



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelante Charter School

CDS Code: 42767866118202

School Year: 2024-25

LEA contact information:

Javier Bolivar

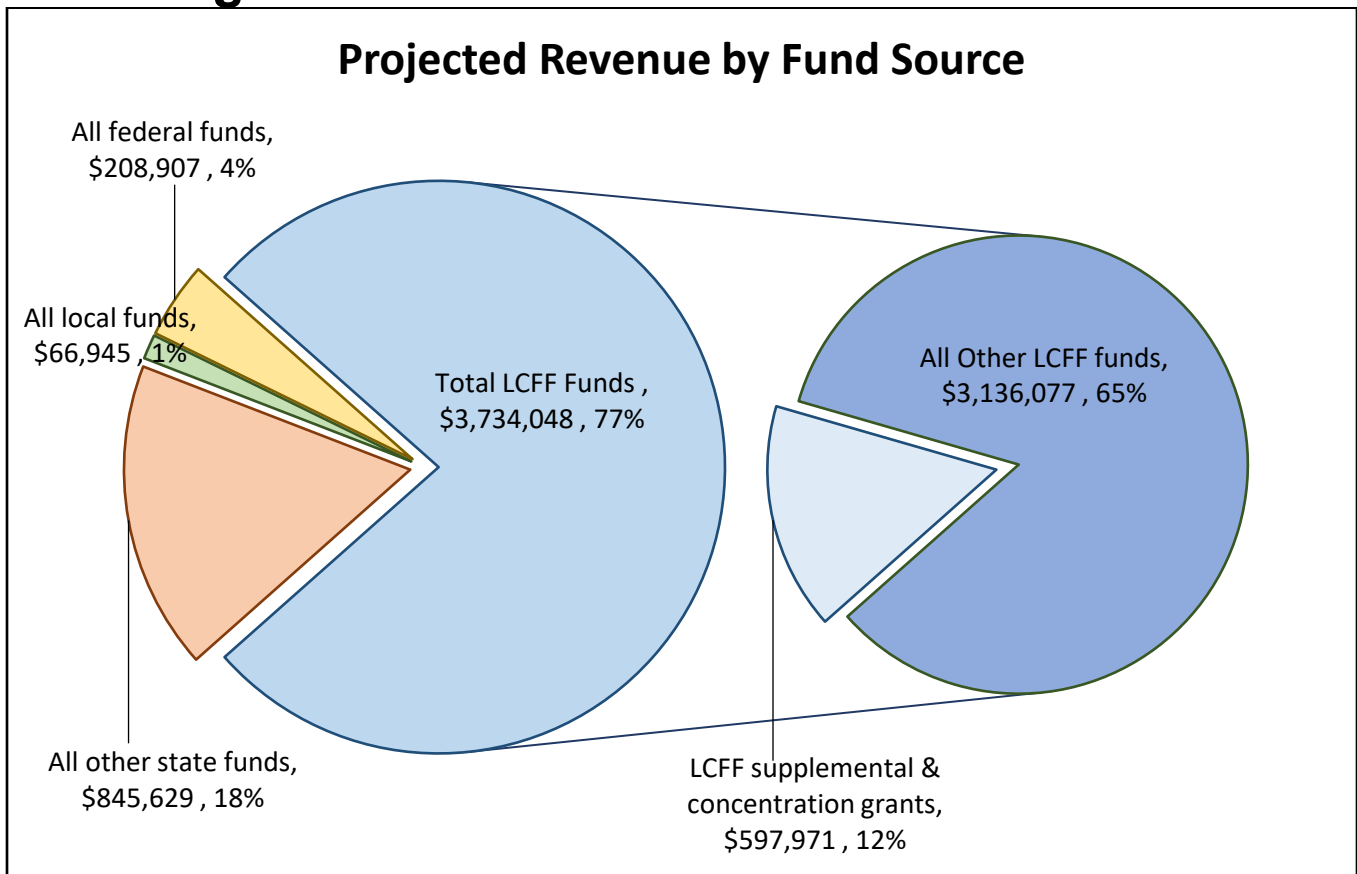
Executive Director/Principal

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(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 2024-25 School Year

