA and Math outcomes for low-income students, English learners, homeless students, and students	Adelante Charter School's student data monitoring system is principally directed toward addressing the needs of unduplicated pupils, including low-income students, English learners, and foster youth, whose academic and social-emotional needs require timely identification and intervention.	Star, EDL/DRA, Amira, SAEBRS, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with disabilities when compared to the overall student population and non-low-income students. **Scope:** LEA-wide	This action addresses those needs by providing regular review of student performance, attendance, behavior, and intervention data to identify barriers to success and adjust supports accordingly. Disaggregating data by student group and language of instruction allows staff to make informed decisions and provide responsive interventions based on demonstrated need. This action is provided on a schoolwide basis because unduplicated pupils are represented across all grade levels and classrooms. A schoolwide system ensures consistent monitoring, coordinated intervention planning, and equitable access to support services throughout the school. Effectiveness will be measured through student achievement, attendance, behavior, and intervention progress data, with particular attention to outcomes for unduplicated pupil groups.	
1.8	**Action:** Instructional Materials **Need:** Unduplicated pupil student groups may need varying types of instruction as there are currently gaps in proficiency for these subgroups. **Scope:** LEA-wide	Adelante Charter School's supplemental instructional and intervention materials are principally directed toward addressing the academic needs of unduplicated pupils, including low-income students, English learners, and foster youth, who demonstrate persistent achievement gaps on local and state assessments. This action addresses those needs by providing targeted intervention resources, instructional supports, and specialized materials that help teachers address identified learning gaps and deliver differentiated instruction. These additional resources improve services for unduplicated pupils because they provide access to supports beyond	CAASPP, Star, DRA/EDL, Amira

