

**LCAP Year**

2018-2019

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

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

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

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

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

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

### The Story

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

Adelante Charter School offers a Two-Way Immersion (TWI) Spanish/English K-6 educational program committed to cultivating academic excellence in both languages, celebrating multiculturalism, innovation, creativity and the arts, while also promoting the development of a learning community in which students and adults use effective communication, conflict resolution, and problem solving skills to prepare for success in the 21<sup>st</sup> century global economy. The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society. Adelante implements the 90:10 TWI model in which 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and 1<sup>st</sup> grade. From 2<sup>nd</sup> through 4<sup>th</sup> grades, instructional time in English increases year after year until they reach 5<sup>th</sup> and 6<sup>th</sup> grades where Spanish and English are used equally, in a 50:50 ratio.

Demographically the school is comprised of: Hispanic/Latino: 86.6%, Asian: 0.7%, White: 12%

Low-income/Socioeconomically Disadvantaged (SED): 71.7%,

English Learners: 61.1%

# LCAP Highlights

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

Continued work to improve STEAM subjects. Attention to developing site leadership in subject areas, taking lessons learned from the successful Science Leadership Team structure. Continued support for our most vulnerable students through additional reading support- tutoring, instructional assistants and social emotional support. This year Adelante will provide its own bilingual Special Education programming to better support our students with different abilities. Literacy is a primary focus of all we do. Reading and writing will be supported through teacher professional development. Language development and developing biliteracy is always a priority. Ongoing support for English learner students and their families will continue. Adelante will continue to support social emotional learning by building on our existing Tribes Learning Communities and expanding this approach to include all staff as we seek to create a safe, positive caring and welcoming learning space for children and families. Improving attendance and on-time arrivals is also a priority as we see a direct correlation between attendance and literacy development. This work is organized under the following three LCAP goals:

*Goal 1 To provide high quality classroom instruction and curriculum with an emphasis on the STEAM subjects in the Two Way Immersion program, with interventions in place to address the academic needs of learners.*

*Goal 2 To engage students in their school experience and to engage parents in the educational experience of their students by providing a safe place for learning where students and parents are connected to the school.*

*Goal 3 To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the ELPAC and achieve RFEP status at 5th and 6th grade.*

## Review of Performance

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

## Greatest Progress

Overall, Adelante's CAASPP data remained relatively unchanged at the "All students" level, as is the case with many California schools. ELA decreased 2.62% and Math increased 2.05%. CAASPP is an important measure but it does not tell the whole story for a school like Adelante where students are instructed in Spanish yet tested in English. Research suggests that the benefits of bilingual instruction do not manifest on standardized tests in English until the end of elementary school or into the middle school years (Valentino, R.A., & Reardon, S.F., 2015) . With that in mind,

there was a slight increase in the math scores from 27% meeting standard to 29.05% of students meeting or exceeding standard (+2.05%). Based on data taken from the CA dashboard, Adelante increased +3.4 points for “all students” in math placing all students at a distance of -41.6 points from Level 3. This is an increase of +22.8 points in math since starting the CAASPP in 2015. The largest gains this year came in 3rd and 6<sup>th</sup> grades with the greatest increase in 3rd grade coming from the socioeconomically disadvantaged (SED) subgroup. There was an increase of +36.13% students meeting standard from the previous year. The 3rd grade English learner (EL) subgroup increased +10.14% meeting standard.

One of the most significant achievements and something Adelante is proud of is that Adelante’s English learners outperformed both Santa Barbara Unified School District as well as the state of CA in math. Adelante had 16.09% of their English learners meet or exceed standard as compared to SBUSD’s 7.97% meeting standard and CA’s 12.32% meeting standard. This is even more significant given the fact that Adelante’s math instruction is delivered in Spanish, yet they are tested in English. Adelante’s ELs also outperformed SBUSD ELs in ELA with 9.2% meeting standard compared to SBUSD’s 5.65% meeting standard. Research consistently points to the benefits of primary language support as a path to English language proficiency although those results typically do not show up until the middle school years. Even though we can point to this success, Adelante’s EL Progress Indicator declined by 5.8% according to the CA Dashboard data. EL performance declined in both ELA and Math. The indicator also takes into account reclassification rates. Data reported on EL reclassification rates was taken early in the year before many of the students were reclassified. There were 22 students reclassified in the 2106-17 school year yet because of the window for reporting the number reported was 2, this may have contributed to the indicator decline. Those reclassified students will be included in the 17-18 data.

Looking at CAASPP cohort data, the class of 2017 (last year’s graduated 6<sup>th</sup> graders) showed marked improvement over the three years in math. In 4<sup>th</sup> grade the cohort had 16% meet or exceed standard, in 5<sup>th</sup> grade that increased slightly to 17% and in 6<sup>th</sup> grade there were 29.41% meeting or exceeding standard. Also in that cohort, the RFEP students in 5th grade had 9% meet or exceed standard whereas in 6th grade RFEP students increased to 36.36% meeting standard. There are similar results for the SED subgroup in this cohort that started with 8% meeting standard in 4<sup>th</sup> and 5<sup>th</sup> grades and increased significantly to 22.73% meeting standard in 6<sup>th</sup> grade. Additionally, there were only 2 English learner students in the cohort who entered junior high without attaining English proficiency (reclassification).

Furthermore, for the class of 2018, (current 6<sup>th</sup> graders) the cohort showed marked improvement in ELA with scores increasing from 22% meeting standard in 4<sup>th</sup> grade to 37.5% meeting standard in 5<sup>th</sup> grade. All subgroups in 5<sup>th</sup> grade improved in ELA. Finally, 3<sup>rd</sup> grade scores in both ELA and math are the highest Adelante has ever seen.

Adelante received a blue “highest performance” on the suspension indicator. We attribute this to our focus on community building and restorative approaches to discipline.

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

## **Greatest Needs**

CA Dashboard Student Group Report indicates that the English Learner and Socioeconomically Disadvantaged subgroups are in the red performance category (lowest performance) for ELA. There are no subgroups in the red category for Math. The EL subgroup declined 14.2 points, which is a distance of -73.5 from Level 3. The Socioeconomically Disadvantaged subgroup declined 22.3 points placing the subgroup at a distance of -73 from Level 3. The Students with Disabilities subgroup also declined but the number was too small to report a performance category. The “all students” and Hispanic student categories received an orange performance level. Adelante is a dual language program and as such one would expect to see lower ELA scores in the lower grades as more instructional time is devoted to Spanish and all students learn to read in Spanish first. The goal is to see these scores increase as they move through the grades. Looking more closely at ELA data over time, there is a consistent decrease in the % of students meeting standard as they progress from 3rd to 4th grade in all subgroups. ELs decreased most significantly from 3rd to 4th. There is a consistent increase in ELA scores from 4<sup>th</sup> to 5<sup>th</sup> grade but last year those scores declined again in 6<sup>th</sup> grade. We want to see the ELA trajectory increase consistently from grade to grade.

In math, even though the performance overall increased, the English Learner, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic subgroups declined and remained in the orange performance level. Adelante cohort data reveal a decrease in math scores from 3<sup>rd</sup> to 4<sup>th</sup> and for the 2018 cohort there was a consistent decline from 3<sup>rd</sup> to 4<sup>th</sup> to 5<sup>th</sup> grade. Most significant is that there were no English learners in either 4<sup>th</sup> or 5<sup>th</sup> grade in this cohort who met standard. It is interesting to note that the 2017 cohort had the opposite trajectory and increased the percentage of students meeting standard each year from 4<sup>th</sup> to 5<sup>th</sup> to 6<sup>th</sup>.

In the area of Local Indicators, Adelante received a “Not Met” status because unfortunately, the local indicators were not uploaded to the dashboard before the Dec. 1st deadline. A designated dashboard coordinator was not identified after a change in leadership, no emails were received and the school was unaware of the Dec 1st deadline. All local data re: parent engagement, school climate, state standards and basic priorities for credentialed teachers and facilities were collected and reported to the board of directors and to stakeholders as well as reported in the 2016-17 LCAP and in the SARC.

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

## Performance Gaps

None

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

## Increased or Improved services

Improved progress monitoring in literacy development in both Spanish and English. Language Assessment Team accountable for supporting interventions identified. Early literacy intervention K-3 with additional staff for literacy support. Special Education services offered in Spanish. Counseling and improved social emotional support for students dealing with trauma and chronic stress. Build metalinguistic awareness in all students so they can draw on the assets of their bilingual brains. Attention to equity and social justice as a lens for all instruction. Support parent involvement/empowerment and improved communication and support as students transition to secondary schools.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 2,665,454
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$287,339

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

Budget expenditures not outlined in the LCAP for 2018-19 include most salaries for classroom teachers, office staff support, administrator salaries, benefits, school operations, special education encroachment, facility costs, district oversight and administration fees,

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,482,729]

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

To provide high quality classroom instruction and curriculum with an emphasis on the STEAM subjects in the Two Way Immersion program, with interventions in place to address the academic needs of learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6,7,8

**Local Priorities:** Qualified and/or credentialed teachers to meet the needs of our diverse student population. Aligned and adequate instructional materials for CCSS and NGSS that also support language and literacy development across the curriculum. Adequate facilities for high quality STEAM instruction in the TWI model  
 All teachers will be supported in teaching CCSS and NGSS with a focus on language and literacy development.  
 Plan for STEAM materials and resource management  
 At risk students have equitable access to STEAM instruction

### Annual Measurable Outcomes

Expected	Actual
All new hires are appropriately credentialed and supported through coaching.	Happened as described. Four new teachers hired this year and were supported by their grade level partner (a veteran teacher) as well as additional instructional coaching.
All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.	Happened as described - K-6 teachers are using the FOSS Next Generation modules to teach science.
There are no proposed changes to the school facilities from the district. There may be a possibility of improvements due to the recently passed bond measure that would allow for 4 portable buildings to be upgraded to permanent buildings.	No changes in facilities. With an added classroom for 6th grade we had to give up the family center/music room. Adelante is operating at maximum capacity - there is no unused space <u>anywhere</u> on campus. We have asked for an additional classroom but the district has responded that none are available on the shared campus. We are making it work but it is not ideal.
Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development.	All grade level teams received coaching support from science education consultant through Lesson Study, student work analysis, collaboration time and/or observational feedback.
Weekly plans will represent common expectations school wide about the integration of science, language and literacy.	Integration of language, literacy and science is reflected in weekly grade level plans. Made available for all teachers to view in Adelante Team drive.
We are adding an additional classroom next year and will ensure that all teachers have the appropriate materials to implement	New classroom was outfitted with all necessary materials for CCSS and NGSS instruction.