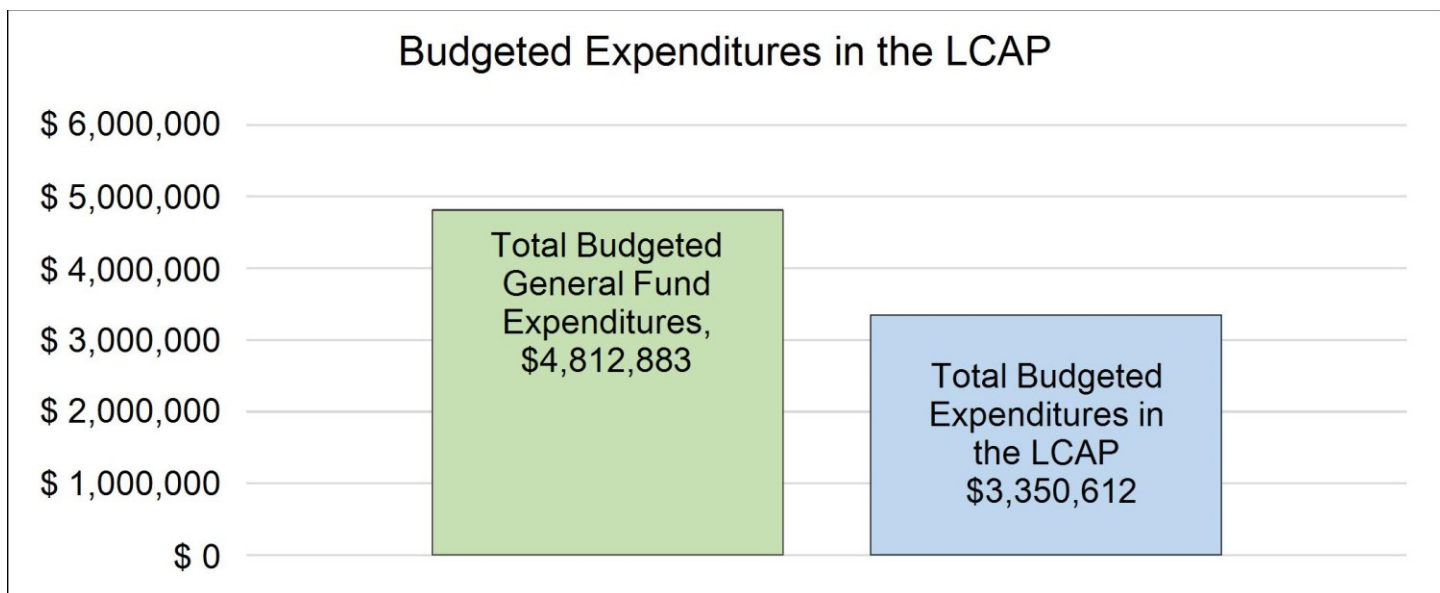


This chart shows the total general purpose revenue Adelante Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelante Charter School is \$4,855,529, of which \$3,734,048 is Local Control Funding Formula (LCFF), \$845,629 is other state funds, \$66,945 is local funds, and \$208,907 is federal funds. Of the \$3,734,048 in LCFF Funds, \$597,971 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 2024-25. 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 \$4,812,883 for the 2024-25 school year. Of that amount, \$3,350,612 is tied to actions/services in the LCAP and \$1,462,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

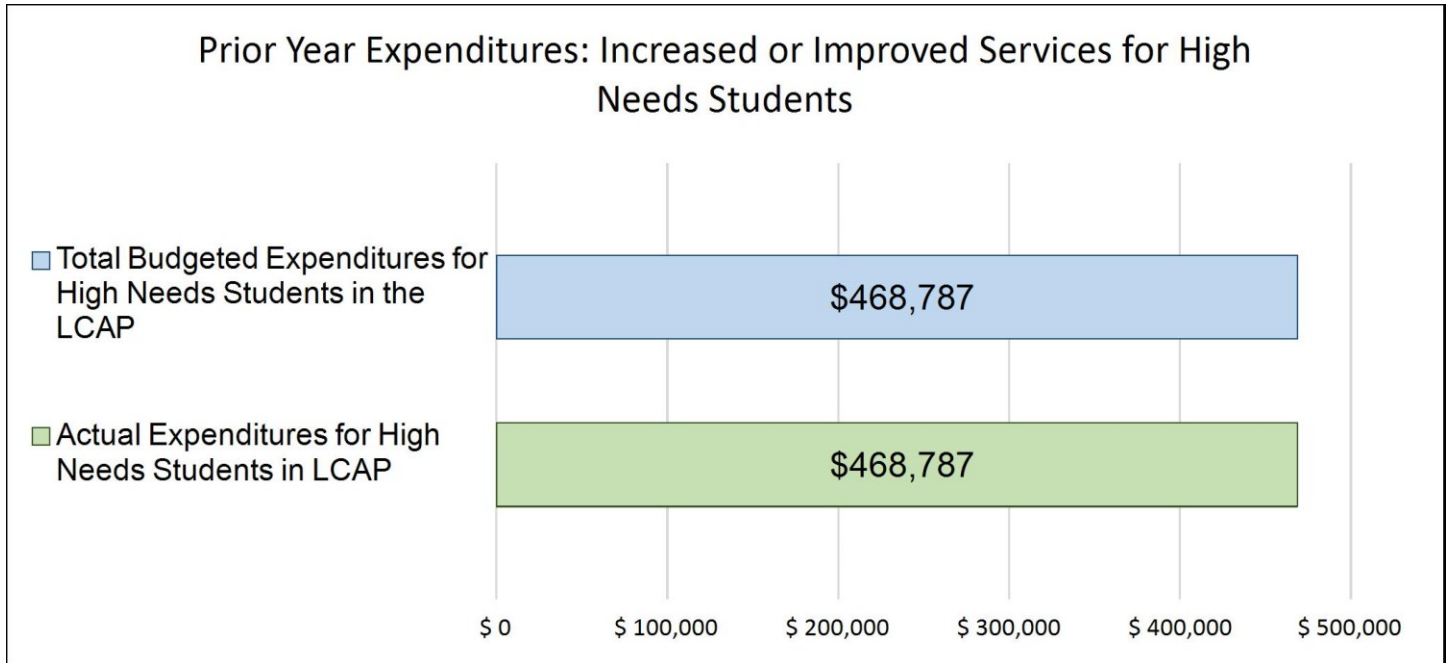
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) include general operating expenses that are basic services provided such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals and actions and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

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Adelante Charter School is projecting it will receive \$597,971 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 \$597,971 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 2023-24



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 2023-24, Adelante Charter School's LCAP budgeted \$468,787 for planned actions to increase or improve services for high needs students. Adelante Charter School actually spent \$468,787 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# 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. |