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the core instructional program and are aligned to the specific academic needs identified through student performance data. This action is provided on a schoolwide basis because unduplicated pupils are represented across all grade levels and account for the largest performance gaps within the school. A schoolwide approach ensures timely access to intervention resources and consistent implementation of supports wherever student needs are identified. Effectiveness will be measured through local benchmark assessments, CAASPP results, intervention progress-monitoring data, and the reduction of achievement gaps for unduplicated pupil groups.	
1.10	**Action:** ELA Support for Homeless students and EL students - Required action **Need:** Chronic absenteeism is impeding their post-pandemic recovery and educational progress. Red indicator in ELA for Homeless students and EL students on 2023 Dashboard. There has been much improvement and there were no red indicators on the 2025 Dashboard. **Scope:**	English learners and students experiencing homelessness demonstrate lower performance in English Language Arts and face barriers related to language acquisition, attendance, school stability, access to learning resources, and consistent academic support. While the percentage of students formally identified as homeless has fluctuated significantly from year to year, school staff and educational partner feedback indicate ongoing housing instability and related needs within the community. These factors contribute to disparities in literacy achievement and access to learning opportunities. This action addresses those needs by providing attendance support, targeted literacy interventions, small-group instruction, access to books at school and home, and coordinated counseling, mentoring,	Star, CAASPP, DRA, Amira, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and community-based services. These supports improve services for English learners and students experiencing homelessness because they provide additional academic, language development, and social-emotional resources designed to address barriers that affect reading achievement and school engagement. This action is provided on an LEA-wide basis because English learners and students experiencing homelessness are enrolled across grade levels and classrooms, and the systems, resources, and staff supports necessary to identify and respond to their needs must be available throughout the school. Providing these services LEA-wide ensures timely access to literacy, attendance, and social-emotional supports while strengthening the school's capacity to address barriers that disproportionately affect these student groups. Effectiveness will be measured through ELA assessment results, literacy benchmark data, English learner progress measures, attendance rates, and progress toward reducing achievement gaps for English learners and students experiencing homelessness.	
1.11	**Action:** Retain Highly Qualified Educational Staff **Need:** Looking at the California School Dashboard's "Distance from Standard" metric for ELA and math -which measures how far, on average, students are from the lowest possible score for	Low-income students, English learners, and foster youth demonstrate the largest academic performance gaps at Adelante Charter School and require consistent access to highly effective instruction, intervention, and relationship-based support. Recent staffing challenges driven by the high cost of living in the Santa Barbara area have increased the risk of teacher turnover and made it	Retention rate of staff, CAASPP, ELPI, Reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Standard Met—there remain disparities in outcomes for low income students, English learners, homeless students and students with disabilities when compared to overall students and non-low income students. While there has been tremendous growth in large part due to the interventions we put in place after the pandemic, much more work needs to be done to support these subgroups **Scope:** LEA-wide	more difficult to recruit and retain qualified educators. High staff turnover can disrupt instructional continuity, limit the effectiveness of professional learning investments, and reduce the consistency of academic and social-emotional supports provided to students. This action addresses those needs by maintaining competitive compensation and retaining high-quality instructional staff who can build expertise over time, develop strong relationships with students and families, and consistently implement the school's instructional and intervention programs. These services improve outcomes for low-income students, English learners, and foster youth because experienced and well-supported educators are better able to deliver effective literacy, mathematics, language development, and intervention services aligned to students' identified needs. This action is provided on a schoolwide basis because unduplicated pupils are enrolled across all grade levels and classrooms, and their success depends on consistent access to effective educators throughout their educational experience. Maintaining a stable, high-quality workforce schoolwide increases the school's capacity to implement LCAP actions with fidelity and provide the instructional continuity necessary to improve outcomes for students with the greatest needs. Effectiveness will be measured through teacher retention data, staffing stability metrics, student achievement results in ELA and mathematics,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		English learner progress measures, and progress toward reducing achievement gaps for unduplicated pupil groups.	
2.1	**Action:** Communication and family input **Need:** EBAC survey reveals that communication has improved greatly. Areas we will focus on next year are understanding the parent handbook and increasing awareness of all the programs offered at the school. We are committed to providing opportunities for two-way communication to ensure opportunities for family input and engagement. **Scope:** LEA-wide	Effective communication with Adelante families in their home language is essential to ensuring equitable access to information, fostering trust, and strengthening meaningful family engagement in students' educational experience. Based on EBAC survey results, 100% of families reported that "someone always speaks the parents' language in the school office," indicating a strong foundation of bilingual communication supports; however, continued consistency, systemization, and expansion of communication practices are needed to ensure all families receive timely, accurate, and accessible information across school settings and engagement opportunities. This action addresses the identified need to maintain and strengthen two-way communication systems that support English learner and Spanish-speaking families in fully participating in school decision-making, academic monitoring, and student support processes. It is designed to ensure that language is not a barrier to engagement by sustaining bilingual office supports and expanding structured opportunities for family input through PTSO, EBAC, LCAP Parent Advisory Committee, and other engagement forums. This action is implemented on a schoolwide basis because all students benefit when families are consistently informed, engaged, and able to participate in school systems regardless of	Family surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		language background. Strengthening multilingual communication systems improves overall school climate, increases access to academic and behavioral supports, and enhances collective participation in decision-making structures that shape services for all students, including unduplicated pupils.	
2.2	**Action:** Social-emotional supports **Need:** Survey results from staff, parents, and students highlight a growing need for social-emotional supports since the pandemic and the rise of social media use. According to the latest CHKS results, 17% (-1%) @5th grade and 18% @ 6th grade (+6%) reported feeling frequent sadness all the time or most of the time. **Scope:** LEA-wide	Adelante teachers will prioritize the social-emotional well-being of all students by intentionally cultivating a safe, caring, and affirming school climate in which every child feels recognized, valued, and a strong sense of belonging. Universal Tier 1 SEL practices will be embedded across classrooms through daily routines, restorative practices, and relationship-building structures that support positive identity development and student agency. In addition, a coordinated MTSS framework will ensure timely access to targeted and intensive supports. Students will have access to school-based counseling services and the school psychologist for individual and small-group support as needed, with clear referral pathways and proactive identification systems to address student needs early and effectively. This is a schoolwide action because social-emotional well-being is foundational to learning and impacts every student across all grade levels, classrooms, and program settings. A consistent, whole-school approach ensures that all students—not just those identified for additional support—benefit from predictable routines, strong	CHKS, Parent and Staff surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		relationships, and a safe and affirming school climate. It also requires coordinated implementation across all staff and systems, including Tier 1 classroom practices, schoolwide restorative approaches, and shared expectations for student care and belonging. In addition, because student needs vary and can emerge at any time, maintaining universal access to counseling and psychological supports ensures equity and timely intervention for any student, making this a collective responsibility rather than an isolated or program-specific effort.	
2.3	**Action:** Positive Behavior Supports **Need:** Survey results from staff, parents, and students indicate a need for positive behavior supports. In a school that prioritizes equity and sociocultural competence it is imperative that students feel safe at school and free from name calling and bullying behaviors. 25-26 CHKS results reveal 73% (unchanged) of 5th graders and 67% (-8%) of 6th graders feel safe at school. 46% of 5th graders (+9%) and 45% (+9%) of 6th graders reported having mean rumors spread about them. 24% of 5th graders (-12%) and 18% (-15%) of 6th graders report experiencing cyberbullying. **Scope:**	To support improved student outcomes in academic performance, engagement, and belonging, and to close gaps on state and local measures, Adelante will implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework. This includes clearly defined, explicitly taught, and consistently reinforced behavioral expectations across all settings, as well as proactive anti-bullying practices that strengthen student safety, connection, and inclusion on campus. Restorative practices will be embedded schoolwide to support students in developing empathy, accountability, and problem-solving skills through structured, reflective, and relationship-centered conversations that repair harm and strengthen community. In addition, Adelante will engage families as partners through targeted workshops focused on social media use, digital safety, and setting developmentally appropriate boundaries with children, strengthening alignment between home	CHKS, Parent and Staff surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and school expectations for student behavior and well-being. This is a schoolwide action because consistent behavioral expectations, restorative practices, and a shared culture of safety and belonging must be implemented across all classrooms, grade levels, and campus settings to be effective. Student behavior and engagement are not isolated to individual classrooms; they are shaped by the overall school climate. A unified PBIS approach ensures coherence in expectations, equitable responses to behavior, and consistent reinforcement of positive behaviors for all students, while also aligning staff practices and family engagement to support a safe, inclusive, and supportive learning environment.	
2.4	**Action:** Family Education and Access **Need:** Survey results and feedback from families through various committees indicate a need for more education workshops and access to local resources. **Scope:** LEA-wide	The Family Engagement Framework, a California Department of Education publication, affirms that “family engagement is one of the single most important factors in helping students succeed in school,” highlighting the essential role of parents, families, and other caring adults as children’s first and most influential educators. Adelante Charter School will strengthen partnerships with families to support both academic achievement and social-emotional well-being. The school will provide ongoing, accessible learning opportunities for families focused on understanding student assessment data (including STAR Renaissance, CAASPP, and ELPAC results) and using that information to support learning at home. Based on strong participation and positive feedback, this work will be expanded	Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to include additional family literacy workshops designed to equip caregivers with practical strategies to support reading and biliteracy development in the home. Family learning opportunities will also address the impact of social media and technology on children, including digital citizenship, internet safety, and strategies for setting healthy boundaries and expectations in the home environment. In addition, the Special Education team will offer workshops open to all families focused on supporting students with diverse learning needs, including social-emotional development and access to services. Finally, Adelante will deepen partnerships with local nonprofit organizations to connect families with community-based resources, including basic needs supports, parenting education, and mental health services, ensuring families have access to comprehensive wraparound supports that strengthen student success. This is a schoolwide action because meaningful family engagement is essential to the success of all students and must be systematically accessible across all grade levels, programs, and student groups. When families are equipped with shared tools, knowledge, and access to resources, it strengthens consistency between home and school, improves student outcomes across academic and social-emotional domains, and reinforces a coherent schoolwide approach to learning, behavior, and well-being.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Improved Attendance **Need:** Chronic absenteeism was a huge problem during and after the pandemic. When students are not present, they miss out on essential learning opportunities and fail to connect with their peers and teachers. This lack of attendance impedes their academic progress and hinders their social and emotional development, making it crucial to address absenteeism to ensure all students can thrive.Our attendance incentives and communication about the importance of regular attendance have really helped to improve our ADA. Since this was a red indicator on the 2023 Dashboard it was required. There were no red indicators on the 2025 Dashboard because of these efforts and we will continue to implement them. **Scope:** LEA-wide	Recognizing the strong relationship between consistent attendance and student academic achievement, engagement, and social-emotional well-being, Adelante Charter School will continue to address chronic absenteeism for all students, with particular attention to identified disparities among student groups, including students experiencing homelessness and students with disabilities. The school will implement a coordinated system of attendance supports that includes monthly review of attendance data by school leadership (principal, school psychologist, and family liaison), early outreach to families, home visits when appropriate for students with chronic absenteeism, and collaborative problem-solving meetings with families to identify barriers, develop solutions, and connect students to needed supports and resources. In addition, Adelante will implement monthly incentives to recognize strong attendance and on-time arrival, reinforcing positive attendance habits and celebrating student and family engagement. This is a schoolwide action because attendance is a foundational condition for learning that directly impacts every student's access to instruction, interventions, and enrichment opportunities. A consistent, schoolwide approach ensures that all staff share responsibility for monitoring, encouraging, and responding to attendance patterns, and that expectations are clear and equitable across all classrooms and grade levels. This unified system strengthens student	Attendance data, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		engagement, belonging, and overall academic success for the entire school community.	
2.6	**Action:** Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action) **Need:** We have made tremendous improvements in this area for our Homeless students. In the 23-24 school year 6.8% were chronically absent this was a 25.4% decrease from the prior year! For our students with disabilities 15.9% were chronically absent which was a decrease of 19% from the prior year. Overall, we are below the 2019 rate for chronic absenteeism! **Scope:** LEA-wide	Adelante Charter School will implement a comprehensive, schoolwide support system to reduce chronic absenteeism, with a focused lens on students with disabilities and students experiencing homelessness, who face disproportionate barriers to consistent attendance. This system includes dedicated staff time to regularly monitor attendance data, identify patterns and root causes of absences, and coordinate timely, individualized interventions. Targeted supports will be provided to remove barriers to attendance and include, when needed, transportation assistance (such as bus passes), access to clean uniforms or clothing supports when laundry is a barrier, and connection to mental health, counseling, or engagement supports to address underlying social-emotional needs. School staff will work closely with families to problem-solve attendance challenges, strengthen communication, and ensure students are connected to both school-based and community resources. This is a schoolwide action because reducing chronic absenteeism requires coordinated systems, shared responsibility, and consistent practices across all staff and settings. While the focus is on students with disabilities and students experiencing homelessness, the monitoring systems, intervention structures, and barrier-removal strategies are embedded in schoolwide processes to ensure equity, early identification,	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and timely response. A unified approach strengthens overall attendance systems while ensuring that the highest-need students receive targeted, proactive support to improve engagement and consistent school participation.	
3.1	**Action:** EL Monitoring and Support to Reclassification **Need:** EL performance gaps in ELA, math, science. ELPAC outcomes, reclassification rates low **Scope:** LEA-wide	Adelante Charter School will implement a coordinated, schoolwide system for monitoring English Learner (Emerging Bilingual) progress and supporting timely reclassification to RFEP status. Leadership teams and grade level teams will regularly review multiple measures of language proficiency data, including ELPAC results, classroom performance, and local formative assessments, to identify trends, monitor growth, and determine instructional needs. This system includes consistent implementation of high-quality Designated ELD instruction, aligned to students' proficiency levels, as well as Integrated ELD strategies embedded across all content areas to strengthen academic language development. Schoolwide bridging practices will support students in transferring and applying skills across languages, building metalinguistic awareness and leveraging students' bilingual assets to accelerate language acquisition. Targeted supports will be provided for students approaching reclassification criteria, including intentional scaffolding, progress monitoring cycles, and instructional adjustments based on data. In addition, RFEP students will continue to be monitored to ensure sustained language growth and academic success.	ELPAC, CAASPP