Approved by Adelante Charter School Board of Directors 6/20/18

CCSS and NGSS	
We are working with the SBUSD SPED department and even looking into the possibility of contracting out our own SPED services through a different SELPA.	Adelante Board of Directors approved leaving SBUSD's SPED services and joining our own SELPA. Director, psychologist and SPED teachers hired for next year.
Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math and Science when the CAST becomes operational as well as a decrease in the percentage of students scoring below standard in each area.  Improvement across all grade levels in the Logramos assessment.	Sixth grade ELA and Math CAASPP scores show an increase from last year's cohort. ELA -29.41% met or exceeded standard, an increase of (+10.41%). In Math 29.41% met or exceeded standard, an increase of (+14.41%). As a cohort, the class of 2017 increased the percentage of students meeting or exceeding standard in Math from 4th to 5th to 6th grade. In ELA the cohort increased the percentage of students meeting or exceeding standard in 5th grade but decreased again in 6th grade.  Logramos: The 1st-6th average scores for Logramos measuring the % at or above the 50th NPR in lectura/reading increased from 57% to 59.7% the greatest gains came in the 6th grade cohort. +14%.
There will be a more coordinated approach to planning and choosing out of school STEM learning experiences to address the NGSS and allow for consistent experiences school wide.	Teachers re-evaluated the major field trips at each grade level and are connecting the out-of-school experiences more closely with NGSS themes. Adelante students still experience a number of enriching out-of-school experiences at each grade level.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 SCIENCE Continue to provide students with a hands-on, inquiry-based science program FOSS K-5 and GEMS in 6. Consumable materials will be replaced. A science coach will support teachers in the implementation and the collection of assessment data to monitor student learning and push student thinking using the Thinking Routines developed at Harvard Project Zero. The lesson study model will be utilized where lessons are collaboratively planned and delivered, teachers receive feedback and student work is analyzed. Students will be provided the necessary instructional materials and supplies as well as reading materials. The Science Leadership Team members will continue to support their respective grade band colleagues and represent the school in the Channel Islands Regional Science Initiative (CIRSI). Staff will have the opportunity to attend conferences and visit other exemplary science-centered classrooms/schools. Partnerships with UCSB, WYP, Explore Ecology and other agencies will continue to supplement science learning, providing students with a variety of learning experiences/field trips/outdoor education to support the Common Core Standards, NGSS, the STEAM programs and the mission of the school. Parents will serve as chaperones to increase participation and	Everything happened as planned. The only thing we didn't get to do was visit other exemplary science-centered schools. We identified a school, had conversations with them and attempted to schedule a visit but were unable to make it happen. With 30% of the staff being new to Adelante this year there was a strong focus on supporting those teachers to teach science and use the content of science to support language and literacy development. The new teachers have done a remarkable job continuing the work that started years ago in science. Strong community partnerships continue to exist and support rich experiences for our students. Adelante continued to work with CIRSI in improving science experiences for students and developing capacity for high quality science in staff.	\$57,800 LCFF/Title 1 4000/5000 (coach & field trips, consultants)	\$57,800

involvement.

## Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 TECHNOLOGY Students will have increased access to technology and will continue to develop keyboarding skills at all grade levels. Teachers will be provided professional learning for successful integration of technology in the classroom through the use of Google classroom and other Ed tech opportunities. Chromebooks will be introduced in two grade levels to give students exposure to different platforms.	Happened as planned. PD was informal coaching from more experienced colleagues. Many teachers are now using Google Classroom and moving many of the classroom assignments and presentations online. Both platforms were introduced this year with success. A class of 3rd graders and a class of 6th graders are using Chromebooks whereas the remaining classes have Macbooks.	\$18,000 LCFF 4000 (computers 15k), 5000 (training 3k)	\$9,166 (\$6166 computers, training \$3,000)

## Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3. ENGINEERING Support teachers to incorporate engineering design in the curriculum beyond what is embedded in the FOSS Next Gen modules. Teachers will be provided professional learning on the engineering design process and will share across grade levels on PD Thursdays how they have found success with the integration of engineering in science and the strategies and tools they have found most successful for supporting student thinking. There will be a school wide focus on engaging in productive academic discourse and the engineering design process will be included in this. Sharing prototypes, strengths and weaknesses in design and ideas to take to another iteration. Purchase instructional materials.	Engineering design will continue to be an area of focus for next year. Certain grade levels did receive support in the area of engineering - specifically, 1st grade, 3rd grade, 5th grade and 6th grade. As a community we are engaging in discussions around instructional materials and what will be most effective as well as which language the engineering instruction will be delivered in. Teachers are familiar with the engineering design process and will work with the science education consultant next year to amplify the engineering opportunities in the curriculum.	6600.00 LCFF 4000/1000/3000	\$6,600

## Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4. ART Continue to provide students with a visual arts and music program K-6. An art IA will support the students and art teacher with weekly art classes. Music teacher will provide weekly music classes. The programs will reflect the mission of the school, the culture of the community and include those projects that are school traditions. Students will showcase their artwork at the annual art show and student music performances will be scheduled. Necessary materials and supplies will be purchased. Third and Fourth graders will continue to participate in Santa	All happened as planned. The Art Show was another tremendous success with outstanding attendance by families. The music teacher started a voluntary chorus group that performed at the event. All students sang in the Dia de los Muertos and Dia de las Madres events. This year the dance program SBDI for 3rd and 4th graders was extended K-6 through our PE teacher for a	118,000 (Art, Dance, Music) LCFF, Local 1000/2000/ 3000/5000	\$62,000-2000

Barbara Dance Institute's (SBDI) in-school full year dance program with a culminating show in May.	schoolwide "Show of the Year" in May.		
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### Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning, by providing opportunities to engage with a math coach. The math coach will provide PL on the curriculum and teacher representatives on the Math Leadership Team will support teachers at their respective grade bands with pedagogical and content related support. Staff will have the opportunity to attend math trainings to increase their expertise.	Teachers continue to use Contexts for Learning Math and Dreambox - an online platform that supports students in their mathematical growth. Coaching has primarily come from within the staff. A Math Leadership Team was formed and it was decided that internal coaching and releasing teachers to observe math instruction was better than hiring an outside coach. The issue with an outside coach is that we teach all math in Spanish and the coaches we have hired in the past are not bilingual and while they have math content expertise they also lack pedagogy expertise.	\$12,500 LCFF 5000	\$12,500

### Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Literacy and Language: Balanced Literacy - PL in balanced literacy Increase the quantity and quality of small group instruction (differentiation) in the classroom to insure access for all students across all content areas. Guided Reading: leveled books, DRA training to ensure calibration of student assessment scoring, Refine reading instruction based on formative assessment data to better support struggling students. Teacher teams will meet to map out year-long plans and identify read alouds and books for literature circles in the upper grades that support agreed upon curricular throughlines. Implement Writer's Workshop K-6 with fidelity and provide necessary instructional materials and supplies. Provide staff PL opportunities to strengthen implementation and calibrated scoring of student writing.	DRA/EDL training will take place in August 2018 before school starts for all staff. New teachers were supported by their experienced grade level partner in assessing literacy skills but all will receive further training for next year. Writer's Workshop training (week-long institute) is being provided for teachers over the summer. The majority of teachers will be attending. Instructional coaching was provided to some grade level teams in the area of Balanced Literacy. Continued work is needed in this area to support struggling readers and use formative assessment data to inform instructional decisions for those students. Staff did not receive PD to strengthen implementation of writing or calibration of scoring. This will be more realistic after all teachers have been trained in Writer's Workshop. Although they were given professional learning around the elements of writing that can be assessed when looking at a student's writing in both languages side by side as a way to	102,200 LCFF/Title I/ Title III 1000/2000/ 3000/4000	\$102,200

## Analysis

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

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

Goal 1: Adelante teachers were supported all year to improve their teaching of STEAM subjects. They were provided CCSS and NGSS aligned materials. Grade-level teams worked together with an instructional coach using the Lesson Study model to refine instructional practices in science and literacy through deep planning, co-teaching, analysis of student work, reflection resulting in changes to instruction. A schoolwide focus on elevated levels of academic discourse and encouraging student thinking was implemented across disciplines. 30% of the staff was new to Adelante this year so there was a considerable amount of support needed to ensure Adelante's program continued as we envisioned. New teachers were supported by an experienced grade-level partner. Professional learning around the science and engineering practices and supporting constructive conversations in the classroom took place throughout the year. Teachers continue to use the DRA/EDL three times a year to assess reading progress. We were unable to offer DRA training this year but will start the 18-19 school year with this. Time was devoted in staff meetings to discuss literacy targets and progress toward those targets as well as ideas for calibrating scoring methods. Additional staff were placed in 1st grade and a reading specialist in 2nd grade to support students not yet reaching grade level targets in reading. Additionally 3rd grade has a reading specialist working with a small group of students. Third grade is the first year that students are assessed in English reading as well as Spanish. Our goal is to intervene early to ensure that students don't fall behind because of low reading proficiency. Teachers received ongoing training on the TWI model with attention given to the appropriate language proficiency expectations at each grade level. Additional training on equity and social justice has supported the work in classrooms and aligns with the mission of the school..