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
| <p>CAASPP Results Gr. 3-6.</p> <p>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.</p> <p>Emerging Bilingual students (EL) will demonstrate grade-level proficiency in SLA (L1) with the goal of grade-level proficiency in ELA(L2) by the end of 6th grade.</p> <p>EO students will demonstrate grade-</p> | <p>CAASPP 2019 ELA</p> <p>All students - Distance from standard 73.6</p> <p>EL- Distance from standard 93.9</p> <p>Students with disabilities - Distance from standard 122.3</p> <p>Socioeconomically Disadvantaged - Distance from standard 93.9</p> <p>Hispanic - Distance from standard 87.7</p> <p>Homeless Students - Distance from standard 99.5</p> <p>White - Distance from standard 3.3</p> <p>No state-reported test administered in Spanish - this was going to take place in</p> | <p>CAASPP ELA (test in English) results for this academic year will not be available until after June, 2022.</p> <p>"Distance from standard" is not expected to be reported for 2021-22.</p> | <p>All students - 50.9 points from standard</p> <p>EL- 74 points from standard</p> <p>Students with disabilities - 104.0 points from standard</p> <p>Socioeconomically Disadvantaged - 69.2 points from standard</p> <p>Hispanic - 59.6 points from standard</p> <p>Homeless Students - 79.8 points from standard</p> <p>White - 15.7 points from standard</p> <p>[2022 CA School Dashboard]</p> <p>SLA -- Overall 6th grade students had a mean scale score of 647.3, less than one</p> | <p>All students - 54.1 points from standard</p> <p>EL- 84.6 points from standard</p> <p>Students with disabilities - 136.6 points from standard</p> <p>Socioeconomically Disadvantaged - 69.6 points from standard</p> <p>Hispanic - 63.3 points from standard</p> <p>Homeless Students - 81.0 points from standard</p> <p>White - 16.9 points from standard</p> <p>[2023 CA School Dashboard]</p> | <p>CAASPP ELA</p> <p>+5 points per year toward standard for each group.</p> <p>+10 for Students with Disabilities.</p> <p>Increased % of students demonstrate grade-level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6th grade.</p> <p>CSA (Spanish) - Emerging Bilingual students show high levels of proficiency in L1, EO students show increased proficiency</p> |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---|---|--|---|---|--|
| level proficiency in ELA(L1) with the goal of grade-level proficiency in SLA (L2) by the end of 6th grade.  | spring 2020. (CSA) results for this academic year will not be available until after June, 2022.   |  | point from L2.<br>Scores for EO and EL not reported due to small group sizes.<br><br>[2022 CA SBAC]   |   | in L2 as they reach the upper grades   |
| 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. | 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 standard 69.9 points below Hispanic - Distance from standard 61.6 points below Homeless Students - Distance from standard 71.4 points below White - Distance from standard 19.2 points below | CAASPP Math results for this academic year will not be available until after June, 2022.<br><br>"Distance from standard" is not expected to be reported for 2021-22. | All students - 58.7 points from standard EL- 79.8 points from standard Students with disabilities - 118.1 points from standard Socioeconomically Disadvantaged - 77.4 points from standard Hispanic - 67.6 points from standard Homeless Students - 82.1 points from standard White - 3.4 points above standard<br><br>[2022 CA School Dashboard] | All students - 50.5 points from standard EL- 75.7 points from standard Students with disabilities - 116.2 points from standard Socioeconomically Disadvantaged - 60.1 points from standard Hispanic - 56.2 points from standard Homeless Students - 84.2 points from standard White - 55.1 points from standard<br><br>[2023 CA School Dashboard] | CAASPP Math +5 points per year toward standard for each student group. +10 for Students with Disabilities. |

| Metric                                  | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|---|--|--|---|
| ELPAC                                   | 2019 CA Dashboard<br>59.6% Making progress<br>Progress level: High   | Dashboard data have not been published for 2020 or 2021.  | 29.5% Making appropriate progress<br>Progress level: Low<br><br>*Missing 30 student scores from the upper grades. This greatly impacted our results.<br><br>[2022 CA School Dashboard] | 46.1% Making appropriate progress<br>Progress level: High<br><br>[2023 CA School Dashboard]  | Increase by 5% growth to move to the “Very High” category.  |
| CAASPP ELA for English Learners         | 2019 Distance from Standard 93.9   | CAASPP ELA results for this academic year will not be available until after June, 2022.<br><br>"Distance from standard" is not expected to be reported for 2021-22. | EL- 74 points from standard<br><br>[2022 CA School Dashboard]  | EL- 84.6 points from standard<br><br>[2023 CA School Dashboard]  | 5 points toward standard each year (minimum +15 points)   |
| DRA/EDL - Local reading assessment data | May, 2021, English Reading DRA<br>3rd-41% reading at end of grade level target<br>4th-57% reading at end of grade level target | May, 2022, English Reading DRA<br>3rd-50% reading at end of grade level target<br>4th-69% reading at end of grade level target                                      | May 2023 English Reading DRA<br>3rd-35% reading at end of grade level target<br>4th-73% reading at end of grade level target   | May 2024 English Reading DRA<br>3rd- 55% reading at end of year target<br>4th- 64% reading at end of year target<br>5th- 85% reading at end of year target | Increase of +5% reading at grade level in Spanish and English by end of 3rd grade.<br><br>Each year all students will progress in |

| Metric | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24                       |
|--------|--|---|---|---|---|
|        | <p>5th-57% reading at end of grade level target<br/>6th-57% reading at end of grade level target</p> <p>May, 2021, Spanish Reading EDL<br/>Kinder- 25% reading at end of grade level target<br/>1st-16% reading at end of grade level target<br/>2nd-24% reading at end of grade level target<br/>3rd-36% reading at end of grade level target<br/>4th-40% reading at end of grade level target<br/>5th-46% reading at end of grade level target<br/>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</p> | <p>5th-77% reading at end of grade level target<br/>6th-55% reading at end of grade level target</p> <p>May, 2022, Spanish Reading EDL<br/>Kinder- 34% reading at end of grade level target<br/>1st-48% reading at end of grade level target<br/>2nd-29% reading at end of grade level target<br/>3rd-43% reading at end of grade level target<br/>4th-62% reading at end of grade level target<br/>5th-59% reading at end of grade level target<br/>6th-47% reading at end of grade level target</p> | <p>5th-73% reading at end of grade level target<br/>6th-81% reading at end of grade level target</p> <p>May, 2023, Spanish Reading EDL<br/>Kinder- 40% reading at end of grade level target<br/>1st-54% reading at end of grade level target<br/>2nd-52% reading at end of grade level target<br/>3rd-28% reading at end of grade level target<br/>4th-61% reading at end of grade level target<br/>5th-68% reading at end of grade level target<br/>6th-70% reading at end of grade level target</p> | <p>6th- 83% reading at end of year target</p> <p>May 2024 Spanish Reading EDL<br/>Kinder- 41% reading at end of year target<br/>1st- 53% reading at end of year target<br/>2nd- 62.5% reading at end of year target<br/>3rd- 57% reading at end of year target<br/>4th- 46% reading at end of year target<br/>5th- 65% reading at end of year target<br/>6th- 70% reading at end of year target</p> | <p>reading level by at least 1 year’s growth.</p> |



| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|---|--|--|---|
|   | <p>meeting the winter benchmark - data reveal that due to missed opportunities for learning these students are approximately one trimester behind in literacy. This was part of the reason we are implementing an extensive summer learning program.</p>   |   |  |  |   |
| <p>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> <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</p> | <p>Biiteracy trajectories</p> <p>90% of 3rd - 6th grade students fall within these research based ranges.</p> | <p>Biliteracy Trajectories:</p> <p>96% of 3rd - 6th grade students fall within these research based reading trajectories for Spanish and English.</p> <p>4% not in trajectory -of those, 1.5% are EL with significantly higher Spanish reading than English and 2.5% are EOs with significantly higher English reading than Spanish reading.</p> | <p>95% 3rd - 6th grade students fall within these research based reading trajectories for Spanish and English.</p> | <p>All 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  |
|--|--|--|---|--|--|
|  | <p>(EL) students - Starting in the 2021-22 school year Adelante will assess all students K-6 in Spanish and English using the Star 360 assessments. These research based ranges correlate with EDL/DRA. Currently K-2 is only assessed in Spanish EDL not English DRA.</p> <p>Looking at 3rd-6th grade, 90% of students are reading within these research-based grade-level ranges for biliteracy.</p> |  |   |  |  |
| <p>Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)</p> | <p>2.7%<br/>[2020-2021 Data Quest] Very low due to pandemic and a pause in ELPAC testing</p>   | <p>Internal reclassification rate 25%<br/>There are 5 students exiting 6th grade without being reclassified. This number is higher than what we typically see and a result of the pandemic. We are hopeful that Spring</p> | <p>[Need local calculation. DataQuest does not show rate for 2021-22, and shows no new reclassifications from 2020-21.]<br/>Internal reclassification rate 8%</p> | <p>9.2%<br/>[2022-23 CALPADS Reports 2.16 and 8.1]</p> | <p>Maintain the reclassification rate between 17% - 20% each year.<br/>Decrease the number of emerging bilingual (EL) students exiting 6th grade without reclassification.</p> |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--|--|--|--|--|---|
|  |  | 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<br/>70% proficiency<br/>Emerging Bilinguals (EL)<br/>62% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>42% proficiency<br/>Emerging Bilinguals (EL)<br/>39% Proficiency</p> <p>Reading English 3rd-6th<br/>29% proficiency<br/>Emerging Bilinguals (EL)<br/>16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>52% proficiency</p> | <p>Spring 2022 Results: Early Literacy Spanish K- 1st<br/>70% proficiency<br/>Emerging Bilinguals (EL)<br/>62% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>42% proficiency<br/>Emerging Bilinguals (EL)<br/>39% Proficiency</p> <p>Reading English 3rd-6th<br/>29% proficiency<br/>Emerging Bilinguals (EL)<br/>16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>52% proficiency</p> | <p>Spring Star 2023 data<br/>Early Literacy Spanish K- 1st<br/>60% proficiency<br/>Emerging Bilinguals (EL)<br/>55% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>42% proficiency<br/>Emerging Bilinguals (EL)<br/>40% Proficiency</p> <p>Reading English 3rd - 6th (Reporting Winter data due to so many assessments with CAASPP ELA/Math/CSA/CAST in Spring)<br/>31% proficiency<br/>Emerging Bilinguals (EL)<br/>19% Proficiency</p> | <p>Spring Star 2024 data:<br/>Early Literacy Spanish K- 1st<br/>56% proficiency<br/>Emerging Bilinguals (EL)<br/>54% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>48% proficiency<br/>Emerging Bilinguals (EL)<br/>57% Proficiency</p> <p>Reading English 3rd - 6th (Winter due to CAASPP)<br/>33%% proficiency<br/>Emerging Bilinguals (EL)<br/>22% Proficiency</p> | <p>Increase % proficient in each assessment by 10% each year.<br/>Decrease the gap between all students and EL subgroup in Spanish assessments and English assessments in 5th and 6th grades.</p> |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|--|---|--|--|--|
|  | <p>Emerging Bilinguals (EL)<br/>16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>52% proficiency<br/>Emerging Bilinguals (EL)<br/>39% Proficiency</p>   | <p>Emerging Bilinguals (EL)<br/>39% Proficiency</p>   | <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>63% proficiency<br/>Emerging Bilinguals (EL)<br/>58% Proficiency</p>   | <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>65% proficiency<br/>Emerging Bilinguals (EL)<br/>64% 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 students are supported with CCSS and NGSS-aligned instructional materials. Continued work with ELD and literacy-based content instruction is bringing coherence across grades. Further work with language and content objectives will continue next year.</p> <p>Staff are currently reviewing social studies curriculum for adoption next year. New math instructional materials were chosen this year</p> | <p>All classrooms have CCSS and NGSS-aligned instructional materials.</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>and will be implemented in the coming year.</p> <p>MET -- Sufficiency of materials and implementation of state standards reported</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p> |  |   |
| <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 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, 2023 Report to the ACS Governing Board]</p>                | <p>All students have access to a broad course of study.</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>% of students by grade level in need of intervention.</p> <p>K=16%</p> <p>1st = 31%</p> <p>2nd = 27%</p>  | <p>% of students by grade level in need of intervention.</p> <p>K= 17%</p> <p>1st = 21%</p> <p>2nd = 22%</p>   | <p>% of students by grade level in need of intervention.</p> <p>K= 20%</p> <p>1st = 13%</p> <p>2nd = 20%</p> | <p>Reduce the % of students needing reading intervention by grade level and cohort.</p>   |

