



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelante Charter School

CDS Code: 42767866118202

School Year: 2022-23

LEA contact information:

Javier Bolivar

Executive Director/Principal

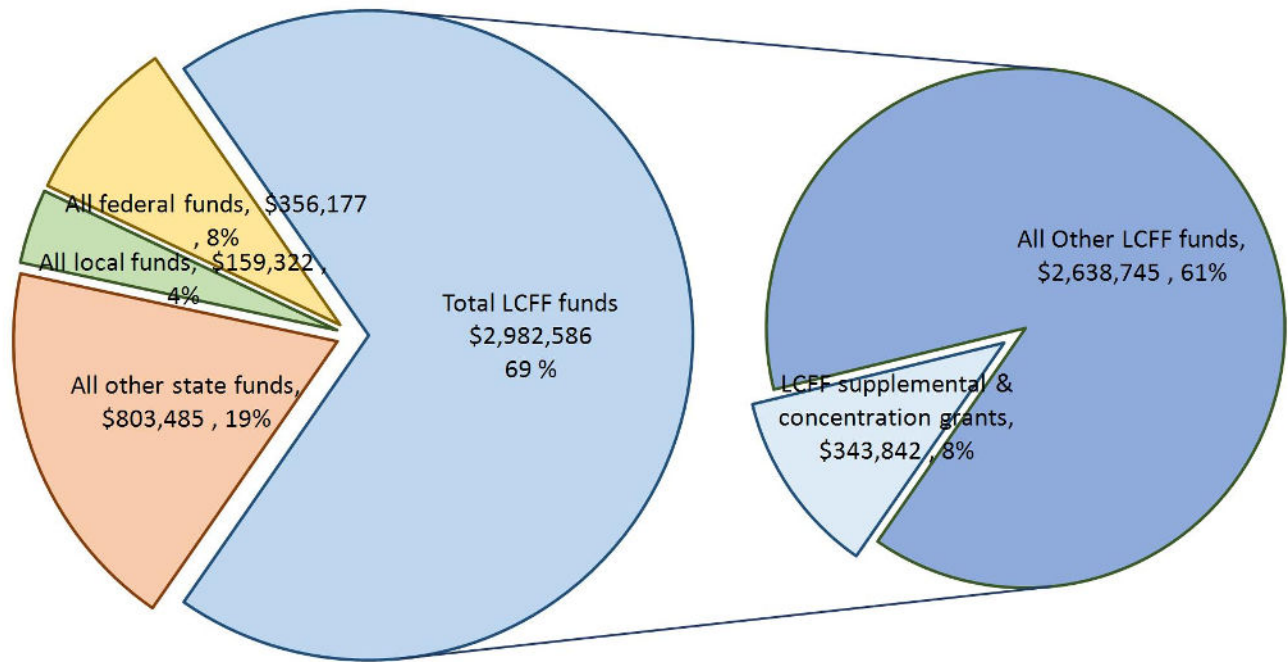
[jbolivar@sbunified.org](mailto:jbolivar@sbunified.org)

(805)966-7392

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

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

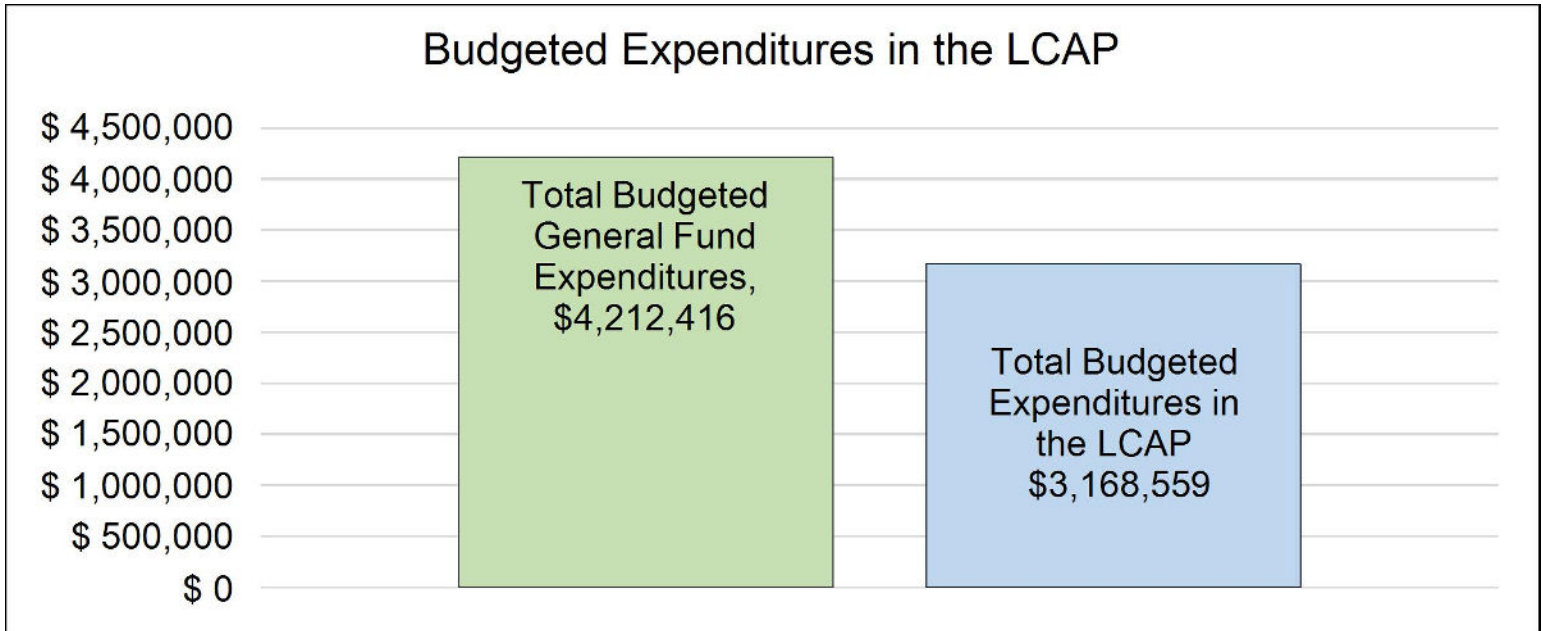


This chart shows the total general purpose revenue Adelante Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelante Charter School is \$4,301,570.35, of which \$2,982,586.44 is Local Control Funding Formula (LCFF), \$803,485.41 is other state funds, \$159,322.00 is local funds, and \$356,176.50 is federal funds. Of the \$2,982,586.44 in LCFF Funds, \$343,841.64 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Adelante Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Adelante Charter School plans to spend \$4,212,416 for the 2022-23 school year. Of that amount, \$3,168,558.91 is tied to actions/services in the LCAP and \$1,043,857.0,899,999,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

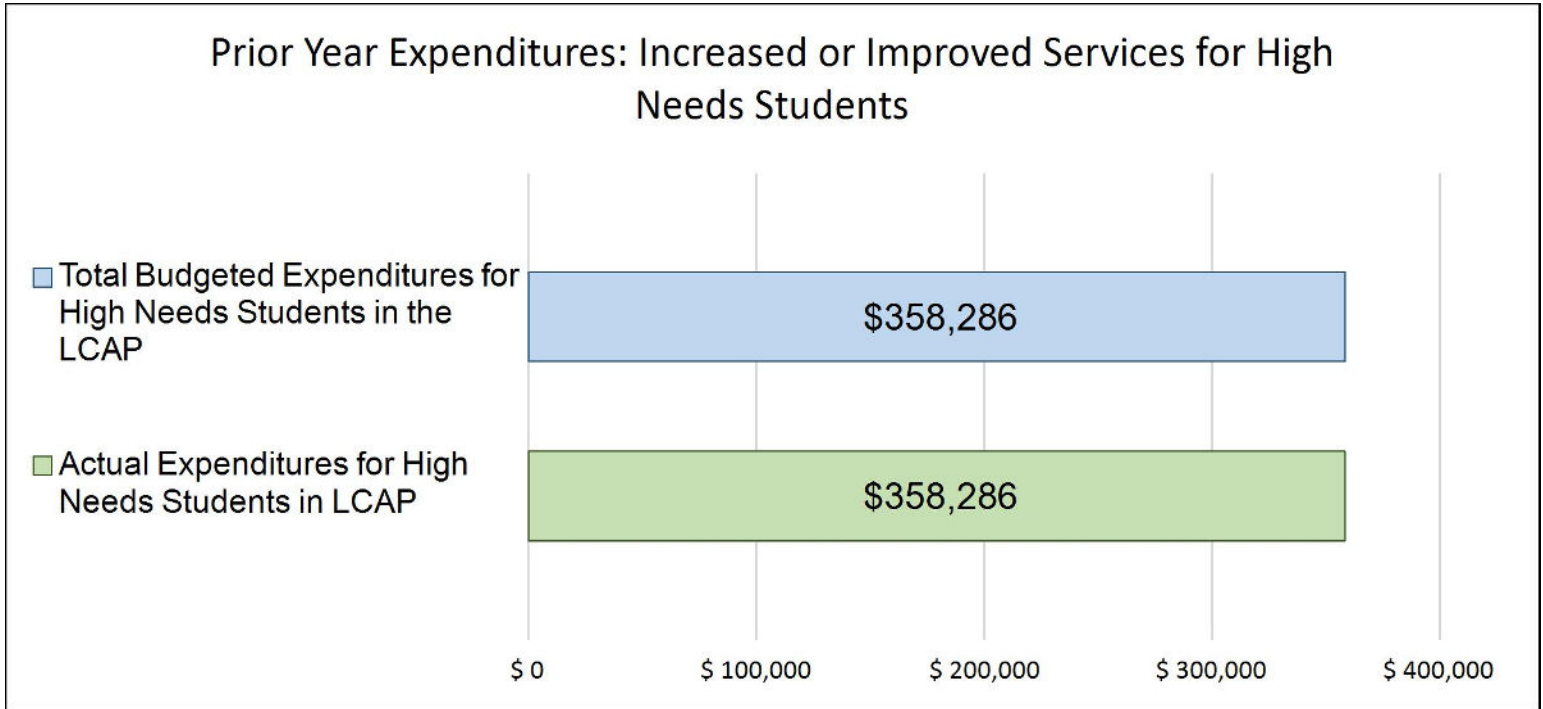
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) includes general operating expenses that are basic services provided by the District such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals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

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Adelante Charter School is projecting it will receive \$343,841.64 based on the enrollment of foster youth, English learner, and low-income students. Adelante Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Adelante Charter School plans to spend \$478,707.82 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Adelante Charter School's LCAP budgeted \$358286 for planned actions to increase or improve services for high needs students. Adelante Charter School actually spent \$358286 for actions to increase or improve services for high needs students in 2021-22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelante Charter School	Javier Bolivar Executive Director/ Principal	<a href="mailto:jbolivar@sbunified.org">jbolivar@sbunified.org</a> (805)966-7392

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering

from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Adelante Charter School (ACS) has consistently and meaningfully engaged educational partners in the development of the school plans, including the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan (ELO), and ESSER III Expenditure Plan. Input from all educational partners is invaluable and necessary, particularly during a time of much change and uncertainty. Adelante has worked tirelessly to include the voices of partners by applying a design thinking approach to innovation and problem-solving. Development of a plan to expend funds in the ELO Grant Plan and the ESSER III Plan included regular feedback and input from multiple partner groups as follows:

(please note-because the School’s charter authorizer, SBUSD, has an unduplicated pupils percentage below the 55% threshold, ACS does not receive concentration grant funding)

Regular surveys were administered to educational partners related to the return to in-person learning and perceptions as to safety, quality of learning experiences, and specific concerns related to academic, physical and social-emotional wellbeing. All survey data was shared with the Board and staff. The Leadership Team met regularly throughout the school year. The working group has included administration, office staff, teachers, support staff and a Board member sharing a common purpose of gathering input and designing solutions to the issues faced. Much of the work was focused on in-person teaching and learning, safety and responding to missed opportunities for learning during remote learning.