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		This is a schoolwide action because English Learner development is not confined to a single classroom or program, but is the shared responsibility of all teachers across all grade levels and content areas. Consistent data review, instructional alignment, and implementation of ELD practices ensure coherence in how language development is supported throughout the school. A unified approach is essential to ensuring equitable access to grade-level content, accelerating language proficiency, and increasing the rate of successful and sustained reclassification for all English Learners.	
3.2	**Action:** Professional Learning - Focused on Language Development **Need:** Performance gaps indicate the need for further professional learning. As a dual language program, every student is learning a language and must be supported with strategies that make the language of instruction more accessible. **Scope:**	To enhance student outcomes in language acquisition and academic performance and to close achievement gaps on state and local assessments, Adelante will offer comprehensive professional learning. This training will support Integrated and Designated ELD instruction school wide, as well as Spanish and English literacy instruction, ensuring a robust approach to language development and academic success. To maximize the impact on academic outcomes, this initiative will be implemented schoolwide.	CAASPP, Star, DRA/EDL
3.3	**Action:** Access to rigorous core academic content in Spanish and English **Need:** The need for equitable, dual-language academic instruction that supports bilingualism	To support improved student outcomes in both Spanish and English, Adelante Charter School will ensure all Emerging Bilingual (EL) students have equitable access to rigorous, grade-level, standards-based core instruction in both languages. This includes consistent implementation of Designated ELD to build	