| Metric | Baseline   | Year 1 Outcome                                   | Year 2 Outcome                                   | Year 3 Outcome                                   | Desired Outcome for 2023–24 |
|--------|--|--|--|--|-----------------------------|
|        | K=16%<br>1st = 31%<br>2nd = 27%<br>3rd = 28%<br>4th = 21%<br>5th = 10%<br>6th = 24%<br>The need for intervention was anticipated given the number of students who missed opportunities for learning during the pandemic, particularly in the lower grades. | 3rd = 28%<br>4th = 21%<br>5th = 10%<br>6th = 24% | 3rd = 27%<br>4th = 20%<br>5th = 12%<br>6th = 11% | 3rd = 19%<br>4th = 23%<br>5th = 10%<br>6th = 12% |                             |

## Goal Analysis

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.

None

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on an analysis of outcome data from the California School Dashboard, the percentage of students who met or exceeded standards in English Language Arts (ELA) saw overall improvement from 2022 to 2023. This upward trend was observed across nearly all subgroups, except for students with disabilities. Comparing these outcomes to pre-pandemic data from 2019, students not only recovered lost ground but also exceeded previous results in most subgroups. Overall, there was a 10.48% increase in the number of students who met or exceeded the ELA grade level standard.

Among subgroups, students from socioeconomically disadvantaged backgrounds—arguably the most impacted by the pandemic—showed a 9.43% increase in those meeting or exceeding the ELA standard. English learners demonstrated the highest increase, with 12.05% more students meeting or exceeding the standard. These gains largely came within the last year. However, the data reveal a decline among students with disabilities. This subgroup has struggled most to recover from interrupted learning during the pandemic and saw a 6.25% decrease in the percentage of students meeting or exceeding standards. In 2022, they had shown an 8.75% increase compared to 2019, but those gains were reversed in 2023, when none of the students in this subgroup met or exceeded standards. This is an area of focus for our new iteration of the Local Control and Accountability Plan (LCAP).

Looking at the California School Dashboard's "Distance from Standard" metric—which measures how far, on average, students are from the lowest possible score for Standard Met—there was a marked improvement for nearly every subgroup when comparing pre-pandemic 2019 data to 2023. The only exception was among students with disabilities. All students improved by an average of 18.4 points compared to 2019, but the students with disabilities subgroup declined by 15.5 points. Comparing 2022 to 2023, there was a 10.6-point decline for the English learner subgroup, although this was still an 8.3-point improvement from 2019. Similarly, the Homeless subgroup saw a 1.2-point decline from 2022 to 2023, but it still showed an 18.5-point improvement from the 2019 results. This has resulted in the school qualifying for differentiated assistance from SBCEO. We look forward to partnering with them over the next year to identify actions that will lead to sustained growth for these subgroups and for all students.

When we analyze the math results over the same period, we find some similarities with ELA, but recovery to pre-pandemic levels in math has proven more challenging. This reflects a nationwide trend, where math outcomes were significantly impacted by the pandemic. The overall percentage of students who met or exceeded the math standard in 2023 was 0.54% lower than in 2019, a relatively small decrease of less than 1%.

In terms of subgroups, socioeconomically disadvantaged students saw a 9% increase from 2022 to 2023, leading to a cumulative 3.16% increase over the pre-pandemic results of 2019. The English learner subgroup showed a near 10% increase in students who met or exceeded the grade level math standard from 2022 to 2023, and a total increase of 4.62% compared to 2019. Unfortunately, students with disabilities have faced significant setbacks. None of them met or exceeded the math standard in 2023, resulting in an 11.76% decline since 2019. This subgroup will be a key focus in the next iteration of the Local Control and Accountability Plan (LCAP). Additionally, the Reclassified Fluent English Proficient (RFEP) subgroup—students who were once identified as English learners but have since been reclassified—showed a drastic decline of 24.34%. This may be due to fewer students being reclassified in 2023 because of a testing issue with the ELPAC in 2022, reducing the subgroup's size to half of what it was in 2019. These testing issues have since been resolved for 2024.

Using the California School Dashboard's "distance from standard" metric- measuring how far, on average, students are from the lowest score needed to meet the standard, we see that for all students, this distance improved by 3.9 points compared to pre-pandemic results in 2019. Socioeconomically disadvantaged students improved by 9.8 points, while the English learner subgroup showed a 6.5 point decline, though there was a 4-point improvement from 2022 to 2023. The Homeless subgroup saw a 12.8 point decline from 2019, likely influenced by the fact that this subgroup's size doubled during the same period and that this subgroup has been most-adversely affected by the pandemic and housing crisis in Santa Barbara. The RFEF subgroup declined by 26 points, but as mentioned above, this may not accurately represent student outcomes due to the reduced number of reclassifications between 2019 and 2023. Although the percentage of students with disabilities meeting or exceeding the standard dropped, the distance from standard for this subgroup actually improved by 21 points compared to 2019. These mixed results indicate a need for targeted math interventions in the new LCAP to address the specific needs of each subgroup, particularly students with disabilities and RFEF students, while continuing to build on the progress seen in other subgroups.

Reflecting on the past four years and all that our students, families, and staff have endured, it's encouraging to see that despite setbacks, we've essentially regained our pre-pandemic math outcomes and exceeded those in English Language Arts (ELA). This achievement is a testament to the hard work and dedication of our staff and students. We should take a moment to acknowledge these successes and use them as a foundation for continued improvement.