An Art teacher along with an Art assistant provided high quality visual art instruction to all students K-6. A music teacher provided high quality music instruction to all students K-6. All students received high quality dance instruction as our dance program was expanded from only 3rd and 4th grade to reach all grades through our PE program.

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

### Literacy:

#### Summative Assessments: CAASPP

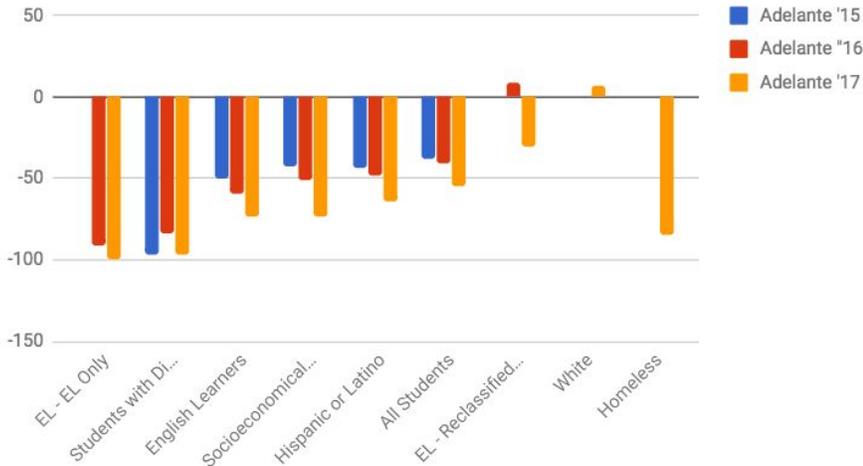
#### 2017 English Language Arts

#### Meeting and exceeding state standards 28.38% school wide

Grade	All students	ELL	SED	EO
3rd	29.27%	14.81% (27)	15.63% (32)	53.84% (13)
4th	15.15%	4% (25)	7.14% (28)	*
5th	37.5%	13.04%	33.33%	*

		(23) Ever EL 28.13% (32)	(30)	
6th	29.41	0% (12) Ever EL 60.87% (23)	18.18% (22)	54.54% (11)

### CAASPP ELA Distance From Level 3



### Spanish literacy: Logramos

School average in Lectura/Reading 2106- 57%

School average in Lectura/Reading 2107- 59.7%

Grade	% in Lectura/Reading above the 50th NPR 2016	% in Lectura/Reading above the 50th NPR 2017	% increase or decrease by cohort
1st	68%	64%	
2nd	82%	70%	+2%
3rd	68%	78%	-4%
4th	46%	40%	-28%
5th	45%	47%	+1%
6th	33%	59%	+14%

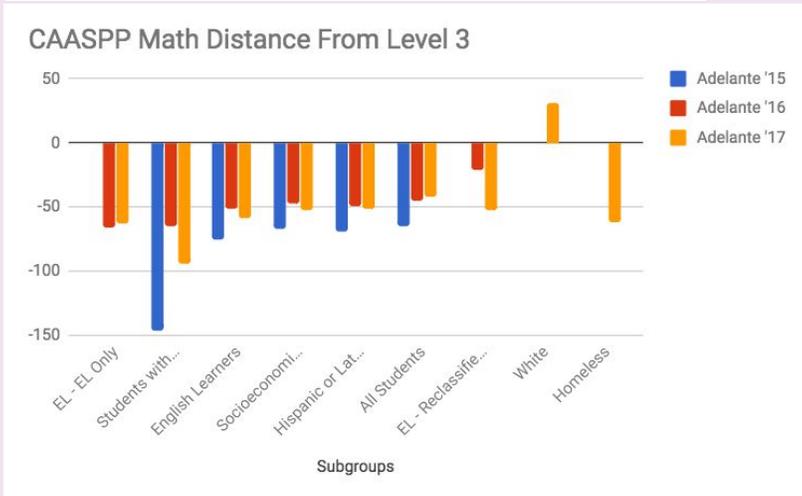
### CAASPP Math

#### 2017 MATH

Meeting and exceeding state standards 29.05% school wide

Grade	All students	ELL	SED	EO
3rd	58.54% (41)	48.14% (27)	53.13% (32)	76.92% (13)
4th	12.12%	0%	7.14%	*

	(33)	(25) Ever EL 3.70% (27)	(28)	
5th	12.5% (40)	0% (23) Ever EL 3.13% (32)	10% (30)	*
6th	29.41% (34)	8.33% (12) Ever EL 21.74% (23)	22.73% (22)	45.45% (11)



## Formative Assessments

### DRA English Reading

### EDL Spanish Reading

(the Evaluación del Desarrollo de la Lectura [EDL] in Spanish and the Developmental Reading Assessment [DRA] in English) These tools measure parallel competencies across languages. The EDL and DRA have been studied and determined to be valid and reliable measures of reading in Spanish and English (Weber, 2001). EDL and DRA are administered three times per year, just before each trimester end. Data is collected as well as an analysis of each student's biliteracy development. Interventions are identified to support students' trajectory to biliteracy.

Grade	DRA/EDL target	EDL at or above target	DRA at or above target
K	level 4 or above	62%	not tested
1	level 18 or above	36%	not tested
2	level 28 or above	37%	not tested
3	level 38 or above	56%	46%
4	level 40 or above	78%	78%

5	level 50 or above	68%	70%
6	level 60 or above	72%	85%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With respect to Goal 1, we spent less this year in the area of technology. Initial budget was \$18,000 and we spent \$9,166. The remaining surplus will be reallocated to technology expenditures in the coming year based on recommendations from the Technology Site Leadership Team. There was a surplus of \$56,000 for activity 1.4 related to the Arts. We had allocated \$118,000 and spent \$62,000. This was due to a generous funder supporting our high quality Art program and a decrease in the costs associated with our dance program. Funding will be reallocated to support additional support staff so that we can offer a K-6 dance program with fidelity in the coming school year.

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

Literacy continues to be an area we need to improve. It is expected that English literacy would develop at a slower pace in a dual language model, but we see many students struggling in Spanish literacy as well in the primary grades. There are a number of factors that affect a student's ability to learn and as a school we are committed to supporting each student to reach his/her potential. Next year there will be more consistent monitoring of EDL/DRA scores and each student's unique literacy trajectory. There will be counseling offered to students who have experienced trauma and we will have our own bilingual SPED services offered for all students. Instructional aides will continue with the primary goal of supporting literacy development. All staff, including support staff, has received equity training and social emotional learning training through Tribes Learning Communities - identified by Collaborative for Academic Social and Emotional Learning (CASEL) as a SElect Program . As a community we are committed to providing each student with the academic, social, emotional and cultural support needed to reach his/her potential. These changes are reflected in the actions for Goal 1 in the LCAP.

## Goal 2

To engage students in their school experience and to engage parents in the educational experience of their students by providing a safe place for learning where students and parents are connected to the school.

State and/or Local Priorities addressed by this goal:

**State Priorities: 3,5,6**

**Local Priorities:** Parents understand and utilize avenues to increase involvement in their child’s learning experiences as well as opportunities to provide input in decision making.

Increased school attendance rate and reduce number of chronic absentees.

Students and parents feel safe, included and welcome at school; students feel a sense of pride in their school and efforts in classroom.

**Annual Measurable Outcomes**

Expected	Actual
Continue to offer parent education/empowerment classes. Padres Adelante will continue with Sal Guereña as facilitator. Special attention will be devoted to parenting in the digital age. This group will be provided opportunities for leadership and giving input in school decision making. PTSO will continue with parent leadership and fundraising efforts. We are exploring bringing PIDA back to foster more parent leadership.	We did not offer Padres Adelante this year but instead found a number of ways to support parents in leadership and decision making. PTSO became its own nonprofit organization and took on much more leadership. We have worked hard to ensure that the PTSO is reflective of our community and all meetings are held in Spanish and English. The PTSO and PIDA provided input and suggestions to the director for ways to support families.
Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication. Lead Parents for each classroom also assist in clear and consistent messaging to families.	Happened as described. Parent coordinator is also a parent which has been very helpful as she helps parents navigate the Adelante experience and ensure communication is clear and consistent.
Continue the extraordinary participation from parents and work to spread the workload across a larger number of parents as not to exhaust the efforts of the small group that consistently helps.	Continued parent participation and involvement. There is still a small group of parents who consistently carry the majority of the workload although that group is growing in number.
An additional increase of 1% in school attendance rate and on time arrivals.	This was an unusual year in Santa Barbara and for Adelante. We had two natural disasters that impacted attendance - the Thomas fire and the subsequent Montecito debris flow. This had a profound impact on our community and there were increased absences during this time and during subsequent storms as evacuation orders were sent out and fear of another disaster gripped our community. Additionally, the community was hit particularly hard this year with the flu. Even with all of these factors, the attendance rate has maintained at 95%.
An additional 1% decrease in chronic absenteeism	Chronic absenteeism increased this year from 8% last year to 11% this year with the largest number of students chronically absent in K, 2nd and 3rd grades. Reducing absences will be a priority for our community as we start the 2018-19 school year.
All teachers will be implementing the Tribes program and holding <u>daily</u> “Tribes activities” or classroom meetings to build community.	All teachers are using Tribes and classroom community time. An intensive two day Tribes training for all staff will take place during the all staff equity week in June.
All teachers maintain a consistent focus on uncovering and pushing student thinking in math and science. Students regularly engage in inquiry through active investigation with a focus on the science and engineering and math practices.	Consistent across grades and classrooms. This year teachers placed an emphasis on the language of thinking and providing students with the linguistic tools to communicate their thinking.
Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.	CHKS 2017 connectedness/safety: 92% of 5th graders and 78% of 6th graders reported feeling safe at school most of the time or all of the time and 62% of 5th grade and 50% of 6th graders reported feeling connected to their school. Parent

school effectiveness survey reported that 84.3% of English-speaking responses and 90% of Spanish-speaking responders say their child feels safe from verbal abuse, teasing and exclusion at school.