Empathy interviews were conducted throughout the year to gather more information/feedback. Focus groups targeting families of Emergent Bilingual students, Title I, and focus groups with families of students who receive Special Education services were held over Zoom. The purpose of those sessions was to amplify the voices of our Spanish-speaking families, our most vulnerable families, and those most adversely affected by the pandemic to cultivate honest dialogue and a sense of belonging to our school community and the decision-making process.

From student survey data, we know COVID-19 has impacted students' mental health. Parent survey data (46% of responders) echoed this concern. This supports our focus on mental wellness for all students. Staff Survey data overwhelmingly supported staff needing more professional learning in the area of supporting students exposed to trauma or stressful life events.

All of these data were taken into consideration as we developed the plans -- with particular attention to the feedback received from families of our most vulnerable student groups. As a result of this consistent practice, educational partners identified the following staffing needs to provide increased or improved services to our low-income, English Learner, Foster Youth, and homeless students:

- temporary expanded support in the area of health assistance and custodians for routine maintenance to facilitate continuous and safe operation of in-person learning that will reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.

- outdoor learning centers to provide a sheltered place for our students to have shaded fresh air throughout the day as well as outdoor eating areas. The structures will also provide areas in which instructional staff may conduct small group instruction to focus on high needs students.
- technical personnel to ensure an optimal, timely response to the significant increase in instructional technology use, equipment and expanding technology infrastructure to monitor the increased complexities of student movement, contact tracing, group gatherings, and management of resources for safe, in-person learning.
- continue the residential sub position to ensure release time for collaboration and professional learning until 2024.
- support implementation of DELD and monitor progress of Emergent Bilingual students and expanding classroom culturally- relevant library collections
- provide additional support and transitional services to students who are directed to quarantine due to COVID-19, as well as the few students who have medical reasons for participating in independent study.
- continue a reading Intervention support position.
- continue paraeducator support in 2nd and 3rd grade to support reading instruction
- expanded learning opportunities during summer and afterschool
- improved progress monitoring tools

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As a charter school, Adelante operates as a single school district with an unduplicated pupils enrollment of 67.2%. However, because Adelante’s charter authorizer, SBUSD, has an unduplicated pupils percentage below the 55% threshold, ACS does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Adelante Charter School has consistently and meaningfully engaged educational partners in the development of the school plans, including the Local Control and Accountability Plan (LCAP), Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, and ESSER III Expenditure Plan. Adelante engaged educational partners throughout the 2020-21 school year, and again at the beginning of

the 2021-22 school year, to discuss providing instructional supports and interventions as described above. Additionally, since Spring of 2020, Adelante's community engagement process has gathered perspectives and insights of our educational partner groups in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://adelantecharter.org> (pgs. 2-5)
- Expanded Learning Opportunities Grant Plan <https://adelantecharter.org> (pgs. 1-2)
- Local Control and Accountability Plan <https://adelantecharter.org> (pgs. 44-47)
- ESSER III Expenditure Plan <https://adelantecharter.org> (pgs. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

#### Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and safety of students, educators, and other staff:

- **Successes:** Adelante Charter School worked closely with the Santa Barbara County Education Office and Santa Barbara County Public Health Department and continues to maintain regular communications that include review of important updates and safety recommendations from CDC, CDPH and SBCPHD. Information from these communications drive decision-making and any policy changes related to COVID-19 safety. We continue to maintain the health and safety of students and staff following health and safety policies and procedures, and have adopted policies including, but not limited to, the following: mask wearing, modification of facilities where appropriate, hand washing, maintaining clean facilities, improved ventilation, outdoor eating/ learning areas, contact tracing with isolation and quarantine, collaboration with various health departments, diagnostic and screening testing, efforts to provide access to vaccinations, accommodations for children with disabilities, and coordination with health officials. Sufficient PPE is provided to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Those policies have been successfully implemented throughout the school.
- **Challenges:** The policies cited above were reviewed and revised when the risk of infection appeared to be diminishing, and again with the most recent wave of the Omicron variant. Adopting and implementing policies since the beginning of the Omicron wave have been challenging due to the rapidly changing guidance from the CDC and the unexpected speed and pervasiveness of the variant's infectiousness causing staff absences as well as student absences and an increased need for testing. This is particularly difficult with such a small staff.



### Continuity of services:

- **Successes:** Adelante Charter School has provided services to all students that include academic supports, social, emotional, mental health, student health and food services to ensure students grow both academically and emotionally. Student health and safety are monitored daily through ongoing assessment of classrooms and outdoor areas in order to ensure health and safety are maintained to the highest standards, allowing students and staff to learn and work in a safe environment. To support academic needs, our school supports individual student learning needs through regular progress monitoring through multiple measures and tiered supports, which are also monitored for growth. In the situation of isolations and quarantines, students continue to have access to instruction either via independent study or remote instruction as necessary. Services for students with disabilities and English learners also continue to be provided.
- **Challenges:** While our school is proud that it has maintained the above continuity of services, we have not been able to implement to the expected degree due to the lack of available certificated and support staff. This has been particularly challenging during the Omicron surge. Finding subs and filling open positions has been and remains a challenge, and has resulted in administrators and support staff often working outside their regular duties to ensure that basic instructional and support services are maintained.

### Implementation of the ESSER III Expenditure Plan

- **Successes:** Adelante Charter has provided additional support to those students who were most impacted by lost instructional time during the pandemic. The additional reading support in 2nd and 3rd grade from paraeducators pushing into the classroom as well as the pull-out reading intervention support has been an effective strategy for accelerating growth in literacy in these grades where many students experienced delays in reading. We are closely monitoring growth in these students and many are improving.
- **Challenges:** Part of the ESSER III plan includes expanding technology support for staff and students. This has proven to be more difficult than anticipated. Because our school is connected to SB Unified's network, coordinating with their IT department was necessary. This took many months to coordinate due to the demands presented by the pandemic on the SB Unified side. Thankfully, as of January this is now moving forward. Additionally, there have been challenges hiring the desired number of paraeducators. Due to these constraints we have had to use the staff we have creatively so that we can serve as many students as possible.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

### Safe Return to In-Person Instruction and Continuity of Services Plan

Adelante Charter School used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of

Services Plan by:

- Purchasing and providing PPE to enable mask wearing and hand washing. Sustaining maintenance staff to maintain clean facilities, modifying facilities where appropriate, and maintaining improved ventilation. We have retained support and certificated staff to provide contact tracing with isolation and quarantine, to conduct diagnostic and screening testing and support efforts to provide access to vaccinations, to provide accommodations for children with disabilities, and administrators' time to coordinate with health officials. Teaching staff, support staff, and administrative staff collaborate closely with the school counselor and school psychologist to support the whole child and to understand the need for trauma-informed interventions. Professional learning for teachers related to trauma-informed instruction. Short-term independent study has been implemented to continue services in the cases of students who are in isolation or quarantine. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the Social-emotional learning, health, and student wellness services that are part of Goal 2 in the LCAP. Cross-grade experiences, such as those described in Goal 3 of the LCAP also include a focus on SEL that is integrated into the curriculum in meaningful ways that also addresses the trauma and injustices students and communities are experiencing as a result of the COVID pandemic.

#### ESSER III Expenditure Plan

Adelante Charter School used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by adding outdoor learning spaces and an expanded outdoor eating area as well as hiring additional paraeducators to support students who are reading below grade level in 2nd and 3rd grade. Reading Intervention is also provided as an additional Tier II support to our most vulnerable students. Support for emergent bilingual students through improved Designated ELD instruction and expanded classroom libraries and releasing teachers for professional learning/coaching. Technology support will begin during the second half of the year.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by:

- The Health Assistance/ Custodial / Office Support, Health and Safety Measures described in the ESSER III Expenditure Plan are aligned with and supplement the actions and services described in Goal 2 of the ACS LCAP.
- Hiring Paraeducators to accelerate progress to close gaps in learning, staff professional learning opportunities, Emergent Bilingual support, designated ELD, bilingual classroom libraries, a reading intervention paraeducator, instructional coaching and curricular support, and technology support to examine data are all aligned with and supplement the actions and services described in Goal 1 of the ACS LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## Local Control Accountability Plan

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

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

# Plan Summary [2022-23]

## General Information

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

Located next to the Franklin Elementary School campus in Santa Barbara, Adelante Charter School is a Spanish-English immersion elementary school, where every child enters as a second language learner and graduates bilingual and biliterate. Adelante's two-way immersion (TWI) program design has been shown to be the most effective way to teach a second language to all learners. Children who are bilingual demonstrate a cognitive advantage that could last a lifetime, affecting skills related to planning, problem-solving, mental focus, and memory. Within this language and culture-rich environment, Adelante implements an outstanding academic program with an emphasis on science, math, technology, and the arts.

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

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

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

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

Adelante serves 300 students.

Student demographics for the 2021-2022 school year:

Hispanic/Latino: 85.7%

White: 11.7%

African American <1%

Filipino: <1%

Asian <1%

Two or More Races <1%

#### Enrollment by Subgroup:

Low Income/Socioeconomically- Disadvantaged (SED): 42.7% (This figure does not reflect the actual % of families who are socioeconomically disadvantaged. The % is actually much higher. Unfortunately, because of changes in reporting Free and Reduced lunch qualification to our authorizing district, our families were not included. This figure only represents the families who are automatically qualified due to SNAP or CalFresh)

English Learners: 47.3%

Students with disabilities: 11%

Homeless Youth: 3%

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

## Reflections: Successes

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

We started the school year with a firm commitment to supporting students' social, emotional, and academic needs. After returning to in-person learning in the spring of 2021 we knew that many children were struggling. Survey data revealed that families were concerned about the social-emotional wellbeing of their children. We know that learning is social, emotional and academic. Children learn best when they feel safe, affirmed and deeply engaged within a supportive community of learners. Learning is enhanced by physical activity, joy and opportunities for self-expression. Many students in the Adelante community have experienced trauma as a result of the pandemic, particularly our most vulnerable families who experienced higher rates of infection, hospitalization, and death. Many families in our community experienced unemployment and food and housing insecurity. This cumulative trauma has affected many students and resulted in chronic absenteeism, disengagement, and concerns over mental health. We knew that if this was not addressed and students were not supported to thrive socially and emotionally they would not be able to thrive academically. Because of this, Adelante teachers prioritized cultivating a community of care where students are known and experience a sense of belonging in each classroom. We believe this is the foundation for learning.