Looking ahead, we expect the next two years to bring significant progress, especially given the promising growth in the primary grades compared to previous years. These insights also emphasize the need to focus on the challenges faced by specific subgroups, particularly students with disabilities, in the new Local Control and Accountability Plan (LCAP) to ensure that all students have equitable opportunities to succeed. With this in mind, we can continue to build a supportive and inclusive learning environment that promotes positive outcomes for everyone.

#### Analysis of specific Actions for Goal 1

Action 1.1 -A focus on Tier 1 (core) instruction in all classrooms with a focus on learning from student data has been very effective. This has been the heart of recovery from interrupted schooling during the pandemic.

Action 1.2 - Tier II Reading Intervention has been very effective in supporting students who show signs of reading difficulty. The focus on early identification through screeners and assessments and consistent support has proven to be highly effective.

Action 1.3 - Literacy in Spanish and English- Increased literacy instruction and addressing literacy across the curriculum has supported academic gains. The attention given to ELD (both integrated and designated) has shown to be very effective in supporting our English learner students to higher levels of achievement. Additionally, the focus on supporting students to meet the rigorous demands of the Common Core State Standards in Spanish has elevated the level of Spanish instruction.

Action 1.4 - Math and Science - The primary focus of this action is student discourse in math and science and supporting sense making discussions and math talks. This has been very difficult to reestablish since the pandemic. Students are less willing to share ideas freely in class. This is an area we will continue to focus on and expand it to all curricular areas.

Action 1.5 Progress Monitoring and Data Management - This action has been highly effective. We introduced Star 360 (a computer-based assessment tool) in the fall of 2021 and have used it to track progress in reading and math in both Spanish and English. We have used it to communicate progress with parents and identify areas where students need targeted support. Additionally, we started cross-grade calibration



of writing. This has been helpful in identifying the areas we need to focus on as a school, not just a particular grade level. We have regular discussions about student data and disaggregate data based on each significant subgroup to identify areas for growth. This action will continue.

Action 1.6 - Moved to Goal 4

Action 1.7 - Monitoring and Support for Students with Exceptional Needs - this is an action that has not yielded the results we had hoped for. Our students with disabilities continue to need more support and we have identified that teachers need more training to better support them. There was training on the most common disabilities found in our student population and ways to support these students. SB SELPA also provided professional learning for teachers from a Behavior Specialist - A New Lens on Behavior: Supporting Student Behavior & De-Escalation Strategies Using Brain State Coaching, a session on Attention Deficit Disorder, Multi-Tiered Systems of Support and Teacher Mental Health. The school psychologist and Special Education teacher have provided individual and grade-level support to address specific student needs, but there is a need for training in Universal Design for Learning for all staff. A small team including teachers, the Special Education teacher/director, the Instructional Specialist and counselor participated in a series of professional learning opportunities provided through SBCEO - the Inclusion Network. This provided a wealth of resources which will be used to inform the next iteration of the LCAP.

Action 1.8 - Technology - Adelante was able to contract with Charter Impact for our IT support. We have updated obsolete chromebooks purchased during the pandemic and purchased new iPads to replace older devices that no longer supported necessary applications. Identifying supportive/assistive technology to support our students with disabilities continues to be an area of growth and will carry into the next LCAP.

Action 1.9 - Instructional Materials - Materials were provided to teachers to support ELD (sentence strips, chart paper, colored rolls of paper) as well as math manipulatives and books. Materials to support Tier II interventions were also purchased and have been effective.

Action 1.10 -A Course of Study That Emphasizes the Whole Child- This action has been highly effective to support creative expression, physical activity and joy in every student.

Action 1.11 - Moved to Goal 4

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.

The metrics for basic conditions (teacher quality and professional learning) were moved from Goal #2 to Goal #1 in the new LCAP. Significant changes made to Action 1.7 - Monitoring and Supporting Students with Exceptional Needs. Based on data from the 2023 CA Dashboard, there continues to be a significant gap between students with disabilities current academic abilities as demonstrated on the CAASPP and the grade-level standards. While there was improvement in 2022 and 2023 in math (when we look at the average distance from standard), the percentage of students who met or exceeded standard fell last year in both math and ELA. Through the following actions we believe we can reduce this gap. This Action will be expanded to include the following:

- Universal Design for Learning professional learning for all staff
- Assistive Technology to ensure accommodations are met all year long
- Inclusion Network - continue this work with SBCEO
- Professional Learning -SELPA and our SpEd department (Special Education 101, Understanding Student Behavior, CPI De-Escalation Strategies, Behavior Supports)

- Universal Access time dedicated in each class - built into the master schedule (master schedule built with these students at the center of decision making)
- SpEd Parent Advisory Committee
- Parent Workshops - SpEd (open to all)
- SpEd Advisory Council -
- Improve supports for students during testing - honor accommodations