## Actions / Services

### Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1. Padres Adelante meetings will be scheduled monthly to continue to support parents of English Learners with information about they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the CELDT test, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be.	Padres Adelante was not utilized this year. Instead because of the strength of the PTSO and the representation of many families in PTSO this became a group where input and suggestions were welcomed. The PTSO is partnering with the Adelante administration and staff to make it the best it can be.	\$3200 Title I, LCFF 5000 (Padres Unidos/Interpreter)	\$0

### Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and a school newsletter. The Parent Coordinator will be part of the PTSO committee and Padres Adelante The Parent Coordinator will continue to inform parents of the system for documenting parent participation hours and will modify the process so that parents have more options for reporting. PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.	All happened as described. Additionally, a more formalized monthly newsletter is now distributed to all families. Parent participation hours are no longer documented but still encouraged. Parents continue to be very involved in the success at Adelante. The PTSO worked tirelessly this year to raise funds and was able to support the many activities and enriching programs offered to our students as well as offer support in the way of classroom grants to alleviate some of the class fundraising efforts for field trips.	\$5600.00 LCFF 2000/3000	\$5,600

### Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Attendance and On-time arrivals: Parents and students will be will be informed of the attendance policy and tardy policy via the Parent/Student handbook and classroom presentations. The handbook will be posted on the website, on Parent Square and hard copies will be available for parents in the office and at the annual registration day. Parents of students with attendance issues will receive attendance reports and information about the	All happened as described except that students with improved attendance were not publicly recognized as planned. After discussions and looking to research, teachers decided to end the monthly awards assemblies as they felt it was not helpful in promoting learning or building community and was more for the parents than the children. They wanted to focus	\$2500 LCFF 2000/3000/4000	\$2,500

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importance of good attendance. Information about SARB will be posted on the website and mailed to parents with the attendance letters. Students with improved attendance will be recognized and parents will be acknowledged for supporting these improvements.	more attention on praising effort and perseverance of all students in the classroom. The director met with families of chronically absent students and will start this at the beginning of the year with the students who have shown a pattern of absences. There is a direct correlation between literacy development and attendance in these children.		
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## Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Teachers will implement the TRIBES program in their classrooms to promote school community and conduct class meetings to provide students the opportunity to inform the teacher about challenges. Teachers new to the school will be trained in TRIBES. Materials will be purchased and parents will be informed of the TRIBES program on the website and newsletters.	All happened as described except for the training for new teachers. New teachers received the Tribes curriculum (book) but were unable to attend an official training. New teachers were supported by their partner teacher to plan Tribes activities. Tribes is used schoolwide to build community. A formal Tribes training is scheduled during the PD week after school is out and will include all our classified staff as well. It will be an intensive two-day training focused on the Tribes agreements, building community through inclusion and supporting students to be leaders.	\$3,800 LCFF 4000/5000	\$3,800

## Analysis

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

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

Goal 2: Parent involvement continues to be a strength of the Adelante program. Parents were empowered to support the school through the PTSO (Parent, Teacher, Staff Organization), PIDA and Latino Literacy. In each of these parent groups parent leaders are developed and given critical information about the educational system and how to support their children as partners in their educational journey. This year PTSO was supported to become its own autonomous organization. PTSO financially supports many of the enriching programs our students receive like Santa Barbara Dance Institute, Art, Music and PE. Numerous events were held during the year to bring the Adelante community together with outstanding participation. Parents volunteered hundreds of hours for the school.

Tribes Learning Communities are used in every classroom and support the social emotional learning that takes place at Adelante. In June, the week after school is over, all staff, including classified staff will be trained in the Tribes Learning Communities program. We strive to make Adelante a safe and welcoming place for any student or parent and the Tribes Learning Communities are the foundation for this work to address social emotional learning and restorative

practices when conflict arises.

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

Once again Parent Involvement was outstanding. Parents do see themselves as partners in the educational process. We could not offer all that we do without the tremendous support of families. School Satisfaction Survey data (for both Spanish and English-speaking families) show that parents are overwhelmingly satisfied with their child's educational experience at Adelante:

96.6% of English-speaking	98.8% of Spanish-speaking
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responders state that Adelante Charter meets or exceeds their expectations.

93% of English-speaking	100% of Spanish-speaking
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responders agree or strongly agree that behavioral expectations are clear and consistent.

84.3% of English-speaking	90% of Spanish-speaking
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responders report their child feels safe from verbal abuse, teasing and exclusion at school.

94.4% of English-speaking	100% of Spanish-speaking
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responders agree or strongly agree that the elements of school life reflect the principles of equity, justice, respect and dignity of each individual.

**CHKS administered to both 5th and 6th graders this year show:**

92% of 5th graders and 78% of 6th graders reported feeling safe at school most of the time or all of the time and 62% of 5th grade and 50% of 6th graders reported feeling connected to their school.

**Absences and Tardies:** This was an unusual year in the Santa Barbara community and for Adelante. We had two natural disasters that impacted attendance - the Thomas fire and the subsequent Montecito debris flow. This had a profound impact on our community and there were increased absences during this time and during subsequent storms as evacuation orders were sent out and fear of another disaster gripped our community. Additionally, the community was hit particularly hard this year with the flu. Even with all of these factors, the attendance rate maintained at 95%. Chronic absenteeism increased this year from 8% last year to 11% this year with the largest number of students chronically absent in K, 2nd and 3rd grades. Reducing absences will be a priority for our community as we start the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between Budgeted and Estimated Actual Expenditures with respect to Goal 2 other than that we did not use the \$3,200 allocated for the Padres Adelante program. Much of the educational content for parents was delivered to parents by the director

through the numerous parent groups. Additionally, we decided to support PIDA (Parents for Inclusion, Diversity and Access) where many of these issues are addressed as well as activities for Goal 3. This was nearly \$9,000 that had not been allocated.

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

For the 2018-2019 school year we will continue to support parents to be involved in the school at every level. There is a greater focus on strengthening the Tribes Learning Communities. Now that all teachers and support staff have been properly trained we can have more coherence in expectations for classroom management and responses to both positive and negative behaviors. There will be a focus on reducing absences and tardies. We aim to establish a culture that clearly communicates that attending school everyday matters - every absence will bring a response and data will be tracked at the office and teacher level. Additionally there is a greater focus on equity and social justice through the curriculum which supports our school's mission. All with the goal of creating a safe, caring and equitable community for all. These changes can be found in Goal 2 of the LCAP.

## Goal 3

To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the CELT and achieve RFEP status at 5th and 6th grade.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,3,4

Local Priorities:

Instruction that provides equitable access to CCSS and NGSS content and language and literacy development for English learners. Parent education and empowerment in understanding the requirements and process for students attaining RFEP status and navigating the educational system in secondary school and beyond..

Increased progress toward English proficiency for English learner students as evidenced by increased reclassification rates in the upper grades as research supports for the TWI model.

## Annual Measurable Outcomes

Expected

Actual

All teachers who were previously trained will receive a follow-up training with GLAD and all new teachers will be trained by GLAD.

No follow-up training occurred although the instructional coach encouraged incorporating many of the GLAD strategies in the Lesson Study experiences to keep the practices in use. GLAD

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	training was postponed from December until April due to the Thomas fire so training didn't happen until late in the school year. Five of the 14 teachers went through six days of GLAD training and were given time to plan for ways to incorporate GLAD strategies into their teaching.
Teachers will receive PL on contrastive analysis of language and bridging languages. Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals.	Happened as described. Teachers are still refining the Bridging practice and learning how to support students to develop metalinguistic awareness so they can build on the strengths of each language. Teachers are learning how to do this beyond just addressing the cognates.
Continue to support and empower parents through the Padres Adelante program and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes	This happened through PTSO and PIDA rather than Padres Adelante. We found that parents were empowered to contribute to the decision-making process by being involved in these two groups. The groups supported parents as leaders and represented the diversity of the school.
Increased % of students demonstrate grade level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6 <sup>th</sup> grade.	This data is now being collected in a way that makes analysis much easier. The Language Assessment Team was formed and is looking at the language trajectory of each student. Next year this will be easier to determine. Logramos (Spanish literacy standardized test) results show an increase in % of students proficient in Spanish with most of the gains coming in 6th grade. We do see an increase in the % of students who exit 6th grade as proficient bilinguals - reaching grade level literacy targets in both Spanish and English by 6th grade. CAASPP results in ELA also increased from the prior year and are on par with most of the other schools in the district.
Continued growth of all students in their trajectory of English language proficiency. Reclassification expected by 6th grade.	EL students continue to show increased proficiency in English as they reach the upper grades. Once again, only two students left 6th grade without being reclassified this year.