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	and biliteracy, ensuring that all students, especially English Learners, can access and succeed in grade-level content **Scope:** LEA-wide	foundational language skills and Integrated ELD practices embedded across all content areas to ensure students can access and engage with complex academic content in English and Spanish. Teachers will intentionally support students in developing and using precise academic language in both languages to explain thinking, justify opinions, and support reasoning and solutions with evidence. Instruction will include structured opportunities for students to engage in discourse, use bilingual resources strategically, and participate in bridging practices that strengthen cross-linguistic transfer and deepen conceptual understanding. This is a schoolwide action because access to rigorous core instruction in English and Spanish is essential for all Emerging Bilingual students and must be consistently implemented across all classrooms, grade levels, and content areas. Ensuring equitable access cannot be achieved through isolated efforts; it requires shared instructional expectations, aligned ELD practices, and coordinated support systems so that every student benefits from high-quality bilingual instruction and has the opportunity to meet grade-level standards in both languages.	
3.4	**Action:** Extended Learning and Enrichment **Need:** To fully benefit from a broad course of study, students need access to experiences that	Adelante Charter School will ensure that Emerging Bilingual (EL) students are intentionally prioritized for extended learning opportunities that support academic growth, language development, and whole-child enrichment. These opportunities will include access to after-school programs, and	Family surveys, Attendance in programs