**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. |

## 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.<br><br>Reported to the Governing Board as part of the Local Indicators Report, June, 2022. | All grade-level classroom teachers are appropriately credentialed.<br>Two teachers completing Bilingual authorization this summer.<br><br>Reported to the Governing Board as part of the Local Indicators Report, June, 2023. | California now requires the most recent data from the DataQuest (CALSSAS) be reported, which is for the 2021-22 school year:<br><br>39.8% of classroom teachers in 21-22 SY were reported with clear credentials. All teachers had completed their credential and student teaching. This number represents the number of teachers who still needed to complete the Bilingual Authorization and that was completed the following summer. | All teachers appropriately credentialed and supported through job-embedded professional learning and ongoing instructional coaching. |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--|--|---|--|--|---|
|  |  |   |  | *Currently, all but one teacher is fully credentialed with the completed Bilingual Authorization and 3 or more years of experience.  |   |
| Teacher Retention Rate                         | Baseline to be established in 2021-22.<br><br>89% retention rate   | 89% retention rate for 2021-22.   | 93% retention rate for 2022-23   | 89% retention rate for 2023-2024   | Maintain high retention rate of staff   |
| Staff Surveys<br>CSSS - CA School Staff Survey | Baseline to be established in 2021-22.<br><br>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. | 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.<br><br>100% of responders report that Adelante is a safe place for students. | 45% response rate -<br><br>100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn and emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students.<br><br>100% report that Adelante is a safe place for students and that Adelante | 60% response rate - (+15%)<br><br>95% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn.(-5%)<br><br>85% report the school emphasizes helping students academically when they need it (-15%)<br><br>95% report the school emphasizes teaching lessons in ways | Maintain high % reporting positive school climate and safety for students.<br><br>Increase % of staff reporting that Adelante is a supportive and inviting place to work. |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|--|--|---|---|
|   | 80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work                 | 80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work         | <p>motivates students to learn. (unchanged)</p> <p>100% of responders report that Adelante is a safe place for students.</p> <p>81% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work</p> | <p>relevant to students (-5%)</p> <p>100% report that Adelante is a safe place for students</p> <p>95% report that Adelante motivates students to learn.(-5%)</p> <p>80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work.(-1%)</p> |   |
| Evaluations:<br>% of Teachers Showing Growth toward Professional Growth Goals | Baseline to be established in 2021-22.<br>Based on fall and spring evaluations, 100% of teachers showed growth toward Professional Growth. | 100% of teachers showed growth toward Professional Growth<br>Classroom teachers were evaluated twice during the 21-22 school year. | 100% of teachers showed growth toward Professional Growth<br>Half of all classroom teachers were evaluated twice during the 22-23 school year.   | 100% of teachers showed growth toward Professional Growth<br>Half of all classroom teachers were evaluated twice during the 23-24 school year.  | Continuous improvement -100% of teachers showing growth toward professional growth goals. |

## Goal Analysis

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.

None

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For the 2023-24 school year, all but one teacher is fully credentialed with the completed Bilingual Authorization and 3 or more years of experience. The teacher retention rate has maintained at 89%-93%.

Results from the California School Staff Survey -Spring 2024 -60% response rate (+15%)

95% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. (-5%)

85% report the school emphasizes helping students academically when they need it (-15%)

95% report the school emphasizes teaching lessons in ways relevant to students (-5%)

100% report that Adelante is a safe place for students

95% report that Adelante motivates students to learn.(-5%)

80% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work.(-1%)

According to staff survey data from 2021-22, Adelante consistently receives high marks for being a safe and supportive learning environment for students. The percentage of staff indicating that Adelante is a supportive and inviting place to work has remained steady, ranging from 80-81%. It's encouraging to see an increase in survey response rates each year, indicating greater staff engagement.

Responding to staff feedback, the Board has initiated sessions with a Restorative Justice facilitator. These sessions, which started before the school year began, occur every other month, providing a voluntary space for staff to discuss their well-being, share challenges, and encourage one another. The demands of teaching and supporting children have increased since the pandemic, and Adelante is committed to supporting staff as they navigate changes in social-emotional wellness, student academic needs, and family engagement.

Thankfully, as we observe academic recovery following the disruptions caused by the pandemic, there's also a noticeable increase in family involvement. Family events and community-building activities have resumed, contributing to the warm and inviting atmosphere that has

always made Adelante such a great place to work. These positive developments reflect the school's ongoing commitment to fostering a supportive and collaborative environment for both staff and students.

Action 2.1 -Over the last three years Adelante teachers have been able to complete their Bilingual Authorization if they didn't already have it. Many of the teachers, while highly qualified, did not have the Bilingual Authorization because UCSB didn't offer it and that is where the majority of our teachers completed their teacher education program. All but one teacher this year have now completed the authorization through UCLA.

Action 2.2-The job-embedded professional learning for teachers has been highly effective to improve practice. Over the last three years there has been a focus on ELD (both integrated and designated ELD) using Language Function Walls as an anchor for ELD. This was supported through non-student days as well as release days for teachers. One of the grade-level teams even took this learning and supported other teachers in SB County through a grant they received for instructional strategy coaching. Additionally, a focus on elevating the level of Spanish literacy instruction through professional learning centered on the Common Core State Standards in Spanish. As a result of this support, which was delivered to grade level teams by a highly effective university professor, there is evidence of articulation across grades in the area of Spanish language development. We know that higher levels of Spanish literacy will result in higher levels of English later on. There has also been a focus on cross-language transfer and metalinguistic awareness. This is now evident in every classroom as well. The outreach and networking with other professional organizations, particularly CABE, has been invaluable. Teachers were able to attend conferences and visit other dual language programs to learn and inform our decisions. Teachers even presented during the conference. Another highly effective part of action 2.2 is establishing the culture of cycles of evaluation for teachers. The Executive Director/Principal provides actionable feedback towards professional growth goals along with the teaching evaluations.

Action 2.3 - Standards Based Reporting - As of the 2023-24 school year we now use a standards-based report card. We were able to coordinate this with SB Unified so that the report cards are maintained in Aeries. We were able to collaborate with them on the Spanish-language standards for grades K-2 as they now have a DLI program at McKinley Elementary on the Westside of Santa Barbara. Grades 3-6 had the Spanish language standards included on a separate document but were also standards based. We will continue to work closely with SB Unified as the next grade level report cards are rolled out.

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.

Goal #2 has been changed for the next iteration of the LCAP. This current goal has been absorbed into Goal #1 focused on student outcomes and Goal #2 focused on culture and climate. There was repetition of actions related to professional learning. This change will streamline the readability of the LCAP for all.

This year we began the practice of Instructional Rounds- approximately once per month with grade-level teams. The practice will continue next year as it has been highly effective in refining individual teacher practice as well as identifying site-level needs and a "problem of practice" to focus on.