## Actions / Services

### Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1- Support teachers with job-embedded professional learning in language development theory and instructional strategies. GLAD training for all new teachers and follow-up training for returning teachers, provide monetary incentives for teacher teams who receive a certificate of completion for the MOOCs offered through Stanford University's Understanding Language Initiative, create a Language Assessment Team to address continuous improvement of individual student's language acquisition, and monitor language acquisition (Spanish and English) through the following formative assessments: FLOSEM, LAS Links, DRA, EDL, observations of classroom conversations. Purchase necessary instructional materials and supplies for language development instruction and support the implementation of GLAD strategies across the curriculum	Five teachers were able to attend six days of GLAD training. The training was postponed until April as the Thomas fire began in the middle of the experience. Follow-up training was informal with the science education consultant. Four teachers successfully completed the Stanford University MOOC Constructive Conversations and worked together through the process and shared their learning with the staff. Language Assessment Team was formed and will work to formalize data collection in the coming year. Instructional materials/supplies were purchased.	\$19,700  LCFF 1000/3000/ 5000	\$19,700

## Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Provide professional learning for teachers in the contrastive analysis of language through Bridging. Support implementation through coaching in science. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms.	Teachers received professional learning in the area of Bridging languages. All grade level teams received coaching in science with an emphasis on productive classroom discourse and pushing student thinking. Grade level teams work closely to plan each week. Grade level bands were not given as much time this year to collaborate and this will be built in for teachers next year.	\$10,000 LCFF 1000/3000	\$10,000

## Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 The school's PADRES ADELANTE meetings will provide parents of English learners information about the Title III plan, the ELD program, the CELDT test, the education of ELs in the TWI setting, dual language educational research, CAASPP, and other school assessments as outlined in the charter. The parents will be provided the Padres Adelante training from Padres Unidos in order to build parent knowledge of the educational system. Parents will also be invited to attend the Latino Literacy training in the spring. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status..	All of these happened with the exception of Padres Adelante through Padres Unidos. The PTSO has been a place for education as well as empowerment. We also initiated PIDA (Parents for Inclusion, Diversity and Access) again through Just Communities instead of Padres Adelante which addresses many of these issues and more. The director has an extensive background in Title III and the process and implications of EL reclassification. He addressed this routinely in meetings with families and parent leaders.	\$9,343 LCFF, Title I 1000/3000/4000	\$9,343

## Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Conduct an assessment of services for English learners and request that Dr. Collier & Thomas conduct an annual audit of the TWI program, presenting the findings and information to the staff and Board of Directors.	Dr. Collier and Dr. Thomas visited the school over a three day period at the end of last year. They met with both staff and parents. They shared new research and findings in dual language education as well as review Adelante data. They were very encouraged with the work taking place at Adelante and would anticipate that Adelante students' academic trajectories will mirror those seen across the nation in high quality dual language programs. It is difficult to provide more analysis with only three years of data but we will continue our	\$3500 LCFF 5000 (consultants)	\$3500

<p>relationship with them and share data annually. This year we invited Dr. Edi Cano Rodriguez who works with Dr. Kathy Escamilla at University of Colorado Boulder in Education, Equity and Cultural Diversity to evaluate our approach to biliteracy as part of the annual audit.</p>		
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## Analysis

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

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

Goal 3: There was a lot of learning that took place this year for teachers! Our new teachers were supported with GLAD training while our veteran teachers improved their practice through Stanford's MOOC - Constructive Conversations. All teachers were supported to increase metalinguistic awareness in their teaching as a way to support biliteracy development (reading, writing, speaking and listening) Parent involvement in PIDA, Latino Literacy and PTSO was supported by administration and parents were empowered to offer suggestions and participate in the decision-making processes of the school.

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

Adelante students are consistently able to demonstrate proficiency in both languages by the time they are in 6th grade. Research on dual language programs supports what we are finding at Adelante - reclassification occurs later (in the upper grades) after students establish literacy in Spanish and then begin to add English. Biliteracy requires the strategic use of both languages and teachers are learning how to teach metalinguistic skills to support students in making cross linguistic connections through Bridging. Now that all teachers have been GLAD trained we are seeing consistency in the use of GLAD strategies. This will be a great foundation to build on for the coming year as we support biliteracy development in all students. A group of teacher leaders participated in the Stanford University MOOC on Constructive Conversations and this experience helped them to see the importance of teaching students to engage in constructive conversations as they build ideas together. This new knowledge has improved classroom experiences and the teacher leaders are also supporting their colleagues to facilitate this level of student discourse as well.

There is strong parent involvement at Adelante and this year we saw that strengthened even more and parents are taking on more leadership in all areas of the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between Budgeted and Estimated Actual Expenditures with respect to Goal 3

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

Next year there will be a continued focus on metalinguistic awareness through Bridging as well as through El Dictado. The Language Assessment Team will closely monitor the progress in both English and Spanish for each student. Parent support will continue through Padres Adelante, PIDA, Latino Literacy and PTSO. Additionally, there will be support offered to the 6th grade families as they prepare for the transition into secondary schools. All changes can be found in the actions under Goal 3 in the LCAP.

## Stakeholder Engagement

LCAP Year: **2017-18**

### Involvement Process for LCAP and Annual Update

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

Adelante involved all stakeholder groups in the development of the LCAP through the following process:

**Parents:**

PTSO monthly meetings – all year

Latino Literacy – weekly during Winter

Café con el Director monthly on Thursday mornings all year

PIDA - weekly in the Spring

Parent online survey on school effectiveness and school climate administered during parent conference week in English and Spanish  
80% participation rate - with essentially equal responses in Spanish and English. 89- English/ 80-Spanish

Open door policy with director for parents to share concerns or questions.

**Students:**

CA Healthy Kids Survey was administered to both 5th and 6th grade students. 2017-18 data reveal CHKS 2017-  
connectedness/safety: 92% of 5th graders and 78% of 6th graders reported feeling safe at school most of the time or all of the time  
and 62% of 5th grade and 50% of 6th graders reported feeling connected to their school

**Staff:**

Monthly meetings - time was dedicated to discussing LCAP goals, process for development and school budget. Site Leadership Teams were created in Science, Math, Literacy and Technology to assist in identifying needs/next steps.

Individual meetings scheduled with the director for certificated and classified staff members to gather information about perceptions, school strengths and needs and gather input on LCAP development.

**School Site Council:**

Met monthly to review LCAP goals and budget. This group met to review student data and determine actions to be taken based on the data. Concerns addressed were related to student achievement, school safety, facilities and school climate.

**Board of Directors:**

Monthly Adelante Charter School Board meetings were held where LCAP data, CA dashboard, LCAP goals and budget were

discussed, Public hearing of LCAP draft and budget June 4th. Board adopts LCAP and budget June 20th.

**Adelante Staff/Board Retreat:**

January: Review priorities of the Adelante Strategic Plan. Where have we been and where are we going? Looked closely at what is working and what needs to change. Committees formed to address the following priorities: Equity, Academics, Board Composition/Development, Family Engagement

**Biliteracy Experts:**

Dr. Edi Cano Rodriguez who works with Dr. Kathy Escamilla at University of Colorado Boulder in Education, Equity and Cultural Diversity spent three days on campus to evaluate our approach to biliteracy as part of the annual audit.

**Community:**

LCAP posted on the school website in Spanish and English. Open Board of Directors meetings monthly

## Impact on LCAP and Annual Update

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

The input and feedback received during the school year on the LCAP development process noted above reflects the parent/community involvement and their commitment to making Adelante the best it can be as we support all children to realize his/her potential academically, socially and emotionally.

Parents are overwhelmingly satisfied with Adelante. The majority of concerns raised in gatherings had to do with facilities (which we have little control over). They would like more space for the children to play and an additional classroom as well as a plan to expand to PK-8. Minor organizational issues were raised that were quickly and easily attended to. There were concerns raised about the drop off and pick up area for students because our campus lacks a safe place for this. With a shared campus we do not have a parking lot to drop off children so the neighborhood is greatly impacted at drop-off and pick-up times. The administration is working with parents to find solutions to this. There will be continued support for parent involvement and education so they are included in the decision-making process at our school.

As a community we are committed to providing a safe and welcoming environment to all students, free from teasing, bullying or verbal abuse. Supporting all staff with Tribes Learning Communities training and ongoing support is a large part of this.

Attendance and tardies will be addressed in a more systematic way in the coming year. In a way that honors parent input yet stresses the importance of attendance and on-time arrival for academic success.

Teachers have requested that instructional support and professional learning continue in a similar manner to this year with a focus on literacy - reading, writing, speaking and listening.

More organized response to literacy data. Monitoring biliteracy development for each student and comparing their progress in all areas of literacy in Spanish and English side by side so as to build on the strengths of each language. Targeted support for struggling readers.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

## Goal 1

To provide high quality classroom instruction and curriculum with an emphasis on the STEAM subjects in the Two Way Immersion program, with interventions in place to address the academic needs of learners.