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	inform and complement their school learning. Low-income students, English learners, and foster youth often lack access to enrichment opportunities outside the school environment, which could significantly increase their engagement and achievement. According to EdSurge (October 2020), "wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872), while low-income families' expenditures remained stagnant at around $1,000." This disparity highlights a clear gap in access to essential summer enrichment activities that can enhance academic achievement, social behaviors, cultural capital, and critical thinking skills for disadvantaged students. **Scope:**	summer Extended Learning Programs designed to reinforce and extend grade-level learning while strengthening English and Spanish language proficiency. Extended learning will also provide a whole-child educational experience that supports student engagement, well-being, and identity development through physical activity, joyful learning experiences, and opportunities for creativity and self-expression. Programs will be intentionally designed to align with classroom instruction so that students can reinforce academic skills, expand language use in authentic contexts, and build confidence as bilingual learners. This is a schoolwide action because ensuring equitable access to enrichment and extended learning opportunities requires coordinated systems and intentional planning across all grade levels and programs. EL students are served in every classroom, and their access to enrichment, academic support, and language development opportunities must be consistently embedded into schoolwide structures. A unified approach ensures that all students—particularly Emerging Bilinguals—have equitable opportunities to extend their learning beyond the school day and accelerate both academic achievement and language proficiency.	
3.6	**Action:** Dual Language Immersion Program **Need:**	Research on dual language immersion consistently demonstrates strong academic and linguistic benefits for students. A 2019 study of elementary dual immersion learners (Serafini, Rozell, and Winsler) found that English Learners in	CAASPP, ELPI, reclassification rate, ELA, Math, Science for EL subgroup