Adelante continued our focus on educating the whole child. Every child received weekly art, music, dance and PE classes. We also made a change to our lunch schedule so that students could play before eating. We also provided organized games during lunch with the PE and dance teacher. These changes supported positive behaviors, increased physical activity and we found that students ate more. We were able to host our annual jog-a-thon/color run which was another community-building event and highlighted the hard work students have done in PE all year. We also had an after school running club held on early-release Wednesdays and all 4th grade students participated in 6 weeks of swim lessons. Field trips were able to resume at every grade level and 100% of our 6th graders were able to attend residential science camp



at CIMI (Catalina Island Marine Institute). Visual and performing arts were highlighted for families throughout the year and culminated in an outdoor family night in May where every child was able to perform in front of their peers and families and ended with a finale dance that included all 300 students dancing together. The event brought together Adelante families to celebrate the genius and joy of the children in a way we haven't seen since before the pandemic began. Additionally, students in 3rd - 6th grade performed in a bilingual musical at the end of the year for a packed house.

Staff have worked tirelessly this year to support students' academic growth. Our focus on the regular use of data helped to monitor progress and support students to accelerate learning. We added the Star assessments in reading and math this year and monitored growth in both languages. Many students needed to make more than a year's worth of growth in literacy and math because of missed opportunities for learning due to interrupted schooling. Even with the disruptions caused by covid, and particularly the absences and staff shortages experienced during the surge of the Omicron variant, we were able to support students' academic growth in both literacy and math. Our greatest concerns in the fall were in 1st - 3rd grades as so many of our youngest students struggled to learn via zoom and missed foundational skills in literacy and math. The teachers in these grades were able to support students by differentiating their instruction and working with small groups to meet the needs of students and fill in gaps in their learning. We were also able to support our most struggling students with reading intervention. We had to think creatively about how we used each staff member to address these needs as finding qualified staff for reading intervention proved to be very difficult. Our consistent focus and willingness to pivot and adapt to student needs this year has helped us to see tremendous growth. Local data throughout the year show that we were able to target support for students with the most needs academically. In every grade level we were able to reduce the percentage of students in need of urgent intervention. With Third grade showing the most dramatic growth. In November 48% of the students scored in the bottom 10% and by the spring that number moved to 12%. Growth was evidenced in every grade level in both literacy and math. While there is still ongoing work that must be done to recover from the negative effects of the pandemic, our students are well on their way to recovering any missed learning.

#### State assessments:

After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standard due to the disruptions in instruction and traumatic experiences of the pandemic. Taking the test was not mandatory, and about two-thirds of the 3rd-6th graders at ACS chose to do so. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

#### 2021 Results, Students Meeting or Exceeding Standard:

- -- -ELA, % -(Change from 2019) -Math, % (-Change from 2019)
- Overall -- 21.9 - +2.4 - 19.6 - -7.3
- Low-Income -- 11.5 - -0.9 - 7.9 - -11.0
- English Learners -- 0 - -1.4 - 8.1 - - 4.8
- RFEP -- 14.3 - -23.9 - 10.7 - -32.1
- Hispanic -- 17.8 - +4.0 - 18.6 - - 4.0

- White -- 46.2 - -3.8 - 23.1 - -26.9

Unexpectedly, the Overall percentage in ELA increased from 2018-19. Student groups generally stayed within a few percentage points of the 2018-19 ELA results, with the exception of RFEP students, who fell from 38.2% meeting or exceeding to 14.3%. Hispanic students also stayed within a few points of prior year's performance in math. These results give hope that we were able to minimize learning loss in ELA for most students, and are on the path to realizing the growth that was evident prior to the pandemic.

English Learner Progress Indicator from the 2019 Dashboard report showed that 59.6% of EL students making progress towards English language proficiency -- this was at the "high-performance" level, higher than any other school in Santa Barbara USD. We know this is because a strong foundation in literacy in the home language results in higher levels of proficiency in English later on. We hope to continue this success as we recover from the negative impacts of the pandemic.

Families have been very satisfied with our efforts to support students through the pandemic, with 97% of families reporting agree that Adelante promotes academic success for all students, 99% report that Adelante treats all students with respect and 100% report that Adelante motivates students to learn and has adults who really care about students. 99% report that Adelante is a safe place for their child. We look forward to building on this strength and fostering increased participation and engagement from families.

## Reflections: Identified Need

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

### Areas of Need:

As noted above, caution is required in comparing the 2021 SBAC results to the 2019. Using the 2021 SBAC math scores as one data point to add to others, we saw significant declines in math performance during the pandemic period. This is not surprising, as "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April, 2020).

The percentages displayed above highlight the significant gaps between the results for Low-income students and English learners and overall students performance in both ELA and Math. They also alert us to the need to track the progress of our Redesignated (RFEP) students to ensure that they are receiving the support they need to maintain growth in English language acquisition. On the 2019 Dashboard, the greatest decrease in math was for Students with Disabilities. Results from the 2021 SBAC assessment were not reported for Students with Disabilities in Math, due to the low numbers who took the assessment. Hispanic students stayed within a few points of prior year's performance in math, but all other student groups showed significant declines in math achievement on the state's assessment.

Our analysis of the 2018-19 CAASPP data showed an overall decline of 14 points on the CA School Dashboard. There were three significant

student groups with a red performance indicator - English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Adelante has experienced a steady decline of ELA scores since the 2014-15 school year with the largest decrease during the 18-19 school year. Every student group showed a decline with the Hispanic and English Learner subgroups declining significantly. No significant subgroups are meeting or exceeding standard in ELA as represented in the following status report - average distance from standard: Hispanic students (-86.7), English Learners (-93.9), Students with Disabilities (-121), Students experiencing Homelessness (-99.5), and Socioeconomically Disadvantaged students (-93). Looking at the data by grade level, third grade students outperformed all other grade levels in ELA with fourth grade showing the lowest percentage of students meeting or exceeding standard.

#### Local Assessment Data for the 21-22 school year

- Reading assessments in Spanish and English -DRA/EDL - This assessment system has been used because the EDL2 and DRA2 are parallel instruments that measure similar constructs in Spanish and English and have been determined to be valid and reliable measures of reading (Pearson Education, 2011). Results show that students have grown in reading in both Spanish and English. Our first assessments after returning to in-person classes revealed that in most grades over 50% of the students were reading far below the target for the beginning of that grade. This percentage has been greatly diminished while the target for the end of the year increased. Many students made more than a year's growth in reading in both languages. We will continue to provide additional reading intervention support for students who need it during the 22-23 school year. The second and third grade classes will continue with para educators to support reading. This proved to be very effective during the 21-22 school year.
- K. -34% at or above target, 11% far below target
- 1st. - 48% at or above target, 31% far below target
- 2nd. - 29% at or above target, 22% far below target
- 3rd. - 43% at or above target , 24% far below target , English 50% at or above target, 12% far below
- 4th - 62% at or above target, 17% far below target, English 69% at or above target, 12% far below
- 5th. - 59% at or above target, 13% far below target, English 77% at or above target, 13% far below
- 6th - 47% at or above target, 26% far below target, English 55% at or above target, 11% far below

\*Adelante uses the DRA (English)/EDL (Spanish) assessment as a benchmark assessment for reading in Spanish and English. This is a comprehensive assessment that evaluates three components of reading: reading engagement, oral reading fluency, and comprehension.

The test is administered in a one to one format where the student reads aloud to the teacher.

These results can be compared to the technology-based Star assessments Adelante began implementing this year. This year is a "baseline" for the growth we will experience in the years to come.

#### Star Reading

##### Spring Star Spanish Literacy Results:

##### Early Literacy Spanish K- 1st

- Below 25th%: 17 students (18%)
- 25th - 49th%: 11 students (12%)
- 50th - 74th%: 27 students (28%)

- 75th% +Above: 40 students (42%)

Proficiency is defined as 50th% and Above: 67 students (70%)

#### Spanish Reading 2nd - 6th

- Below 25th%: 56 students (29%)
- 25th - 49th%: 57 students (29%)
- 50th - 74th%: 44 students (22%)
- 75th% +Above: 39 students (20%)

Proficiency is defined as 50th% and Above: 83 students (42%)

#### Spring Star English Literacy Results:

##### Reading English 3rd-6th

- Below 25th%: 83 students (53%)
- 25th - 49th%: 30 students (19%)
- 50th - 74th%: 20 students (13%)
- 75th% +Above: 25 students (16%)

Proficiency is defined as 50th% and Above: 45 students (29%)

#### Spring Math Results:

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

- Below 25th%: 49 students (20%)
- 25th - 49th%: 69 students (28%)
- 50th - 74th%: 56 students (22%)
- 75th% +Above: 76 students (30%)

Proficiency is defined as 50th% and Above: 132 students (52%)

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

# LCAP Highlights

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

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

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

- Literacy in Spanish and English
- Cognitively challenging and engaging curriculum
- Discourse/Sense making Discussions
- Designated ELD
- Monitoring and support to reclassification for students classified as English Learners
- Monitoring and supporting students with exceptional needs

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

- Professional learning
- Most effective first instruction
- Standards-based reporting

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

- Social-emotional learning and supports
- Family engagement and education

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

NA

***Support for Identified Schools***

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

NA

***Monitoring and Evaluating Effectiveness***

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

NA

# Engaging Educational Partners

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

Input from all educational partners is invaluable and necessary, particularly throughout a pandemic. Adelante has worked tirelessly to communicate with staff and families and include their input as we design for innovation- responding to the academic, social and emotional needs of students while maintaining important protective measures to ensure school safety. Development of the Adelante LCAP included feedback and input from the following educational partner groups:

- Adelante Leadership Team
- School Site Council
- Adelante Staff
- Parents
- EBAC (Emergent Bilingual Advisory Committee)
- Adelante Board of Directors

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

Input was gathered through the following surveys as well:  
California Healthy Kids Survey- 5th grade students

- School connectedness 79% - this returned to 2019 levels (79%). 2020 had been 83% for school connectedness. 2021 this indicator was not included due to remote instruction. This is above the state average of 74%. 86% of responders report feeling part of the school and 81% report feeling safe at school all or most of the time.
- In the area of Low Violence /Victimization Adelante is well above the state average of 61% with 76% of our students reporting that students from school never call them bad names or make mean jokes about them. A closer look at the data reveal that this is an

issue primarily isolated to females. This is an area Adelante has been working on for quite some time. This indicator has improved from 49% in 2018 to 75% reporting low violence/victimization in 2022.