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

State Priorities: x 1 x 2 x 4 x 5 x 6 x 7 x 8  
Local Priorities:

### Identified Need:

Qualified and/or credentialed teachers to meet the needs of our diverse student population.  
Aligned and adequate instructional materials for CCSS and NGSS that also support language and literacy development across the curriculum.  
Adequate facilities for high quality STEAM instruction in the TWI model  
All teachers will be supported in teaching CCSS and NGSS with a focus on language and literacy development.  
Plan for STEAM materials and resource management  
At risk students have equitable access to STEAM instruction

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Appropriately credentialed or qualified and trained teacher in every classroom.	All grade level teachers are appropriately credentialed – Art and Music teachers are highly qualified and working toward completion of credentials.	All new hires are appropriately credentialed and supported through coaching.	All teachers are supported through coaching either to become teacher leaders (mentors) or coached as mentees.
Every classroom utilizes CCSS and NGSS aligned materials that also support their language and literacy development needs	All classrooms have CCSS and NGSS aligned instructional materials. Science is also used to address CCSS and support language development. Inconsistencies across grade levels as to how much science is integrated with language and literacy standards.	All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.	All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.

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Every classroom has adequate facilities to implement the STEAM instructional materials	Facilities are rented from SBUSD and therefore maintained and repaired by SBUSD. Teachers have adequate facilities although having sinks in the classrooms would make the STEAM teaching and learning more convenient.	There are no proposed changes to the school facilities from the district. There may be a possibility of improvements due to the recently passed bond measure that would allow for 4 portable buildings to be upgraded to permanent buildings.	Adelante parents are currently exploring the needs related to facilities and compiling a report for SBUSD. Limited facilities continues to be the community's biggest concern.
Appropriately trained teacher in every STEAM focused classroom.	All teachers were provided professional learning in STEM subjects this year.	Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development.	Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development.
Teachers' weekly lessons support consistent integration of language and literacy with science.	Weekly lesson plans reflect the integration of language, literacy and science but is inconsistent across grade levels.	Weekly plans will represent common expectations school wide about the integration of science, language and literacy.	Weekly plans will represent common expectations school wide about the integration of science, language and literacy.
Every classroom has the materials and resources needed to implement CCSS and NGSS.	Every classroom was outfitted with the necessary resources to implement CCSS and NGSS	We are adding an additional classroom next year and will ensure that all teachers have the appropriate materials to implement CCSS and NGSS	Every classroom was outfitted with the necessary resources to implement CCSS and NGSS - exploring facilities expansion with SBUSD
Identified pull out and intervention times for at risk students to ensure equitable access to STEAM teaching and learning experiences	Currently there are students who receive Special Education services who are pulled from the classroom during science or math instruction. We share services and a campus with Franklin School and all SPED services are delivered in English. This is also problematic for our students who miss instruction in Spanish.	We are working with the SBUSD SPED department and even looking into the possibility of contracting out our own SPED services through a different SELPA.	Adelante will begin the "18-'19 school year with our own SELPA and bilingual services and providers for our students with different abilities. This will greatly improve the conditions for students and allow for more collaboration between the SPED teacher and the classroom teacher.
As emergent bilinguals, Students will demonstrate grade level proficiency in Math and science in grade 5. English learners will demonstrate grade level proficiency in Spanish with the goal of grade level proficiency in ELA by 6 <sup>th</sup> grade. EO s will demonstrate grade level proficiency in	CAASPP data for last year's 5 <sup>th</sup> graders: ELA: 54% meets or exceeds standard. This was an increase from 35% in 4 <sup>th</sup> grade. Math: 17% meets or exceeds standard. This was an increase from 16% in 4 <sup>th</sup> grade. Science: 65% proficient or advanced.  CAASPP data for 2015-16 6 <sup>th</sup> graders: ELA: 19% meets or exceeds standard. This was an improvement from 13% in 5 <sup>th</sup> grade. Math: 15% meets or exceeds standard. This	Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math and Science when the CAST becomes operational as well as a decrease in the percentage of students scoring below standard in each area.  Improvement across all grade levels in the	Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math and Science when the CAST becomes operational as well as a decrease in the percentage of students scoring below standard in each area.  Move to portfolio/ writing

English with the goal of grade level proficiency in Spanish by 6 <sup>th</sup> grade.	was an improvement from 4% in 5 <sup>th</sup> grade.	Logramos assessment.	assessments in Spanish
Students participation in outdoor, out-of-school STEM learning activities and achievements will increase annually.	Students participate in a number of outdoor and out of school STEM learning activities. They are inconsistent across grade levels.	There will be a more coordinated approach to planning and choosing out of school STEM learning experiences to address the NGSS and allow for consistent experiences school wide.	Consistent outdoor and out-of-school STEM experiences K-6.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1.1

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

#### Students to be Served:

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

All Students

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

Schoolwide

#### Actions/Services

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

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

Modified

Modified

#### 2017-18 Actions/Services

1.1 SCIENCE Continue to provide students with a hands-on, inquiry-based science program FOSS K-5 and GEMS in 6. Consumable materials will be replaced. A science coach will support teachers in the implementation and the collection of assessment data to monitor student learning and push student thinking using

#### 2018-19 Actions/Services

Students will be continue to learn NGSS aligned science through use of the FOSS curriculum K-6. 6th grade will add a FOSS module to address the life science standards not addressed in the GEMS units. Consumables will be replenished. Teachers will continue to be supported by a science coach

the Thinking Routines developed at Harvard Project Zero. The lesson study model will be utilized where lessons are collaboratively planned and delivered, teachers receive feedback and student work is analyzed. Students will be provided the necessary instructional materials and supplies as well as reading materials. The Science Leadership Team members will continue to support their respective grade band colleagues and represent the school in the Channel Islands Regional Science Initiative (CIRSI). Staff will have the opportunity to attend conferences and visit other exemplary science-centered classrooms/schools. Partnerships with UCSB, WYP, Explore Ecology and other agencies will continue to supplement science learning, providing students with a variety of learning experiences/field trips/outdoor education to support the Common Core Standards, NGSS, the STEAM programs and the mission of the school. Parents will serve as chaperones to increase participation and involvement.

through lesson study and instructional coaching. Continued focus on supporting thinking in the classroom. PD on Harvard Project Zero Thinking Routines and the language of thinking as a way to support students to be powerful thinkers and learners. Science Leadership Team will continue to meet and support staff in meeting the science vision. Support will focus on the area of NGSS science and engineering practices and equity. Teacher leaders will engage in learning rounds to better understand the science program K-6 and support their colleagues. Partnerships will continue

### Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$57,800	\$50,097
Source	LCFF/Title 1I	LCFF
Budget Reference	4000/5000 (coach & field trips, consultants)	4303 Special Activities \$30097-Based 5106 Educational Consultants-20,000

## Action 1.2

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

### Students to be Served:

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

All Students

OR

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

### Students to be Served:

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

### Scope of Services:

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

Schoolwide

### Actions/Services

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

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

Modified	Modified
----------	----------

**2017-18 Actions/Services**

**2018-19 Actions/Services**

<p>1.2 TECHNOLOGY Students will have increased access to technology and will continue to develop keyboarding skills at all grade levels. Teachers will be provided professional learning for successful integration of technology in the classroom through the use of Google classroom and other Ed tech opportunities. Chromebooks will be introduced in two grade levels to give students exposure to different platforms.</p>	<p>All students are using technology throughout the day. Online platforms include Dreambox for math, NewsELA and RAZ Kids for literacy and FOSSweb for science. 3rd - 6th grade use both Chromebooks and Macbooks. The Technology Leadership Team will begin to share resources with the rest of the staff throughout the year. The team will meet monthly to identify needs and develop a plan to support teachers to use technology in more robust and meaningful ways.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19
Amount	\$18,000	\$12,006
Source	LCFF	LCFF
Budget Reference	4000 (computers 15k), 5000 (training 3k)	Software \$2006- Base Non- Cap Equipment- \$10,000 Base

**Action 1.3**

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

**Students to be Served:**

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

All Students

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

Schoolwide

**Actions/Services**

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

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

Modified Modified

### 2017-18 Actions/Services

1.3. ENGINEERING Support teachers to incorporate engineering design in the curriculum beyond what is embedded in the FOSS Next Gen modules. Teachers will be provided professional learning on the engineering design process and will share across grade levels on PD Thursdays how they have found success with the integration of engineering in science and the strategies and tools they have found most successful for supporting student thinking. There will be a school wide focus on engaging in productive academic discourse and the engineering design process will be included in this. Sharing prototypes, strengths and weaknesses in design and ideas to take to another iteration. Purchase instructional materials.

### 2018-19 Actions/Services

1.3. ENGINEERING- Teachers will be supported to incorporate engineering design in the science curriculum beyond what is embedded in the FOSS Next Gen modules in 3rd - 6th grade. Teachers will be provided professional learning on the engineering design process and will share learning across grade levels Purchase necessary instructional materials for engineering. K-2 will use engineering design during English time to support the ELD standards for integrated and designated ELD Productive academic discourse and constructive conversations continue to be a schoolwide focus and engineering is an area where this is easily put into practice as students work together to solve problems.

### Budgeted Expenditures

Year	2017-18	2018-19
Amount	6600.00	\$ 10,000
Source	LCFF	LCFF
Budget Reference	4000/1000/3000	Certificated Salaries -1100

### Action 1.4

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

#### Students to be Served:

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

All Students

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

Schoolwide

### Actions/Services

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

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

Modified	Modified
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**2017-18 Actions/Services**

1.4. ART Continue to provide students with a visual arts and music program K-6. An art IA will support the students and art teacher with weekly art classes. Music teacher will provide weekly music classes. The programs will reflect the mission of the school, the culture of the community and include those projects that are school traditions. Students will showcase their artwork at the annual art show and student music performances will be scheduled. Necessary materials and supplies will be purchased. Third and Fourth graders will continue to participate in Santa Barbara Dance Institute's (SBDI) in-school full year dance program with a culminating show in May.