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	The Dashboard analysis shows that while Adelante Charter School previously demonstrated strong growth in the English Learner Progress Indicator (ELPI) increasing from 29.5% in 2022 to 46.1% in 2023 and reaching 74.3% in 2024. Rcent data indicate a decline to 51.5% in 2025. Although this remains above the original baseline and reflects continued overall progress, the decrease signals a need to refocus and strengthen instructional systems and supports for English Learners to ensure sustained growth in language acquisition. In addition, English Learner performance in English Language Arts (ELA) remains an area of need, with the “Distance from Standard” for the EL subgroup continuing to reflect significant gaps in achievement. In prior years, this indicator was in the red on the California School Dashboard and resulted in eligibility for Differentiated Assistance through SBCEO. Currently there are NO student groups in the red or orange for ELA and NO student groups in red, orange or yellow in math. Taken together, these data highlight the importance of reinforcing and refining our Dual Language Immersion (DLI) instructional model, strengthening Integrated and Designated ELD implementation, and ensuring consistent access to rigorous grade-level instruction in both English and Spanish. English Learners remain a priority subgroup requiring ongoing, targeted attention through	two-way immersion programs acquired English more rapidly and achieved higher academic performance, including stronger outcomes in reading and mathematics, compared to peers in other instructional models. These students also reached English proficiency criteria and exited EL status earlier. In addition, research (Barac, Moreno, & Bialystok, 2016; Adesope, Lavin, & Thompson, 2010; Grundy & Timmer, 2016) indicates that bilingual and dual immersion programs can strengthen cognitive skills such as attention control, working memory, and reading comprehension, with particular benefit for students who are economically disadvantaged and may be experiencing gaps in ELA and mathematics achievement. Consistent with this research and our own experience, Adelante Charter School recognizes that our most academically successful students are those who develop strong biliteracy and bilingualism. As a dual language immersion (DLI) program, we expect these outcomes to translate into increased proficiency in both English and Spanish, higher performance on state ELA and mathematics assessments, faster English language acquisition, and a narrowing of achievement gaps for English Learners and Low-Income students. This initiative is implemented schoolwide because the DLI model is the core instructional framework for all students at Adelante. Every classroom operates within the 90/10 bilingual model, meaning that language development, biliteracy instruction,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	data-driven instruction, progress monitoring, and coordinated schoolwide supports to accelerate language development and close academic achievement gaps. **Scope:** LEA-wide	and academic achievement in two languages are not isolated supports but the foundational structure of the entire program. A schoolwide implementation ensures fidelity to the DLI model and maximizes its impact on academic outcomes, language proficiency, and long-term student success across all grade levels.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	**Action:** Family Engagement - EBAC input in decision making **Need:** EBAC Needs Assessment Survey results reveal that the work we have been doing with EBAC is highly effective. Parents learned about the ELPAC and the reclassification process as well as CAASPP ELA and Math assessments. They have been supported with Special Education information as well. For the 26-27 school year the needs are to continue parent education workshops and parent leadership, Latino Literacy classes, communicate more broadly about the programs available through the school and	The Emergent Bilingual Advisory Committee (EBAC) will provide a structured engagement and advisory process exclusively focused on the needs of English Learner students and their families. EBAC will meet regularly to review EL program implementation, gather family and student input, and strengthen communication between home and school through bilingual outreach and culturally responsive engagement practices. Feedback collected through EBAC will be used to inform adjustments to EL supports, including communication practices, family engagement strategies, and awareness of services. This action is provided as a limited service to EL families to ensure targeted input directly informs programs designed to address language access and academic language development needs.	Effectiveness will be measured through EBAC meeting participation rates, documented family engagement/input logs, EL family participation in school events, and annual EBAC survey feedback regarding communication access and program understanding. Additional indicators may include EL student reclassification rates and attendance trends for EL students as indirect measures of strengthened family

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	help families to better understand the parent handbook. **Scope:** Limited to Unduplicated Student Group(s)		engagement and program alignment.

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

N/A

Additional Concentration Grant Funding

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

Additional funds will support intervention support and paraprofessionals as well as smaller class sizes. Additionally, funds will be used to retain high-quality stable instructional staff that learn and build on prior learning and implement initiatives over time because they remain employed at Adelante.