- The Anti-Bullying Climate indicator is 82%. This is also above the state average of 76%. The % of students reporting being harassed at school has decreased by 33% since 2018.
- An area where we saw a decrease in student responses was "Parent Involvement in Schooling". There was an increase from 66% in 2021 to 73% in 2022 but this is down from 87% in 2019. This is most-likely due to the COVID restrictions that are in place that restrict parent volunteers and events we previously had in place. With changes to COVID restrictions we have welcomed parent volunteers back on campus and our community events are planned to continue next year.
- An area that we will continue to address is Social Emotional Learning Supports. 79% of students responded feeling they were supported socially and emotionally. This is above the state average, but below our previous responses. This is a decline from 91% responding they felt supported in 2020. This may be a result of the pandemic, as the need for additional social emotional support has increased dramatically. We have worked very hard as a community to center the social emotional needs of students and have even added a school counselor since then.
- Another area where Adelante saw a decline was in Academic Motivation. This dropped from 92% in 2020 before the pandemic to 83% in 2022. (This indicator was not included in the 2021 remote schooling version). The areas that declined are related to students persevering even when their schoolwork is very difficult. Again, this may be directly related to COVID and the gaps in learning students and teachers have had to work to regain. We have worked to foster a growth mindset in our students but they have also had to work very hard to address missed learning opportunities during remote learning.

California School Parent Survey approx. 41% response rate

- 94% report the school promptly responds to phone calls, messages or emails.
- 87% report that the school actively seeks the input of parents before making important decisions, of those. 7% responded "don't know".
- 91% of responders report that teachers communicate with parents about what students are expected to learn in class.
- 97% report that Adelante promotes academic success for all students,
- 99% report that Adelante treats all students with respect
- 100% report that Adelante motivates students to learn and has adults who really care about students.
- 99% report that Adelante is a safe place for their child.
  
- COVID-related question: 57% of parent responders reported that they are concerned about their child's mental well-being. (somewhat to very concerned)



California School Staff Survey approx. 70% response rate.

- 100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn, promotes academic success for all students, emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.(unchanged from 2021)
- 100% of responders report that Adelante is a safe place for students. (unchanged)
- 72% reported that disruptive student behavior is a mild to insignificant problem at the school.
- 80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work
- 81% of responders report they agree or strongly agree that the school promotes personnel participation in decision-making that affects school practices and policies.
- 96% of responders report they agree or strongly agree that adults who work at the school feel a responsibility to improve this school.
- 67% report that student depression or other mental health issues are a mild to moderate problem.
- 77% of responders reported that teachers and staff need more professional learning in the area of supporting students exposed to trauma or stressful life events.

Social emotional support is a continued focus in Goal 3 of the LCAP.

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

#### A summary of the feedback provided by specific educational partners.

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

- Professional learning for teachers
- Interventions and supports for students
- Reading and writing in Spanish and English
- Progress Monitoring and Data Management
- EL Monitoring and Support to Reclassification
- Monitoring and Supporting Students with Exceptional Needs
- Technology updates
- Instructional Materials and improved classroom libraries
- A Course of Study that Emphasizes Educating the Whole Child - PE, Dance, Art, Music
- Dual Immersion Program
- Standards Based Reporting
- Emergent Bilingual Advisory Committee(EBAC) Parent education/empowerment

- Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus
- Positive Behavior Supports
- Family Education and Access (Including language access)
- Improved Attendance
- Family engagement - rebuilding the Adelante community after two years of not being permitted to gather

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

Prompted by educational partner engagement, the focus for funding is: staffing, improved literacy with a professional learning plan focused on biliteracy development, literacy-based ELD and Designated English language development, improved instruction for developing metalinguistic awareness and cross-language transfer, addressing the social and emotional needs of our students, increased support services for students not meeting identified targets, expanded classroom libraries, counseling and mental health support in response to the trauma students have experienced through the pandemic, Special Education support with an emphasis on best practices related to inclusion and collaboration between the general education teacher and Special Education team, a continued focus on funding for the support and engagement of the targeted student groups of foster, homeless, Emerging Bilingual students (EL) and students with disabilities. Additionally, a focus on expanded learning opportunities for students who were most adversely affected by the pandemic. We know it will continue to take time for students to recover from the trauma of the pandemic and missed opportunities for learning but we made huge gains this year with our students and will build on that work into the 22-23 school year.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

Based on data from the 2019 CA School Dashboard, Adelante's English Language Arts scores declined 14 points overall. The following subgroups: English Learners, Hispanic, and Low-Income are all in the red category due to a decline in performance. The distance from standard had widened over every subgroup and there had been a steady decline in ELA scores since CAASPP was introduced in the '14 -'15 school year. As a dual language school, students at Adelante experience the challenge of learning in Spanish while still being tested in English. Data from the 2021 state assessments suggest that our students continued to perform at similar levels after returning to school from the pandemic.

2021 Results,  
 Students Meeting or Exceeding Standard: -ELA, % -(Change from 2019) -Math, % -(Change from 2019)

- Overall -- - 21.9 - +2.4 - 19.6 - -7.3
- English Learners -- - 0 - -1.4 - 8.1 - - 4.8
- RFEP -- - 14.3 - -23.9 - 10.7 - -32.1
- Hispanic -- - 17.8 - +4.0 - 18.6 - - 4.0
- White -- - 46.2 - -3.8 - 23.1 - -26.9