**2018-19 Actions/Services**

1.4. ART Continue to provide students with a visual arts and music program K-6. An art IA will support the students and art teacher with weekly art classes. Music teacher will provide weekly music classes. The programs will reflect the mission of the school, the culture of the community and include those projects that are school traditions. Students will showcase their artwork at the annual art show and student music performances will be scheduled. Necessary materials and supplies will be purchased. All students will participate in dance through the PE program and 3rd and 4th grades will continue to work with SBDI all year.

**Budgeted Expenditures**

Year	2017-18	2018-19
Amount	118,000 (Art, Dance, Music)	\$46,781
Source	LCFF, Local	LCFF
Budget Reference	1000/2000/3000/5000	Classified Support 2200

**Action 1.5**

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

**Students to be Served:**

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

All Students

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

Schoolwide

**Actions/Services**

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

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

Modified

Modified

## 2017-18 Actions/Services

1.5 MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning, by providing opportunities to engage with a math coach. The math coach will provide PL on the curriculum and teacher representatives on the Math Leadership Team will support teachers at their respective grade bands with pedagogical and content related support. Staff will have the opportunity to attend math trainings to increase their expertise.

## 2018-19 Actions/Services

1.5 MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning, by providing opportunities to engage with mentor teachers. Math Leadership Team will engage in PL on the importance of mindset in mathematics. They will participate in a book club to further their learning Mathematical Mindsets, Jo Boaler. Math team will engage in a cycle of inquiry around common mathematical practices in the school and offer support to teachers at their respective grade bands with pedagogical and content related support. Math Leadership Team will begin to implement structures used with science improvement. They will meet monthly on early release Thursdays.

## Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$12,500	\$5,000
Source	LCFF	LCFF
Budget Reference	5000	5106 -Educational Consultants \$5,000

## Action 1.6

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

### Students to be Served:

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

All Students

OR

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

### Students to be Served:

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

English Learners

### Scope of Services:

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

### Actions/Services

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

Modified

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

Modified

## 2017-18 Actions/Services

1.6 Literacy and Language: Balanced Literacy - PL in balanced literacy Increase the quantity and quality of small group instruction (differentiation) in the classroom to insure access for all students across all content areas. Guided Reading: leveled books, DRA training to ensure calibration of student assessment scoring, Refine reading instruction based on formative assessment data to better support struggling students. Teacher teams will meet to map out year-long plans and identify read alouds and books for literature circles in the upper grades that support agreed upon curricular throughlines. Implement Writer's Workshop K-6 with fidelity and provide necessary instructional materials and supplies. Provide staff PL opportunities to strengthen implementation and calibrated scoring of student writing.

## 2018-19 Actions/Services

In July teachers will be supported to attend a Writer's Workshop Summer Institute to support successful implementation of the Writer's Workshop model. Teachers will work to refine the workshop model and share learning across grade bands as well as engage in calibration of scoring student writing in both Spanish and English and use this in analysis of biliteracy development. PD will also focus on metalinguistic awareness for students in order to build on the linguistic assets students have in each language. All teachers will continue using formative assessments EDL/DRA three times per year and will receive training on the assessment in August. Teachers will work in grade level teams to identify read alouds and guided reading texts that support Adelante's commitment to equity and social justice using the standards for social justice developed by Teaching Tolerance.

## Budgeted Expenditures

Year	2017-18	2018-19
Amount	102,200	\$47,000
Source	LCFF/Title I/Title III	LCFF
Budget Reference	1000/2000/3000/4000	Professional Development-5804

## Goal 2

To engage students in their school experience and to engage parents in the educational experience of their students by providing a safe place for learning where students and parents are connected to the school.

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

State Priorities: x 3 x 5 x 6  
Local Priorities:

### Identified Need:

Parents understand and utilize avenues to increase involvement in their child's learning experiences as well as opportunities to provide input in decision making.

Increased school attendance rate and reduce number of chronic absentees.

Students and parents feel safe, included and welcome at school; students feel a sense of pride in their school and efforts in classroom.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
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Increased participation in facilitated parent groups focused on parent education and empowerment.	Padres Adelante met in the fall. 24 families participated. Latino Literacy was offered in the Spring and facilitated by two teachers 24 families participated. PTSO took on a new role with a focus on parent empowerment. New bylaws were created and parents are more involved in the decision-making process around fundraising monies and activities.	Continue to offer parent education/empowerment classes. Padres Adelante will continue with Sal Guereña as facilitator. Special attention will be devoted to parenting in the digital age. This group will be provided opportunities for leadership and giving input in school decision making. PTSO will continue with parent leadership and fundraising efforts. We are exploring bringing PIDA back to foster more parent leadership.	Build on the parent leadership developed through PIDA this year as well as PTSO. PTSO became more autonomous this year and has taken on more ambitious fundraising efforts together. Parent leadership is developed and honored.
Parent Coordinator continues to improve ongoing communication about school attendance, school activities and important information as well as opportunities for participation.	Parent Square continues to be an effective resource for communication. Multiple avenues of communication are used as to try to reach every family.	Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication. Lead Parents for each classroom also assist in clear and consistent messaging to families.	Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication. Lead Parents for each classroom also assist in clear and consistent messaging to families.
Increased participation in/attendance at school and community learning and engagement offerings.	Adelante has remarkable parent participation currently. Some opportunities for participation are as follows: Back to School Night, Dia de Independencia, Dia de Los Muertos, Winter Show, Parent Teacher Conferences, Dual Language seminar, Jog a Thon, State of our School/Open House address, Dia de Las Madres, Student-Led Conferences. Although the participation rate is high, there is a small group of parents who put in the largest amount of work	Continue the extraordinary participation from parents and work to spread the workload across a larger number of parents as not to exhaust the efforts of the small group that consistently helps.	Continue the extraordinary participation from parents and work to spread the workload across a larger number of parents as not to exhaust the efforts of the small group that consistently helps.
Increased attendance rate	94% for 2016-17 – On time arrivals increased. Director stands out in front of the school to welcome children and families daily. Families have reported that this has been a motivator to get to school on time.	An additional increase of 1% in school attendance rate and on time arrivals.	An additional increase of 1% in school attendance rate and on time arrivals.
Decrease in chronic absenteeism	8% for 2016-17	An additional 1% decrease in chronic absenteeism	An additional 1% decrease in chronic absenteeism
Tribes program is used daily in all classrooms as evidenced by observational walk	All teachers are using the Tribes program but there is inconsistency in the time devoted to building community in each classroom.	All teachers will be implementing the Tribes program and holding <u>daily</u>	All teachers implement the Tribes program and holding <u>daily</u> “Tribes activities” or classroom

throughs and weekly lesson plans		"Tribes activities" or classroom meetings to build community.	meetings to build community. Support staff will also be trained in Tribes methodology.
Increase positive cognitive, behavioral, and affective engagement during STEAM learning experiences.	Most teachers focus on uncovering and pushing student thinking in math and science. Students engage in inquiry through active investigation with a focus on the science and engineering and math practices.	All teachers maintain a consistent focus on uncovering and pushing student thinking in math and science. Students regularly engage in inquiry through active investigation with a focus on the science and engineering and math practices.	All teachers maintain a consistent focus on uncovering and pushing student thinking in all subject areas. Students regularly engage in inquiry through active investigation with a focus on the science and engineering and math practices. Language of thinking is used consistently.
Increase in students reporting they are not experiencing verbal abuse at school.	CHKS 2016 connectedness/safety: 86% of 5th graders reported feeling safe at school most of the time or all of the time and 74% reported feeling connected to their school. Parent school effectiveness survey reported that 87% of responders say their child is free from verbal abuse at school.	Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.	Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 2.1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

English Learners

Schoolwide

### Actions/Services

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

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

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

2.1. Padres Adelante meetings will be scheduled monthly to continue to support parents of English Learners with information about they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the CELDT test, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be.

2.1. Meetings will be scheduled monthly to continue to support parents of English Learners with information about they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the ELPAC, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be.

### Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$3200	\$5,400
Source	Title I, LCFF	LCFF
Budget Reference	5000 (Padres Unidos/Interpreter)	Clerical Technical 2400

## Action 2.2

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

### Students to be Served:

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

[Add Students to be Served selection here]

OR

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

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

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

English Learners

Schoolwide

### Actions/Services

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

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

Modified	Modified
----------	----------

**2017-18 Actions/Services**

2.2 The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and a school newsletter. The Parent Coordinator will be part of the PTSO committee and Padres Adelante The Parent Coordinator will continue to inform parents of the system for documenting parent participation hours and will modify the process so that parents have more options for reporting. PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.

**2018-19 Actions/Services**

2.2 The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and a school newsletter. The Parent Coordinator will be part of the PTSO PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5600.00	37,800	\$55,642
Source	LCFF	LCFF]	LCFF
Budget Reference	2000/3000	Classified-Office Staff-2400	Classified-Office Staff-2400]

**Action 2.3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

English Learners	Schoolwide
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**Actions/Services**

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

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

Modified	Modified
----------	----------

**2017-18 Actions/Services**

**2018-19 Actions/Services**

2.3 Attendance and On-time arrivals: Parents and students will be informed of the attendance policy and tardy policy via the Parent/Student handbook and classroom presentations. The handbook will be posted on the website, on Parent Square and hard copies will be available for parents in the office and at the annual registration day. Parents of students with attendance issues will receive attendance reports and information about the importance of good attendance. Information about SARB will be posted on the website and mailed to parents with the attendance letters. Students with improved attendance will be recognized and parents will be acknowledged for supporting these improvements.