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	15:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	25:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$ 3,149,011	$ 628,703	19.965%	0.000%	19.965%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,828,558.00	$391,728.00	$0.00	$167,598.00	$3,387,884.00	$3,141,112.00	$246,772.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Most Effective Instruction	All	No					$1,840,488.00	$0.00	$1,758,015.00			$82,473.00	$1,840,488.00	
1	1.2	Tier II Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$56,719.00	$87.00	$35,990.00	$20,816.00			$56,806.00	
1	1.3	Language and Literacy Development in Spanish and English	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$46,494.00	$0.00	$46,494.00				$46,494.00	
1	1.4	Math and Science Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$13,500.00	$15,646.00	$29,146.00				$29,146.00	
1	1.5	Progress Monitoring and Data Management	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$68,841.00	$20,452.00	$89,293.00				$89,293.00	
1	1.6	Monitoring and Supporting Students with Exceptional Needs	Students with Disabilities	No					$379,134.00	$45,147.00	$75,809.00	$305,912.00		$42,560.00	$424,281.00	
1	1.7	Technology	All	No					$0.00	$24,765.00	$14,765.00			$10,000.00	$24,765.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Instructional Materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$19,311.00	$19,311.00				$19,311.00	
1	1.9	A Course of Study that Emphasizes Educating the Whole Child	All	No					$334,072.00	$16,563.00	$350,635.00				$350,635.00	
1	1.10	ELA Support for Homeless students and EL students - Required action	Students with Disabilities Homeless and EL Students	No												
1	1.11	Retain Highly Qualified Educational Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$34,013.00	$0.00	$34,013.00				$34,013.00	
2	2.1	Communication and family input	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$61,939.00	$0.00	$61,939.00				$61,939.00	
2	2.2	Social-emotional supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$48,457.00	$31,117.00	$79,574.00				$79,574.00	
2	2.3	Positive Behavior Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$71,341.00	$2,081.00	$73,422.00				$73,422.00	
2	2.4	Family Education and Access	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$30,277.00	$938.00	$11,969.00			$19,246.00	$31,215.00	
2	2.5	Improved Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		$34,987.00	$4,253.00	$39,240.00				$39,240.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Adelante Charter		$13,138.00	$0.00	$13,138.00				$13,138.00	
3	3.1	EL Monitoring and Support to Reclassification	English Learners	Yes	LEA-wide	English Learners	All Schools		$14,193.00	$0.00	$14,193.00				$14,193.00	
3	3.2	Professional Learning - Focused on Language Development	English Learners			English Learners	All Schools Specific Schools: Adelante Charter		$13,228.00	$91.00				$13,319.00	$13,319.00	
3	3.3	Access to rigorous core academic content in Spanish and English	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Adelante Charter		$53,233.00	$0.00	$53,233.00				$53,233.00	
3	3.4	Extended Learning and Enrichment	English Learners Low Income			English Learners Low Income	All Schools Specific Schools: Adelante Charter		$0.00	$65,000.00		$65,000.00			$65,000.00	
3	3.5	Family Engagement - EBAC input in decision making	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Adelante Charter		$27,058.00	$1,321.00	$28,379.00				$28,379.00	
3	3.6	Dual Language Immersion Program	All	No Yes	LEA-wide		All Schools Specific Schools: Adelante Charter									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,149,011	$ 628,703	19.965%	0.000%	19.965%	$629,334.00	0.000%	19.985 %	**Total:**	$629,334.00
								LEA-wide Total:	$600,955.00
								Limited Total:	$28,379.00
								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 Intervention	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$35,990.00	
1	1.3	Language and Literacy Development in Spanish and English	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$46,494.00	
1	1.4	Math and Science Instruction	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$29,146.00	
1	1.5	Progress Monitoring and Data Management	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$89,293.00	
1	1.8	Instructional Materials	Yes	LEA-wide	English Learners Low Income		$19,311.00	
1	1.11	Retain Highly Qualified Educational Staff	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$34,013.00	
2	2.1	Communication and family input	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools:	$61,939.00	

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 (%)
						Adelante Charter		
2	2.2	Social-emotional supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$79,574.00	
2	2.3	Positive Behavior Supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$73,422.00	
2	2.4	Family Education and Access	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$11,969.00	
2	2.5	Improved Attendance	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	$39,240.00	
2	2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Yes	LEA-wide	Low Income	All Schools Specific Schools: Adelante Charter	$13,138.00	
3	3.1	EL Monitoring and Support to Reclassification	Yes	LEA-wide	English Learners	All Schools	$14,193.00	
3	3.2	Professional Learning - Focused on Language Development			English Learners	All Schools Specific Schools: Adelante Charter		
3	3.3	Access to rigorous core academic content in Spanish and English	Yes	LEA-wide	English Learners	All Schools Specific Schools: Adelante Charter	$53,233.00	
3	3.4	Extended Learning and Enrichment			English Learners Low Income	All Schools Specific Schools: Adelante Charter		
3	3.5	Family Engagement - EBAC input in decision making	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Adelante Charter	$28,379.00	
3	3.6	Dual Language Immersion Program	Yes	LEA-wide		All Schools Specific Schools: Adelante Charter		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,458,649.00	$3,351,476.02