The percentages displayed above highlight the significant gaps between the results for Low-income students and English learners and overall students performance in both ELA and Math. They also alert us to the need to track the progress of our Redesignated (RFEP) students to ensure that they are receiving the support they need to maintain growth in English language acquisition. On the 2019 Dashboard, the greatest decrease in math was for Students with Disabilities. Results from the 2021 SBAC assessment were not reported for Students with Disabilities in Math, due to the low numbers who took the assessment. Hispanic students stayed within a few points of prior year's performance in math, but all other student groups showed significant declines in math achievement on the state's assessment. Across the country math scores were most impacted by the pandemic.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results Gr. 3-6.  All students at Adelante are learning a language. We expect that students will demonstrate grade-level proficiency in Language Arts, Math and Science in L1.	CAASPP 2019 ELA  All students - Distance from standard 73.6 EL- Distance from standard 93.9 Students with disabilities - Distance from standard 122.3 Socioeconomically Disadvantaged -	CAASPP ELA (test in English) results for this academic year will not be available until after June, 2022.  "Distance from standard" is not expected to be reported for 2021-22.			CAASPP ELA  +5 points per year toward standard for each group. +10 for Students with Disabilities.  Increased % of students demonstrate grade-level proficiency in L1 at each grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Emerging Bilingual students (EL) will demonstrate grade-level proficiency in SLA (L1) with the goal of grade-level proficiency in ELA(L2) by the end of 6th grade.</p> <p>EO students will demonstrate grade-level proficiency in ELA(L1) with the goal of grade-level proficiency in SLA (L2) by the end of 6th grade.</p>	<p>Distance from standard 93.9 Hispanic - Distance from standard 87.7 Homeless Students - Distance from standard 99.5 White - Distance from standard 3.3</p> <p>No state-reported test administered in Spanish - this was going to take place in spring 2020. (CSA) results for this academic year will not be available until after June, 2022.</p>				<p>and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6th grade.</p> <p>CSA (Spanish) - Emerging Bilingual students show high levels of proficiency in L1, EO students show increased proficiency in L2 as they reach the upper grades</p>
<p>CAASPP Results Grades 3-6. All students at Adelante are learning a language. We expect that students will demonstrate grade-level proficiency in Language Arts, Math and Science.</p>	<p>CAASPP 2019 Math All students - Distance from standard 54.4 points below EL- Distance from standard 69.2 points below Students with disabilities - Distance from standard 137.2 points below Socioeconomically Disadvantaged - Distance from</p>	<p>CAASPP Math results for this academic year will not be available until after June, 2022.</p> <p>"Distance from standard" is not expected to be reported for 2021-22.</p>			<p>CAASPP Math +5 points per year toward standard for each student group. +10 for Students with Disabilities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>standard 69.9 points below</p> <p>Hispanic - Distance from standard 61.6 points below</p> <p>Homeless Students - Distance from standard 71.4 points below</p> <p>White - Distance from standard 19.2 points below</p>				
ELPAC	<p>2019 CA Dashboard</p> <p>59.6% Making progress</p> <p>Progress level: High</p>	<p>Dashboard data have not been published for 2020 or 2021.</p>			<p>Increase by 5% growth to move to the “Very High” category.</p>
CAASPP ELA for English Learners	<p>2019 Distance from Standard 93.9</p>	<p>CAASPP ELA results for this academic year will not be available until after June, 2022.</p> <p>"Distance from standard" is not expected to be reported for 2021-22.</p>			<p>5 points toward standard each year (minimum +15 points)</p>
DRA/EDL - Local reading assessment data	<p>May, 2021, English Reading DRA</p>	<p>May, 2022, English Reading DRA</p>			<p>+5% reading at grade level in L1 by end of 3rd grade.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd-41% reading at end of grade level target 4th-57% reading at end of grade level target 5th-57% reading at end of grade level target 6th-57% reading at end of grade level target  May, 2021, Spanish Reading EDL Kinder- 25% reading at end of grade level target 1st-16% reading at end of grade level target 2nd-24% reading at end of grade level target 3rd-36% reading at end of grade level target 4th-40% reading at end of grade level target 5th-46% reading at end of grade level target	3rd-50% reading at end of grade level target 4th-69% reading at end of grade level target 5th-77% reading at end of grade level target 6th-55% reading at end of grade level target  May, 2022, Spanish Reading EDL Kinder- 34% reading at end of grade level target 1st-48% reading at end of grade level target 2nd-29% reading at end of grade level target 3rd-43% reading at end of grade level target 4th-62% reading at end of grade level target 5th-59% reading at end of grade level target			Each year all students will progress in reading level by at least 1 year's growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>6th-46% reading at end of grade level target</p> <p>*After analysis most of the students reading below end of grade level targets are meeting the winter benchmark - data reveal that due to missed opportunities for learning these students are approximately one trimester behind in literacy. This was part of the reason we are implementing an extensive summer learning program.</p>	6th-47% reading at end of grade level target			
<p>Biliteracy Trajectories - Research-based ranges for (DRA2) English reading based on (EDL2) Spanish reading scores.* See Hopewell, S., Butvilofsky, S., &amp; Escamilla, K. (2016).</p>	<p>(Spanish) (English) EDL2 DRA2-research-based ranges for (DRA2) English reading based on (EDL2) Spanish reading scores.* See Hopewell, S., Butvilofsky, S., &amp; Escamilla, K. (2016).</p> <ul style="list-style-type: none"> <li>• 4-6 -A-3</li> <li>• 8-10 -4-6</li> </ul>	<p>Biiteracy trajectories</p> <p>90% of students fall within these research based ranges.</p>			<p>All students emerging bilingual (EL) students score at or above the corresponding range in English for biliteracy trajectory.</p> <p>Increase the % of students scoring above the projected DRA2(English) range based on their EDL2 (Spanish) scores by 5%.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• 12-16 -8-10</li> <li>• 18-28 -12-16</li> <li>• 30-38 -18-28</li> <li>• 40 -30-38</li> <li>• 50-60. -40+</li> </ul> <p>Emerging bilingual (EL) students - Starting in the 2021-22 school year Adelante will assess all students K-6 in Spanish and English using the Star 360 assessments. Currently K-2 is only assessed in Spanish. Looking at 3rd-6th grade, 90% of students are reading within these research-based grade-level ranges for biliteracy.</p>				
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	2.7% [2020-2021 Data Quest] Very low due to pandemic and a pause in ELPAC testing	Internal reclassification rate 25% There are 5 students exiting 6th grade without being reclassified. This number is higher than what we typically see and a result of the pandemic. We are			Maintain the reclassification rate between 17% - 20% each year. Decrease the number of emerging bilingual (EL) students exiting 6th grade without reclassification.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		hopeful that Spring ELPAC scores will qualify them for fall reclassification in jr high.			
STAR Assessments - Literacy and Math including EL Subgroup	<p>Baseline to be established in 2021-22.</p> <p>Star -Proficiency is defined as 50th% and Above for Spanish and English assessments.</p> <p>Spring 2022 Results: Early Literacy Spanish K- 1st 70% proficiency Emerging Bilinguals (EL) 62% Proficiency</p> <p>Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL) 39% Proficiency</p> <p>Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL) 39% Proficiency</p> <p>Reading English 3rd-6th 29% proficiency</p>	<p>Spring 2022 Results: Early Literacy Spanish K- 1st 70% proficiency Emerging Bilinguals (EL) 62% Proficiency</p> <p>Spanish Reading 2nd - 6th 42% proficiency Emerging Bilinguals (EL) 39% Proficiency</p> <p>Reading English 3rd-6th 29% proficiency Emerging Bilinguals (EL) 16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 52% proficiency</p>			Increase % proficient in each assessment by 10% each year. Decrease the gap between all students and EL subgroup in Spanish assessments and English assessments in 5th and 6th grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Emerging Bilinguals (EL) 16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6) 52% proficiency Emerging Bilinguals (EL) 39% Proficiency</p>	<p>Emerging Bilinguals (EL) 39% Proficiency</p>			
<p>Every classroom utilizes CCSS and NGSS aligned materials that also support their language and literacy development needs.</p>	<p>All classrooms have CCSS and NGSS-aligned instructional materials. Science is also used to address literacy standards and support language development in English and Spanish. Inconsistencies across grade levels as to how much science is integrated with language and literacy standards as well as how the literacy-based ELD is implemented</p>	<p>All students have sufficient CCSS and NGSS-aligned instructional materials.</p> <p>CCSS and NGSS aligned materials are used in all classrooms. Science continues to be used to address literacy standards and support language development in English and Spanish. The degree to which science is integrated with language and literacy across grade levels is being reviewed to determine</p>			<p>All classroom have and implement CCSS and NGSS- aligned instructional materials. Coherence and consistency through the grades in the use of literacy-based ELD and literacy- based content instruction.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>what is appropriate for each grade level.</p> <p>MET -- Sufficiency of materials and implementation of state standards reported</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p>			
<p>Access to a Broad Course of Study: Results of the State’s Self-Reflection Tool</p> <p>Reported to the ACS Governing Board</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>All students had access to a broad course of study. [June, 2022 Report to the ACS Governing Board]</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>All students had access to a broad course of study. [June, 2022 Report to the ACS Governing Board]</p>			<p>MET -- Results will be reported at the Board meeting at which the LCAP was adopted.</p> <p>All students have access to a broad course of study. [June, 2024 Report to the ACS Governing Board]</p>
Tier II Interventions	<p>Baseline to be established in 2021-22:</p> <p>% of students by grade level in need of intervention.</p> <p>K=16%</p> <p>1st = 31%</p>	<p>% of students by grade level in need of intervention.</p> <p>K=16%</p> <p>1st = 31%</p> <p>2nd = 27%</p> <p>3rd = 28%</p> <p>4th = 21%</p>			<p>Reduce the % of students needing intervention by grade level and cohort.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2nd = 27% 3rd = 28% 4th = 21% 5th = 10% 6th = 24% The need for intervention was anticipated given the number of students who missed opportunities for learning during the pandemic, particularly in the lower grades.	5th = 10% 6th = 24%			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Most Effective Instruction	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with rigorous and engaging instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.</p> <p>To additionally support academic gains and to close achievement gaps on state and local assessments, teachers will place an emphasis on differentiated small group instruction. Students' strengths will be expanded upon and areas of growth identified in order to support students along their journey.</p> <p>The following instructional strategies will be used to ensure students are provided first, best instruction: (supported with coaching and lesson study)</p>	\$1,532,829.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Planning and questioning practices that require students to respond at higher levels of the Depth of Knowledge (DOK) rubric.</li> <li>• Common high-leverage pedagogical practices aligned across the school that support the language demands of increasingly rigorous grade level standards.</li> <li>• Daily increased literacy instruction integrated across the curriculum in every classroom with evidence of essential literacy practices.</li> <li>• Every classroom utilizes CCSS- and NGSS-aligned materials that support language and literacy development needs. Additionally, science is used to address literacy standards and support language development in English and Spanish.</li> <li>• Learning directly from student data (multiple points of evidence)</li> <li>• Attention to equity and social justice as a lens for all instruction.</li> <li>• Provide support to broaden the use of contrastive analysis of language and cross-language transfer (leveraging one's linguistic assets by accessing one's full linguistic repertoire.)</li> </ul>		
1.2	Tier II Reading Intervention	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with academic and social-emotional early warning systems to identify struggling students and give support early. Successful implementation of a Multi-Tiered Systems of Support -- MTSS -- will benefit all students, and in particular, will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. This was critical prior to COVID-19 and is even more urgent given the disproportionate impact the pandemic has had on Low-Income, Emerging Bilingual (EL) students, and other student groups with exceptional needs.</p> <p>The Tier II Intervention team will provide intensive reading instruction to students who have been identified as needing additional support to</p>	\$200,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>make expected progress. The goal is that intervention will be ready for any student who needs it, delivered by someone trained to help address these gaps in learning and that time in the school day will be made available for the support . Progress will be monitored at least every six weeks and reported back regularly to the classroom teacher in an increasingly systematic manner that facilitates more immediate responses to students' needs. Data are generated, communicated, and the response to data is clear. Progress monitoring of fluency and comprehension are administered to all students and more frequently to those receiving the targeted intervention.</p>		
1.3	Literacy in Spanish and English	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with rigorous and engaging instruction to support the implementation of California State Standards. The following strategies will be used to ensure students achieve biliteracy:</p> <ul style="list-style-type: none"> <li>• Text-rich curriculum and learning environments (visible and accessible to all)</li> <li>• Focus on providing students access to rigorous, complex text with the appropriate linguistic supports.</li> <li>• Writing across the curriculum as reading and writing are closely related - Research has shown that through writing instruction, reading fluency and comprehension improve. Additionally, assessing a student's writing in Spanish and English side by side reflects one's trajectory toward biliteracy.</li> <li>• Emphasis on oral language development and classroom discourse.</li> <li>• Designated English Language Development (DEL) aligned to thematic ELD units using high-leverage Project GLAD (Guided Language Acquisition Design) strategies.</li> <li>• Build metalinguistic awareness in all students so they can draw on the assets of their bilingual brains. Continue the work of incorporating the contrastive analysis of languages and the use of cross-language connections. Many of the</li> </ul>	\$146,981.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Adelante teachers were instructed under a paradigm of strict separation of languages where instructional methods mirror that of monolingual instruction. We know from research that bilingual brains do not work this way and with the goal of bilingualism, it is important to take into consideration a student's full linguistic repertoire and leverage the strengths in each language to support biliteracy development. We know if students are provided increased opportunities to develop metalinguistic awareness and cross-language transfer they will attain high levels of biliteracy. Ultimately, student achievement data (standardized test scores in English) will be directly affected by a strong foundation in L1(home language) as well as metalinguistic awareness.</p> <ul style="list-style-type: none"> <li>• Additional early literacy (foundational skills and early reading) supports in Kinder -3rd grade by providing para-educators in each classroom. Kinder - 1st grade instructional aides, 2nd - 3rd-grade additional push-in support -- specifically for small group reading instruction in English and Spanish.</li> <li>• Provide professional learning to teachers and para-educators that enable them to implement classroom supports that address the unique differences in teaching reading in Spanish.</li> <li>• Elevate the status of voluntary reading and provide engaging, culturally responsive texts to all students. Classroom libraries will be expanded to include not only more books, but books full of diverse stories that reflect students' backgrounds and cultures. Students seeing themselves in the stories they read can foster a sense of belonging, recognition, and most of all, validation. Also, learning about others' experiences and cultures builds empathy and curiosity. High interest titles in both Spanish and English.</li> </ul>		
1.4	Math and Science	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide mathematics and science instruction that addresses the linguistic and		No