2.3 We aim to establish a culture that clearly communicates that attending school everyday matters - every absence will bring a response and data will be tracked at the office and teacher level. Parents and students will be informed of the attendance policy and tardy policy via the Parent/Student handbook and classroom presentations. The handbook will be posted on the website, on Parent Square and hard copies will be available for parents in the office and at the annual registration day. Parents of students with attendance issues will receive attendance reports and information about the importance of good attendance. Information about SARB will be posted on the website and mailed to parents with the attendance letters.

**Budgeted Expenditures**

Year	2017-18	2018-19
Amount	\$2500	\$21,549
Source	LCFF	LCFF
Budget Reference	2000/3000/4000	Certificated Admin:1300 \$12,443 Clerical:2400 \$ 9105

**Action 2.4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Schoolwide

**Actions/Services**

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

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

Modified

Modified

### 2017-18 Actions/Services

2.4 Teachers will implement the TRIBES program in their classrooms to promote school community and conduct class meetings to provide students the opportunity to inform the teacher about challenges. Teachers new to the school will be trained in TRIBES. Materials will be purchased and parents will be informed of the TRIBES program on the website and newsletters.

### 2018-19 Actions/Services

2.4 The entire Adelante staff (classified and certificated) will receive Tribes training the week after school is out for the summer (June 11-15). Tribes Learning Communities serves as the core for addressing social emotional learning and creating a positive school climate. Tribes agreements and the restorative approach to conflict will support all interactions.

### Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$3,800	\$5,000
Source	LCFF	[LCFF]
Budget Reference	4000/5000	Professional Development -5804

## Goal 3

To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the ELPAC and achieve RFEP status at 5th and 6th grade.

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

State Priorities: x 2 x 3 x 4  
Local Priorities:

### Identified Need:

Instruction that provides equitable access to CCSS and NGSS content and language and literacy development for English learners. Parent education and empowerment in understanding the requirements and process for students attaining RFEP status and navigating the educational system in secondary school and beyond.. Increased progress toward English proficiency for English learner students as evidenced by increased reclassification rates in the upper grades as research supports for the TWI model.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Teachers appropriately trained in strategies for	Teachers have been trained in GLAD strategies that support productive discourse and making content comprehensible to language learners.	All teachers who were previously trained will receive a follow-up	Teachers will build on their understanding of GLAD strategies focusing

Approved by Adelante Charter School Board of Directors 6/20/18

supporting productive academic discourse across the curriculum.		training with GLAD and all new teachers will be trained by GLAD.	particular attention on structures for collaborative academic conversations.
Teachers consistently using bridging activities to support metalinguistic analysis of Spanish and English.	Teachers were introduced to the idea of bridging this year. Used in upper grade classrooms this year. Inconsistent use and primarily only in science.	Teachers will receive PL on contrastive analysis of language and bridging languages. Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals.	Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals. Teacher leaders begin discussing new research in translanguaging.
Parents of English learners are provided education about the process for reclassification and opportunities for input in school decision making.	Parents of English learners were supported with education about the reclassification process, CELDT, CAASPP and ways to become more involved in school decision making through the Padres Adelante program.	Continue to support and empower parents through the Padres Adelante program and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes	Continue to support and empower parents through education and leadership development and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes
Students demonstrate literacy in L1 and add proficiency in L2 to attain biliteracy before exiting our program.	Third quarter DRA and EDL results show that all students are moving toward proficiency in Spanish and English. For ELs they are reaching proficiency in Spanish first.	Increased % of students demonstrate grade level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6 <sup>th</sup> grade.	Increased % of students demonstrate grade level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6 <sup>th</sup> grade.
Look at the English language proficiency trajectory in order to reclassify - Reclassification after 5 years	Only two English learner students will leave Adelante this year without RFEP status, most of our EL students are reclassified before exiting our program.	Continued growth of all students in their trajectory of English language proficiency. Reclassification expected by 6th grade.	Continued growth of all EL students in their trajectory of English language proficiency. Reclassification expected by 6th grade.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 3.1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

OR

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

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners

Schoolwide

**Actions/Services**

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

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

Modified

Modified

**2017-18 Actions/Services**

3.1- Support teachers with job-embedded professional learning in language development theory and instructional strategies. GLAD training for all new teachers and follow-up training for returning teachers, provide monetary incentives for teacher teams who receive a certificate of completion for the MOOCs offered through Stanford University's Understanding Language Initiative , create a Language Assessment Team to address continuous improvement of individual student's language acquisition, and monitor language acquisition (Spanish and English) through the following formative assessments: FLOSEM, LAS Links, DRA, IDL, observations of classroom conversations. Purchase necessary instructional materials and supplies for language development instruction and support the implementation of GLAD strategies across the curriculum

**2018-19 Actions/Services**

3.1 Now that all teachers have been trained in GLAD they will be supported through coaching to implement the strategies in meaningful ways. Provide necessary supplies to implement the strategies. Continue to support a differentiated approach to professional learning through online courses and book clubs for teachers who want to extend their learning. Literacy Leadership Team will discuss the analysis of biliteracy trajectories from Language Assessment Team and identify areas of support for teachers so they can better support struggling readers. Progress monitoring of language and literacy assessments.

**Budgeted Expenditures**

Year	2017-18	2018-19
Amount	\$19,700	\$20,000
Source	LCFF	LCFF
Budget Reference	1000/3000/5000	Professional Development 5804

**Action 3.2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Schoolwide

**Actions/Services**

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

Modified

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

Modified

**2017-18 Actions/Services**

3.2 Provide professional learning for teachers in the contrastive analysis of language through Bridging. Support implementation through coaching in science. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms.

**2018-19 Actions/Services**

3.2 Continue to build on the work started around the contrastive analysis of languages and the use of Bridging. Use knowledge of language to look at student discourse and writing to determine the linguistic strengths in each language that can be leveraged to support transfer across languages. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms.

**Budgeted Expenditures**

Year	2017-18	2018-19
Amount	\$10,000	\$12,806
Source	LCFF	LCFF
Budget Reference	1000/3000	Professional Development- 5804 \$3,000 Certificated- 1100 \$9,806

**Action 3.3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

Schoolwide

**Actions/Services**

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

Modified

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

Modified

**2017-18 Actions/Services**

3.3 The school's PADRES ADELANTE meetings will provide parents of English learners information about the Title III plan, the ELD program, the CELDT test, the education of ELs in the TWI setting, dual language educational research, CAASPP, and other school assessments as outlined in the charter. The parents will be provided the Padres Adelante training from Padres Unidos in order to build parent knowledge of the educational system. Parents will also be invited to attend the Latino Literacy training in the spring. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status.

**2018-19 Actions/Services**

3.3 Adelante will provide parent education to parents of English learners around the topics of Title III, reclassification, ELPAC, and ELD within a dual language model. Additionally, there will be education about CAASPP, the Adelante LCAP and navigating the US educational system. This may be supported by Padres Adelante or done internally as we have expertise within our staff. Parents will also be invited to attend the Latino Literacy training in the spring. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status.

**Budgeted Expenditures**

Year	2017-18	2018-19
Amount	\$9,343	\$10,400
Source	LCFF, Title I	LCFF
Budget Reference	1000/3000/4000	Clerical 2400 \$5400 General Consulting 5805 \$5,000

## Action 3.4

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

### Students to be Served:

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

[Add Students to be Served selection here]

OR

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

### Students to be Served:

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

English Learners

### Scope of Services:

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

Schoolwide

### Actions/Services

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

Unchanged

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

Modified

### 2017-18 Actions/Services

3.4 Conduct an assessment of services for English learners and request that Dr. Collier & Thomas conduct an annual audit of the TWI program, presenting the findings and information to the staff and Board of Directors.

### 2018-19 Actions/Services

3.4 Conduct an assessment of services for English learners and request that outside experts in the field conduct an annual audit of the dual language program, presenting the findings and information to the staff and Board of Directors.

### Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$3500	\$3500
Source	LCFF	LCFF
Budget Reference	5000 (consultants)	General Consulting -5805

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 318,457

14.59%

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

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

Detailed descriptions of actions and services funded and provided to support all students on a school-wide basis, as well as those intended to support unduplicated pupils can be found in the Goals, Actions, and Services section above. Approximately 14.59% of the total allocation of Supplemental and Concentration Grant Funds are dedicated to increasing and/or improving services for unduplicated pupils above and beyond those services provided for all students. Actions that are school-wide are meant to ensure that unduplicated students experience an equitable educational experience and that equitable systems are in place to support the academic, social and emotional growth of all students.

## Goal 1

- Site Leadership: Science/Engineering, Literacy and Language, Mathematics, Technology, Arts
- Instructional Coaching/Lesson Study/Student Work Analysis
- Literacy and language development across the curriculum - biliteracy development
- Language Assessment Team - progress monitoring for literacy development
- Early literacy support K-3 all classroom

## Goal 2

- Tribes Learning Communities
- Improving Attendance/Reducing Tardies -
- Parent leadership - empowerment and decision making
- PTSO/PIDA/Latino Literacy
- Equity and Social Justice work

## Goal 3

- Language Assessment Team
- GLAD

- Metalinguistic awareness - contrastive analysis of language
- Padres Adelante/Latino Literacy/PIDA
- Expert evaluation
- 6th grade families/AVID jr. high and high school transition

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

### **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sal/>). (Note: For some

charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents,

students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

## Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

## Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;

- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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