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	$1,840,488.00	$1,840,488.00
1	**1.2**	Tier II Intervention	Yes	$56,806.00	$ 56,806.00
1	**1.3**	Language and Literacy Development in Spanish and English	Yes	$46,434.00	$ 46,494.32
1	**1.4**	Math and Science Instruction	Yes	$29,146.00	$ 29,146.00
1	**1.5**	Progress Monitoring and Data Management	Yes	$85,583.00	$ 89,292.82
1	**1.6**	Monitoring and Supporting Students with Exceptional Needs	No	$569,964.00	$476,593
1	**1.7**	Technology	No	$24,765.00	$ 24,765.00
1	**1.8**	Instructional Materials	Yes	$14,500.00	$ 19,310.62
1	**1.9**	A Course of Study that Emphasizes Educating the Whole Child	No	$349,604.00	$ 350,635.69
1	**1.10**	ELA Support for Homeless students and EL students - Required action	No Yes		

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	Retain Highly Qualified Educational Staff	Yes	$30,630.00	$ 34,013.12
2	2.1	Communication and family input	Yes	$55,630.00	$ 61,938.69
2	2.2	Social-emotional supports	Yes	$53,550.00	$ 55,573.82
2	2.3	Positive Behavior Supports	Yes	$50,000.00	$ 50,422.03
2	2.4	Family Education and Access	Yes	$30,630.00	$ 31,214.14
2	2.5	Improved Attendance	Yes	$38,565.00	$ 39,239.53
2	2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Yes	$13,007.00	$ 13,138.19
3	3.1	EL Monitoring and Support to Reclassification	Yes	$13,913.00	$ 14,193.38
3	3.2	Professional Learning - Focused on Language Development	Yes	$10,571.00	$ 13,319.67
3	3.3	Access to rigorous core academic content in Spanish and English	Yes	$53,233.00	$ 53,233.00
3	3.4	Extended Learning and Enrichment	Yes	$65,000.00	$23,280
3	3.5	Family Engagement - EBAC input in decision making	Yes	$26,630.00	$28,379
3	3.6	Dual Language Immersion Program	Yes		

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)

2025-26 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)
$ 620,013.00	$654,942.00	$658,994.33	($4,052.33)	0.000%	0.000%	0.000%

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 Intervention	Yes	$56,806.00	$ 56,806.00		
1	1.3	Language and Literacy Development in Spanish and English	Yes	$46,434.00	$ 46,494.32		
1	1.4	Math and Science Instruction	Yes	$29,146.00	$ 29,146.00		
1	1.5	Progress Monitoring and Data Management	Yes	$85,583.00	$ 89,292.82		
1	1.8	Instructional Materials	Yes	$14,500.00	$19,310.62		
1	1.10	ELA Support for Homeless students and EL students - Required action	Yes				
1	1.11	Retain Highly Qualified Educational Staff	Yes	$30,630.00	$34,013.12		
2	2.1	Communication and family input	Yes	$55,630.00	$ 61,938.69		
2	2.2	Social-emotional supports	Yes	$53,550.00	$ 55,573.82		
2	2.3	Positive Behavior Supports	Yes	$50,000.00	$ 50,422.03		
2	2.4	Family Education and Access	Yes	$11,744.00	$ 31,214.14		
2	2.5	Improved Attendance	Yes	$38,565.00	$ 39,239.53		

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)
2	**2.6**	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Yes	$13,007.00	$ 13,138.19		
3	**3.1**	EL Monitoring and Support to Reclassification	Yes	$13,913.00	$ 14,193.38		
3	**3.2**	Professional Learning - Focused on Language Development	Yes	$ 10,571.00	$ 13,319.67		
3	**3.3**	Access to rigorous core academic content in Spanish and English	Yes	$53,233.00	$ 53,233.00		
3	**3.4**	Extended Learning and Enrichment	Yes	$65,000.00	$23,280		
3	**3.5**	Family Engagement - EBAC input in decision making	Yes	$26,630.00	$28,379		
3	**3.6**	Dual Language Immersion Program	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,026,504	$ 620,013.00	0	20.486%	$658,994.33	0.000%	21.774%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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