Action #	Title	Description	Total Funds	Contributing
		<p>contextual barriers that are inhibiting the success of our Low-Income and English Learner student groups. Instruction will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Elevated student discourse about the concepts of math and context of science</li> <li>• Math Talks</li> <li>• Science sense-making discussions</li> <li>• Student-centered discussions</li> <li>• Building background knowledge and comprehension around academic concepts through making connections to student experiences, hands-on activities, and teaching strategies that bring content to life.</li> </ul>		
1.5	Progress Monitoring and Data Management	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will implement improved systematic progress monitoring and regular review of formative assessment data with a focus on data-informed responses to better support students to reach their full potential.</p> <p>The school will use a variety of formative assessments, including Star Early Literacy (Spanish and English), Star Reading (Spanish and English), Star Math (Spanish and English), Number sense screeners, DRA/EDL, and other local assessments to measure progress. A primary focus will be literacy development in both Spanish and English with clear expectations about the purpose and frequency of assessments.</p> <p>Scoring of student writing will be calibrated across grade bands. Teachers look at student writing together and make instructional decisions based on student work. Spanish K-2/ English and Spanish side by side in grades 3-6.</p> <p>Data will be disaggregated by student group to ensure that appropriate attention and support is provided to our most vulnerable student groups.</p>	\$71,766.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Regular data- informed discussions related to instruction will be held in grade-level and cross-grade collaboration time. In addition to assessment data, classroom walkthroughs and peer observation will provide feedback. There will also be regular review of data with the Adelante Leadership Team and grade band teams.</p>		
1.6	EL Monitoring and Support to Reclassification	<p>To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will monitor the progress of English Learner students toward reclassification, and provide academic supports before and after designation as RFEP. To that end, our strategies will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emerging bilinguals. Examples include a focus on language functions, color-coding language and explicitly teaching the 4+1 Language Domains (Reading, writing, listening, speaking and metalinguistic awareness). DELD is differentiated by English language proficiency level and attention is given to cross-language transfer. Teachers become models for translanguaging and cross-language transfer, applying it to their practice and teaching others.</li> <li>• Regular review of data with the Adelante Leadership Team and grade band teams with a focus on data-informed responses to better support Emerging Bilingual (EL) students to reach reclassification.</li> <li>• Implement assessment practice across grade levels for tracking student growth. (Oral Language Analysis)</li> <li>• Disaggregate data for EL subgroup to ensure that appropriate attention and support is provided to this vulnerable student group. Improve systems for collecting and tracking data related to students' English language development and proficiency.</li> </ul>	\$35,392.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Continued professional learning is needed to improve instruction as well as improved progress monitoring of Spanish and English (reading, writing, oracy) during the school year for emerging bilingual students as their biliteracy trajectories develop.</li> </ul>		
1.7	Monitoring and Supporting Students with Exceptional Needs	To increase academic outcomes for students with exceptional needs and decrease the achievement gaps between those students and those without exceptional needs, Adelante Charter School will coordinate Tier I instruction within a multi-tiered system of support to provide those students with better access to the core curriculum. Adelante will also provide professional development for instructional staff in supporting students with exceptional needs and increasing their access to the core curriculum.	\$484,622.08	No
1.8	Technology	To support academic gains and to close achievement gaps on state and local assessments, ACS will update obsolete devices and continue platforms (Dreambox, Raz Plus, NewsELA) for online resources that increase access for high needs students and students with exceptional needs.	\$10,000.00	
1.9	Instructional Materials	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will purchase supplemental and intervention materials to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. Materials may include, but not be limited to: books, math manipulatives, GLAD supplies.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	A Course of Study that Emphasizes Educating the Whole Child	<p>Learning is enhanced by physical activity, joy and opportunities for self-expression. In order to support the evidence-based academic impacts on student learning, and to engage students in a well-rounded school experience, students at Adelante are supported with dance, music, art and physical education weekly.</p> <p>These activities will culminate in an end-of-the-year Art Show and Performing Arts showcase. Students will audition for selection for key roles in an end-of-the-year Musical. All students will learn dances for the end of year showcase. The events will be held in-person, outdoors to be experienced by the entire community. This Art Show and Performing Arts Showcase, where student creativity is shared with the Adelante community as well as the greater Santa Barbara community, is an opportunity to bring families together to celebrate the genius of their children.</p>	\$346,691.18	No
1.11	Dual Immersion Program	<p>In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our Emerging Bilingual (EL) and Low-Income students, and those statewide, Adelante Charter School will provide a Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be:</p> <ol style="list-style-type: none"> <li>1. To promote high levels of oral language proficiency and literacy in both Spanish and English.</li> <li>2. To achieve proficiency in all academic subjects, meeting or exceeding school and state standards.</li> <li>3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community.</li> </ol> <p>The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are:</p> <ol style="list-style-type: none"> <li>(a) pedagogical equity,</li> <li>(b) effective bilingual teachers,</li> </ol>		Yes

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

## Goal Analysis [2021-22]

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

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

The 2021-22 school year was far from typical. Even after supporting 90 of our most vulnerable students with a six-week summer learning experience, the vast majority of our students started the school year with significant gaps in learning, our K-3 classes experiencing the most serious need for intervention in literacy and math. Covid cases in the Adelante community mirrored cases in the community through the fall and winter months and Adelante was challenged with staffing issues and chronic absenteeism related to quarantine and isolation requirements as well as fears in the community. These constraints impacted proposed actions and learning. Even with all of these challenges the Adelante community has done a remarkable job supporting student academic, social and emotional growth. Adelante was successful in implementing improved systems for progress monitoring in both literacy and math. Renaissance Star 360 was administered before each reporting period along with DRA/EDL and math screeners and more frequently for students needing urgent intervention. Data were reviewed with grade level teams, the Leadership Team, staff and also presented to the Adelante Board. Teachers worked with the Instructional Specialist regularly in PLCs to make data-informed decisions about instruction. Teachers had to reimagine and co-create opportunities to accelerate learning and address gaps in learning for students. Support staff were hired for reading intervention and push-in literacy support in small groups. Groups have been flexible to maximize opportunities for students to advance. We have taken an "all hands on deck" approach as we had to creatively use the staff we have to meet the needs of students. Adelante struggled to find qualified people to fill desired support positions. Literacy instruction K-3 was a focus all year as we worked to bring coherence to instruction. Changes were made early in the fall in Kindergarten that have shown to be very effective in supporting students with foundational literacy. This approach was also used with interventionists and students showed tremendous growth. Second grade has shown to be the most adversely affected by the pandemic, yet they were able to support all students to show progress. The second and third grade cohorts will continue to need additional supports in the coming school year to address lingering gaps in learning. Adelante had planned to support teachers with Lesson Study throughout the year. This was only possible for one round in ELD. The biggest constraint being a lack of available substitute teachers. This is an ongoing issue and even with a resident substitute teacher the problem continued. Teachers were provided several days to plan and work together with the Instructional Specialist as well as consultants in ELD and Spanish literacy. This work will continue into the 22-23 school year. PLCs became more formalized this year and grade-level teams met weekly with the Instructional Specialist to review student work, formative assessment

data and plan data-informed instruction. Another area that didn't receive as much support this year was a focus on calibrating the scoring of writing in both Spanish and English across grade bands. This will continue into the 22-23 school year. Supporting text-rich classroom environments was a focus and classroom libraries were improved K-6. Leveled text sets were purchased for K-3 and books were purchased for 4-6th classrooms. All classes are focused on elevating the status of voluntary reading and providing engaging, culturally responsive texts to all students with a focus on equity and social justice. One way this happened was through the "Campeonato de la lectura" that took place twice during the school year. Students K-6th read and voted on their favorite books out of 16. Adelante's enduring commitment to educating the whole child has been one of our strengths. We know learning is enhanced by physical activity, joy and opportunities for self-expression and our AMPED (Art, Music, PE, Dance) team has done a tremendous job supporting this. Thankfully we were able to host in-person gatherings at the end of the year to showcase the genius and joy of our students and highlight all their hard work in dance and music.

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

There are no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services.

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

The state assessment used as one of the measures of the effectiveness of the Goal 1 actions is a "lagging" indicator, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same. Additionally, assessment results continued to be significantly impacted by the pandemic.

Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning. The 2021 SBAC results cited in the "Identified Needs" section, and above, indicate that, while significant gaps remain between Overall performance in ELA and math, and that the gaps have increased from our 2014-15 assessment results.

Unfortunately, only 53% of our English Learner students tested, and, of those, 0% met or exceeded standard on the 2021 state ELA assessment. Though disappointing, it was not a precipitous decline from 2019, when 1.4% met standard.

Students made tremendous progress during the 21-22 school year. While not all students were able to meet grade-level proficiency in literacy and math, they made significant progress from where they started in August as evidenced below. In nearly every class close to 50% of the students started the year in need of urgent intervention. Many students made more than a years progress in this time. Most impressive were the gains in literacy K-3 as many of those students lacked foundational literacy skills due to remote learning.

Star Spanish Reading Spring 2022 by grade level (all students)

- K - 72% met or exceeded the end of year benchmark , 1% needing urgent intervention
- 1st - 69% met or exceeded the end of year benchmark, 15% needing urgent intervention

- 2nd - 40% met or exceeded the end of year benchmark, 8% needing urgent intervention
- 3rd - 38% met or exceeded the end of year benchmark , 5% needing urgent intervention
- 4th - 52% met or exceeded the end of year benchmark, 10% needing urgent intervention
- 5th - 44% met or exceeded the end of year benchmark, 9% needing urgent intervention
- 6th - 36% met or exceeded the end of year benchmark, 22% needing urgent intervention
- Emerging Bilinguals (EL) 62% Proficiency Spanish Early Literacy K-1st
- Emerging Bilinguals (EL) 39% Proficiency Spanish Reading Grades 2nd - 6th

#### Star Math Spanish Spring 2022 (all students)

- Below 25th%: 49 students (20%)
- 25th - 49th%: 69 students (28%)
- 50th - 74th%: 56 students (22%)
- 75th% +Above: 76 students (30%)
- Proficiency is defined as 50th% and Above: 132 students (52%)
- Emerging Bilinguals (EL) 39% Proficiency Spanish Math

After examination of these data, and in consultation with educational partners, we will be making the changes described in the LCAP actions to better respond to the needs of our Emerging Bilinguals (EL) , Low-Income students, Foster Youth, and students with exceptional needs. Many of our Emerging Bilingual students have been the most adversely affected by the pandemic due to lost income, housing insecurity, illness and death. These students and their families will continue to need additional support as they recover. Many of the supports we implemented in the 21-22 school year including social-emotional support, reading intervention and extended learning opportunities had a positive effect on student outcomes. Many of these interventions will be in place from the beginning in the 22-23 school year. As a dual language immersion school, our program directly supports the needs of emerging bilingual students. Establishing high levels of literacy in the home language is the best indicator of future proficiency in English. We are committed to centering the needs of our Emerging bilinguals and ensuring they receive the support and care needed to reach their full potential. Access to high standards and challenging learning opportunities is central to this goal.

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

An examination of the data and feedback from our educational partners resulted in significant revisions to the structure of the LCAP Goals, Outcomes, and Actions. These changes were intended to provide more clarity and focus on three areas: academic outcomes and closing achievement gaps, supporting our teachers to provide best first instruction, and enhancing student well-being through social-emotional supports and family engagement.

Change wording of goals for more focus and easier understanding by educational partners. Reduced plan to three goals and aligned metrics with state requirements for local indicators.

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

--

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Credentialed or Qualified and Trained Teacher in Every Classroom.	All grade-level classroom teachers are appropriately credentialed.	All grade-level classroom teachers are appropriately credentialed.  Reported to the Governing Board as part of the Local Indicators Report, June, 2022.			All teachers appropriately credentialed and supported through job-embedded professional learning and ongoing instructional coaching.
Teacher Retention Rate	Baseline to be established in 2021-22.  89% retention rate	89% retention rate for 2021-22.			Maintain high retention rate of staff
Staff Surveys CSSS - CA School Staff Survey	Baseline to be established in 2021-22.	100% of responders reported they agree or strongly agree that the school is a supportive			Maintain high % reporting positive school climate and safety for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn, promotes academic success for all students, emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.</p> <p>80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work</p>	<p>and inviting place for students to learn, promotes academic success for all students, emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.</p> <p>100% of responders report that Adelante is a safe place for students.</p> <p>80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work</p>			<p>Increase % of staff reporting that Adelante is a supportive and inviting place to work.</p>
<p>Evaluations: % of Teachers Showing Growth toward Professional Growth Goals</p>	<p>Baseline to be established in 2021-22. Based on fall and spring evaluations, 100% of teachers showed growth toward Professional Growth. Classroom teachers were evaluated twice</p>	<p>100% of teachers showed growth toward Professional Growth</p>			<p>Continuous improvement -100% of teachers showing growth toward professional growth goals.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during the 21-22 school year.				

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teachers Appropriately Credentialed and Assigned	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will retain/hire properly credentialed teachers for all core and special education instruction with no mis-assignments or vacancies. We will provide support for certificated staff to complete their Bilingual authorization if needed.		No
2.2	Professional Learning	<p>Adelante Charter School instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to respond to students’ needs. All teachers will receive ongoing job-embedded professional learning and coaching support, including opportunities to learn through the Lesson Study model.</p> <p>Wednesday afternoons have been set aside for collaboration and additional professional learning. Teachers will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. Teachers plan instruction with the Instructional Specialist, co-teach the lesson, review student work and redesign the lesson in response to the student data before teaching it to the other classroom. Teachers address language, content and critical consciousness goals in their lesson planning as well as pedagogical decisions related to high expectations for learning, instructional clarity, success criteria, scaffolds to support student success. All lessons will</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>meet the rigor of the California State Standards and subject matter frameworks.</p> <p>Additional areas of professional learning may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Professional learning to support Designated ELD instruction schoolwide -- DELD, GLAD training/refresher/Spanish literacy</li> <li>• Outreach/Network with other DL programs and professional organizations/ School visits/ CABE</li> <li>• Differentiated PL - book study</li> <li>• Instructional coaching/PLCs</li> <li>• K-3 teachers supported in the area of teaching reading foundational skills and literacy development specific to Spanish literacy instruction.</li> <li>• K-6 supported with Professional Learning in literacy instruction and literacy-based content instruction.</li> <li>• Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas. Professional learning to support a better understanding of how general education teachers can support the Special Education staff and work collaboratively to improve outcomes for our students with disabilities sub group.</li> <li>• Professional learning to support improved Spanish literacy instruction.</li> <li>• Director will provide actionable feedback toward professional growth goals with teaching evaluations.</li> </ul>		
2.3	Standards Based Reporting	To support academic gains and to close achievement gaps on state and local assessments by making student progress more transparent for students, parents, and other educational partners, Adelante will transition to new standards-based report cards.	\$28,156.83	No

## Goal Analysis [2021-22]

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

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

(The above actions included in the former Goal 3, now under Goal 2) Due to the disruptions faced this school year because of covid (lack of substitutes, staff shortages, quarantine and isolation requirements, and overall mental health of staff after two years of pandemic teaching) we decided to scale back the professional learning offered to teachers. This allowed for more planning time on early release Wednesdays and fewer days out of the classroom. Our primary foci for the year were Designated ELD(DEL D) and improving Spanish literacy instruction. Teachers received professional learning in both Designated ELD and Spanish literacy. They were also provided job-embedded support from the Instructional Specialist on a regular basis throughout the school year during PLCs. Teachers planned thematic units and designed DEL D lessons around science or social studies content with differentiated support for EL students with guidance and support from a consultant multiple times during the year. Teachers also improved the use of cross-language connections and the contrastive analysis of language to support biliteracy development. All teachers were evaluated this year and provided feedback on instruction. Teachers began discussions around moving to a standards based report card and this work will continue into the next school year.

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

There are no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services.

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

There is evidence of DEL D instruction in every classroom and teachers are developing literacy-based ELD units to support all students. This work will continue next year as we refine instructional practices to better support our emerging bilingual (EL) students. Providing teachers additional time to plan collaboratively on early-release Wednesdays also proved to be effective in reducing the stress level for teachers so they could focus on implementing the new learning. Our teachers did an incredible job supporting student growth this year. They used data to make informed decisions about instruction and supported students to make tremendous growth in literacy and math from August to May.

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

An examination of the data and feedback from our educational partners resulted in significant revisions to the structure of the LCAP Goals, Outcomes, and Actions. These changes were intended to provide more clarity and focus on three areas: academic outcomes and closing achievement gaps, supporting our teachers to provide best first instruction, and enhancing student well-being through social-emotional supports and family engagement.

Change wording of goals for more focus and easier understanding by educational partners. Reduced plan to three goals and aligned metrics with state requirements for local indicators.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

# Measuring and Reporting Results

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



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Parent Survey	Baseline to be established in 2021-22 school year.	<p>99% report that Adelante is a safe place for their child.</p> <p>94% say the school promptly responds to phone calls, messages or emails.</p> <p>87% report that the school actively seeks the input of parents before making important decisions.</p> <p>91% of responders say that teachers communicate with parents about what students are expected to learn in class.</p> <p>97% say that Adelante promotes academic success for all students,</p> <p>99% say that Adelante treats all students with respect.</p> <p>100% report that Adelante motivates students to learn and</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		has adults who really care about students.			
Attendance Rate	Baseline 2019 95% Attendance Rate	21-22 school year 91.7% Attendance Rate * there were many challenges due to COVID quarantine guidelines and sick students.			
Suspension Rate	Baseline 2019 2.7% schoolwide Hispanic 3.2 % Socioeconomically Disadvantaged 4.1% English Learners 2.5% White 0%	Schoolwide. 0% Hispanic 0% Socioeconomically Disadvantaged 0% English Learners 0% White 0% [2020-21 DataQuest]			
Chronic Absenteeism	Baseline 2019 -11.4% schoolwide. Hispanic 12.4% English Learners 10.8% Socioeconomically Disadvantaged 12.3% White 4.5%	Schoolwide 2.6% Hispanic 2.8% English Learners 2.4% Socioeconomically Disadvantaged 3.8%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		White 2.2% [2020-21 DataQuest]			
DESSA	<p>DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. The ranges guide instruction for individual students, classes, and school as to which areas need greatest instruction.</p> <p>Baseline to be established in 2021-22 school year. Social emotional skills development</p> <p>Strength (43%) Typical (47%) Borderline (6%) Need (4%)</p>				<p>Increase the percentages of students in two ranges of competency (Strength, Typical) and reduce the percentage of students showing additional instruction (Need) in the competencies.</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as an additional bathroom and expanded meeting rooms for Special Education and Reading Intervention. While the transition will add more portable classrooms, Adelante is giving up space on the Franklin campus so we essentially only acquire 1/2 a portable and a bathroom. The original plan to take over the entire preschool space was abandoned based on cost to SB Unified. Adequate space continues to be our biggest constraint.	[June, 2022, Local Indicators Report to the ACS Governing Board]			[June, 2024, Report to the ACS Governing Board]

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/empowerment	Establish a new advisory group for parents of Emerging Bilinguals (EL). Historically the PTSO (Parent, Teacher, Staff Organization) and PIDA (Parents/Families for Inclusion, Diversity, and Access) provided leadership and advisory opportunities for our families of students designated as English learners. Members gained tools and supported each other to become leaders for equity in education, supporting school leadership. They also were empowered to understand achievement data and the causes of opportunity gaps.	\$33,156.83	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>During the pandemic we transitioned to small focus groups over zoom to engage families and gain input and feedback. Many of the families of our emerging bilingual students were the most adversely affected by the pandemic so it was difficult to maintain regular meetings. This year, now that we are all in person, we have established a new advisory group to support leadership and gather input. The EBAC will continue to operate in the years to come with elected officers and regular meeting dates. We look forward to partnering with these families.</p>		
3.2	Communication	<p>Communication with Adelante families in the home language is essential for building and maintaining strong, trusting relationships. We will communicate frequently and openly with our families using, but not limited to, the following means:</p> <ul style="list-style-type: none"> <li>• As a dual language program we are fortunate to have a bilingual staff where all classroom teachers are able to communicate with families in Spanish and English. All communication sent out via Parent Square is in both Spanish and English. Board meetings are conducted in both languages with simultaneous interpretation provided to anyone who is not bilingual.</li> <li>• Monthly Café con el Director take place in the morning as a time for families to connect with the director and hear about what is happening at the school as well as ask questions or raise concerns.</li> <li>• Teachers communicate regularly with families via Parent Square and Parent teacher conferences that take place three times a year at each marking period, with the last conference being student-led.</li> <li>• Monthly newsletters are sent to all families highlighting teaching and learning at each grade level.</li> <li>• Simultaneous interpretation for in-person gatherings and translation of key planning documents and executive summaries</li> </ul>	\$53,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	<p>Many students are struggling socially and emotionally because of the pandemic. Adelante teachers have prioritized radical care for all students, cultivating a community of care where students are known and experience a sense of belonging.</p> <p>Our classrooms will be relationship-centered, where community and trust are fostered. Social and emotional competence of students is fostered while addressing students' skills, knowledge and attitudes around CASEL's five SEL core competencies</p> <p>Teachers will devote instructional time daily to supporting the social and emotional needs of students, including incorporating lessons from the Tribes Learning Communities curriculum each week. The counselor will support teachers with resources. Social-emotional learning continues and is increasingly integrated into every learning experience.</p> <p>All adults on our campus will support the social and emotional wellbeing of students and staff through close collaboration with the school counselor and school psychologist.</p> <p>Teachers will continue to receive support from the school counselor and school psychologist with lesson suggestions as well as professional learning about using trauma-informed practices and supporting the in social-emotional needs of students. Professional learning for staff will be directed at supporting the whole child to develop the skills, habits, and mindsets that enable self-regulation, interpersonal skills, perseverance and resilience as well as understanding the need for trauma-informed interventions.</p>	\$59,385.08	Yes



Action #	Title	Description	Total Funds	Contributing
3.4	Positive Behavior Supports	<p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Adelante will implement school-wide positive behavior supports including clear behavioral expectations and anti-bullying work to improve student connection and a sense of safety on campus.</p> <p>We know that consistent implementation of Restorative Approaches will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations.</p> <p>The School Counselor will work with targeted small groups of students who need additional support.</p> <p>Students need to see themselves in others to develop empathy and understanding of others and see their connection to all life on the earth. Students also thrive when they have opportunities to impact their community for good. This will happen with more intentional and coordinated use of the school garden and the Big Buddy/Little Buddy time.</p>	\$59,385.08	Yes
3.5	Family Education and Access	<p>The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."</p> <p>ACS will partner with families to support student wellness through parent workshops. The Special Education Team will provide workshops to families on topics focused on special populations and students' social-emotional needs.</p> <p>As our family educational partners return to increasing engagement with our school, we will provide family workshops on how to support</p>	\$28,156.83	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>their child(ren) at home for reading and math and other academic subjects.</p> <p>Dual language education - support families with information about the benefits of dual language education and what they can expect to see for their child's experience.</p> <p>Engage families in supporting their child's creative expression through the end-of-the-year Art Show and Performing Arts Showcase where student creativity is shared with the Adelante community as well as the greater Santa Barbara community. This event focuses on supporting the development of the whole child through creative expression in visual and performing arts and physical activity through physical education. This has been a wonderful opportunity to highlight the creative genius of each student for their families. It is also an opportunity for families to engage with the school.</p>		
3.6	Attendance	Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates between all students and Low-Income students by implementing the Attendance Team. This team will focus on improved attendance for students who have been chronically absent, conducting Monthly review of attendance data with the principal and counselor, outreach and possible home visits for students who are chronically absent, attendance team meets with family to identify solutions and potential supports.	\$33,413.00	No

## Goal Analysis [2021-22]

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

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

The above actions included in the former Goal 2, now under Goal 3-Focused on the social-emotional needs of students : Adelante opened our doors to students in August 2021 fully aware that students would need additional support academically, socially and emotionally. After

conducting a six week summer learning experience for our 90 most vulnerable students we knew that centering the social-emotional well-being of students and staff was foundational to any academic growth. Teachers established routine time to support students both socially and emotionally as well as integrating this into the school day with a focus on building community, a sense of belonging and trust. Additionally, the school counselor provided weekly or biweekly lessons in classrooms to support the skills, habits and mindsets that enable self-regulation, interpersonal skills, perseverance and resilience. The winter surge of covid cases and disruption to learning because of required testing, illness and quarantine requirements caused additional stressors for students and staff. In December just before the Omicron surge the staff was able to participate in a professional learning session entitled: A New Lens on Behavior: Supporting Student Behavior & De-Escalation Strategies Using Brain State Coaching. This was presented by Rosy Bucio, Ph.D., BCBA-D, Behavior Specialist -Santa Barbara County SELPA. The presentation focused on the neuro-biological stress cycle and tangible ways to support students and adults through the cycle with de-escalation strategies intended to reduce stress and support students through what are often "survival strategies" but can manifest as disruptive behaviors. Staff was supported by the school psychologist over the summer to use de-escalation strategies, specifically the zones of regulation which are color-coded. Many teachers incorporated this throughout the school year to support students as they communicated their emotional state. Teachers also administered the mini DESSA twice during the school year. The instrument was piloted during the summer program. DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. The ranges guide instruction for individual students, classes, and school as to which areas need greatest instruction. Students identified as needing support were targeted through small group or one on one sessions with the counselor or school psychologist. Teachers were also provided strategies to support these students in the classroom. There was school wide focus on teaching positive behaviors to the students, the behaviors we expect to see at school. The Leadership Team met early in the fall to identify the specific behaviors to focus on. This was highly successful and brought order to our very impacted campus. Another change was that we have all students play before they eat lunch. While it took some time to adjust, we found that students eat more and are able to enjoy their time to eat without rushing to play after. CHKS data as well as Parent and Staff surveys show that parents, staff and students feel safe on campus. One challenge associated with this goal was absenteeism. Covid isolation and quarantines resulted in high rates of absenteeism. Teachers worked very hard to support students with independent study contracts where possible, but our efforts to improve attendance were greatly impacted by covid. Nevertheless, efforts were made to connect with families of chronically absent students to re-engage them in the Adelante community. Contact was made with each family when an absence occurred, letters were sent to families with chronically absent children and the principal met with families where there were serious concerns about attendance patterns.

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

There are no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services.

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

The student survey responses to school connectedness returned to 2019 levels (79%). This is above the state average of 74% (taken from 19-20 and 20-21 SY. 86% of responders report feeling part of the school and 81% report feeling safe at school all or most of the time. No students responded that they never feel safe at school.

Additionally, in the area of Low Violence Victimization, Adelante is well above the state average of 61%, with 76% of students reporting that students from school never call them bad names or make mean jokes about them. A closer look at the data reveal that this is an issue primarily isolated to females. This is an area Adelante has been working on for quite some time. This indicator has improved from 49% in 2018 to 75% reporting low violence in 2022.

The Anti-Bullying Climate indicator is 82%. This is also above the state average of 76%. The % of students reporting being harassed at school has decreased by 33% since 2018.

An area where we saw a decrease was Parent Involvement in Schooling. There was an increase from 66% in 2021 to 73% in 2022 but this is down from 87% in 2019. This is most-likely due to the COVID restrictions that are in place that restrict parent volunteers and events we previously had in place. With changes to COVID restrictions we have welcomed parent volunteers back and our community events are planned to continue next year.

An area that we will continue to address is Social Emotional Learning Supports. 79% of students responded feeling they were supported socially and emotionally. This is above the state average, but below our previous responses. This is a decline from 91% responding they felt supported in 2020. This may be a result of the pandemic, as we have worked very hard to center the social emotional needs of students and even added a school counselor since then.

Low Chronic absenteeism rates and zero suspensions are strong evidence that the actions now under this goal are effective. This year's attendance rate data is atypical due to COVID and an unusually high number of absences. Student survey results have improved over recent years, a growth that shows we are making some recovery in reconnecting our children to school. We will continue to work to ensure that every child feels connected and safe, expecting to get back to our highest levels.

We worked diligently all year to provide frequent and accurate information to families. Weekly updates from the principal were sent via Parent Square in English and Spanish. Due to all the changing guidelines related to covid, frequent communication was essential. Monthly "Café con el director" gatherings took place outdoors at the park adjacent to the school to ensure covid safety precautions were taken. Frequent communication from classroom teachers as well as fall and winter parent/teacher conferences ensured families were informed of student progress. Family survey results (CSPS) show 94% of responders say the school promptly responds to phone calls, messages or emails, and 87% report that the school actively seeks the input of parents before making important decisions. 91% of responders say that teachers communicate with parents about what students are expected to learn in class. 97% say that Adelante promotes academic success for all students, 99% say that Adelante treats all students with respect and 100% report that Adelante motivates students to learn and has adults who really care about students. It is clear that our efforts to include families as much as possible, even though they were only recently permitted to come on campus, were successful. Now that the campus has been opened to parent volunteers and end of the year events we know this will only further the connections and community engagement.

We were able to establish our EBAC and we plan to foster community and family leadership within our Spanish-speaking families through this group in the years to come.

Our students were able to highlight their hard work, genius and joy in visual and performing arts at the end of the year family events. Family events have been critical to fostering a sense of community among the Adelante staff and families. Covid forced us to hold virtual events the last two years which were not nearly the same. A return to in-person celebrations have been a highlight this year.

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

An examination of the data and feedback from our educational partners resulted in significant revisions to the structure of the LCAP Goals, Outcomes, and Actions. These changes were intended to provide more clarity and focus on three areas: academic outcomes and closing achievement gaps, supporting our teachers to provide best first instruction, and enhancing student well-being through social-emotional supports and family engagement.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$343,842	

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.03%	0.00%	\$0.00	13.03%

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

## Required Descriptions

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

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

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

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

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

Adelante Charter School does not receive concentration grant funds.

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,610,392.91	\$174,916.00	\$40,000.00	\$343,250.00	\$3,168,558.91	\$2,799,283.91	\$369,275.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Most Effective Instruction	All	\$1,252,007.00			\$280,822.00	\$1,532,829.00
1	1.2	Tier II Reading Intervention	English Learners Foster Youth Low Income	\$200,468.00				\$200,468.00
1	1.3	Literacy in Spanish and English	All	\$146,981.00				\$146,981.00
1	1.4	Math and Science	All					
1	1.5	Progress Monitoring and Data Management	All	\$71,766.00				\$71,766.00
1	1.6	EL Monitoring and Support to Reclassification	English Learners	\$24,795.00			\$10,597.00	\$35,392.00
1	1.7	Monitoring and Supporting Students with Exceptional Needs	Students with Disabilities	\$257,875.08	\$174,916.00		\$51,831.00	\$484,622.08
1	1.8	Technology		\$10,000.00				\$10,000.00
1	1.9	Instructional Materials	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
1	1.10	A Course of Study that Emphasizes Educating the Whole Child	All	\$306,691.18		\$40,000.00		\$346,691.18
1	1.11	Dual Immersion Program	English Learners Low Income					



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Teachers Appropriately Credentialed and Assigned	All					
2	2.2	Professional Learning	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.3	Standards Based Reporting	All	\$28,156.83				\$28,156.83
3	3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment	English Learners	\$33,156.83				\$33,156.83
3	3.2	Communication	English Learners Foster Youth Low Income	\$53,156.00				\$53,156.00
3	3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	English Learners Foster Youth Low Income	\$59,385.08				\$59,385.08
3	3.4	Positive Behavior Supports	English Learners Foster Youth Low Income	\$59,385.08				\$59,385.08
3	3.5	Family Education and Access	English Learners Foster Youth Low Income	\$28,156.83				\$28,156.83
3	3.6	Attendance	All	\$33,413.00				\$33,413.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,638,745	\$343,842	13.03%	0.00%	13.03%	\$478,707.82	0.00%	18.14 %	<b>Total:</b>	\$478,707.82
								<b>LEA-wide Total:</b>	\$478,707.82
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Tier II Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,468.00	
1	1.9	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
1	1.11	Dual Immersion Program	Yes	Schoolwide	English Learners Low Income	All Schools		
2	2.2	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.1	Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment	Yes	LEA-wide	English Learners	All Schools	\$33,156.83	
3	3.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,156.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,385.08	
3	3.4	Positive Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,385.08	
3	3.5	Family Education and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,156.83	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,741,312.00	\$2,935,822.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Coherence across biliteracy program K-6 with the most effective first instruction.	Yes	\$1,589,451	\$1,729,688
1	1.2	Tier II Reading Intervention	Yes	\$308,317	\$276,659
1	1.3	Professional Learning and Coaching for Teachers	Yes	\$86,872	\$96,450
1	1.4	Improved Spanish Literacy Instruction	Yes	\$86,872	\$96,450
1	1.5	Improved Data Management and Assessment Data	Yes	\$96,872	\$106,450
2	2.1	Social-emotional learning and student wellness.	Yes	\$302,626	\$364,060
2	2.2	Provide Student Behavioral and Social- Emotional Support	Yes	\$27,455	\$29,234
2	2.3	Targeted support for student reengagement	Yes	\$32,581	\$36,160
3	3.1	Designated ELD	Yes	\$101,868	\$111,450
3	3.2	Improved Data for Tracking Biliteracy Trajectories	Yes	\$10,000	10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Expanded Classroom Libraries	Yes	\$30,000	20,000
4	4.1	Supporting the Whole Child	Yes	\$68,398	\$59,221
4	4.2	Carefully designed Cross-grade learning/mentoring experiences	Yes	\$0	

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
341199	\$2,741,319.00	\$2,935,822.00	(\$194,503.00)	14.02%	13.80%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Coherence across biliteracy program K-6 with the most effective first instruction.	Yes	1589450	1729688	3	2
1	1.2	Tier II Reading Intervention	Yes	308317	276659	1.02	1.7
1	1.3	Professional Learning and Coaching for Teachers	Yes	86872	96450	1	1.1
1	1.4	Improved Spanish Literacy Instruction	Yes	86872	96450	1	1
1	1.5	Improved Data Management and Assessment Data	Yes	96872	106450	1	1
2	2.1	Social-emotional learning and student wellness.	Yes	302626	364,060	1	1
2	2.2	Provide Student Behavioral and Social- Emotional Support	Yes	27454	29234	1	1
2	2.3	Targeted support for student reengagement	Yes	32581	36160	1	1
3	3.1	Designated ELD	Yes	101872	111450	1	1
3	3.2	Improved Data for Tracking Biliteracy Trajectories	Yes	10,000	10,000	1	1
3	3.3	Expanded Classroom Libraries	Yes	30,000	20,000	1	1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Supporting the Whole Child	Yes	68403	59221	1	1
4	4.2	Carefully designed Cross-grade learning/mentoring experiences	Yes				

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	341199		0.00%	\$2,935,822.00	13.80%	13.80%	\$0.00	0.00%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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



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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022