Now that standard-based reporting is the norm for our school, we will continue to refine the reporting process and work with SB Unified in expanding the DLI report cards.

Continued professional networking opportunities and conference presentations. Collaboration with other DLI programs in the county. - This is highlighted in the new Goal #1.

**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. |

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|---|---|---|---|---|
| CA Healthy Kids Survey: School Connectedness<br><br>% of Students feeling connected to 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.)</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</p> | <p>MET -- Results reported</p> <p>79% of students responding felt connected to their school</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p> | <p>MET -- Results reported</p> <p>80% of students responding felt connected to their school all of the time or most of the time.</p> <p>Caring adults in school 84% (+7%)</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p> | <p>MET -- Results reported</p> <p>74% @ 5th graders, 70% @ 6th graders responding they felt connected to their school all of the time or most of the time.</p> <p>Caring adults in school 88% @ 5th graders 68% @ 6th graders</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p> | Increase of 5% for students feeling a sense of connectedness at school. |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|--|--|--|--|
|   | 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 all of the time or most of the time.  |  |  |  |  |
| CA Healthy Kids Survey: School Safety<br><br>% of Students Feeling Safe at School | 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)<br><br>84% of students responding (5th graders) reported feeling safe at school. | MET -- Results reported<br><br>81% of students responding (5th graders) felt safe at their school.<br><br>24% reported that they have been called bad names or had mean jokes made about them.<br><br>[June, 2022, Local Indicators Report to the ACS Governing Board] | MET -- Results reported<br><br>Feel safe at school 88% (+6%)<br><br>100% reported that teachers treat students with respect all of the time or most of the time yet 67% report being called bad names or the target of mean jokes (+43%)<br><br>[June, 2023, Local Indicators Report to the ACS Governing Board] | MET -- Results reported<br><br>Feel safe at school 76% @ 5th grade and 81% @ 6th grade<br><br>96%@ 5th grade and 84% @ 6th grade reported that teachers treat students with respect all of the time or most of the time yet 72% @ 5th grade 48% @ 6th grade reported being called bad names or the target of mean jokes<br><br>[June, 2023, Local Indicators Report to | Increase of 5% for students feeling a sense safety at school.<br><br>Decrease of 10% for students reporting incidents of name-calling and mean jokes |

| Metric                  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24          |
|-------------------------|---|---|---|---|--------------------------------------|
|                         | 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. |   |   | the ACS Governing Board]  |                                      |
| 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>98% report that Adelante is a safe place for their child.(-1%)</p> <p>96% say the school promptly responds to phone calls, messages or emails.(+2%)</p> <p>89% report that the school actively seeks the input of parents before making important decisions.(+2%)</p> <p>91% of responders say that teachers communicate with parents about what students are expected</p> | <p>95% report that Adelante is a safe place for their child.(-3%)</p> <p>93% say the school promptly responds to phone calls, messages or emails - 5% don't know.(-3%)</p> <p>95% report that the school actively seeks the input of parents before making important decisions.(+6%)</p> <p>93% of responders say that teachers communicate with parents about what</p> | Maintain high levels of satisfaction |

| Metric          | Baseline                          | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24        |
|-----------------|-----------------------------------|---|--|---|------------------------------------|
|                 |                                   | <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 has adults who really care about students.</p> | <p>to learn in class. (unchanged)</p> <p>98% say that Adelante promotes academic success for all students, (+1%)</p> <p>99% say that Adelante treats all students with respect (unchanged)</p> <p>97% report that Adelante motivates students to learn (2% don't know)</p> <p>98% report that Adelante has adults who really care about students.(2% don't know)</p> | <p>to learn in class. (+2%)</p> <p>92% say that Adelante promotes academic success for all students, (-6%)</p> <p>95% say that Adelante treats all students with respect (-4%)</p> <p>98% report that Adelante motivates students to learn. (+1)</p> <p>98% report that Adelante has adults who really care about students.</p> |                                    |
| Attendance Rate | Baseline 2019 95% Attendance Rate | 21-22 school year 91.7% Attendance Rate<br>* there were many challenges due to COVID quarantine guidelines and sick students.   | 22-23 school year<br>92.52% ADA  | 2023-24 school year<br>—<br>(95% ADA as of May)   | Maintain 95%+ ADA                  |
| Suspension Rate | Baseline 2019 2.7% schoolwide     | Schoolwide. 0%  | Schoolwide -- 0.3%<br>Hispanic -- 0%   | Schoolwide -- 0%<br>Hispanic -- 0%  | Schoolwide -- 0%<br>Hispanic -- 0% |

| Metric              | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---------------------|---|--|---|---|---|
|                     | Hispanic 3.2 %<br>Socioeconomically Disadvantaged 4.1%<br>English Learners 2.5%<br>White 0%   | Hispanic 0%<br>Socioeconomically Disadvantaged 0%<br>English Learners 0%<br>White 0%<br>[2020-21 DataQuest]                            | Socioeconomically Disadvantaged -- 0%<br>English Learners -- 0%<br>White -- 2.8%<br>Students with Disabilities -- 0%<br>Homeless -- 0%<br>[2022 CA School Dashboard]  | Socioeconomically Disadvantaged -- 0%<br>English Learners -- 0%<br>White -- 0%<br>Students with Disabilities -- 0%<br>Homeless -- 0%<br>[2023 CA School Dashboard]  | Socioeconomically Disadvantaged -- 0%<br>English Learners -- 0%<br>White -- 0%<br>Students with Disabilities -- 0%<br>Homeless -- 0%<br>[CA School Dashboard]   |
| Chronic Absenteeism | Baseline 2019 -11.4% schoolwide.<br>Hispanic 12.4%<br>English Learners 10.8%<br>Socioeconomically Disadvantaged 12.3%<br>White 4.5% | Schoolwide 2.6%<br>Hispanic 2.8%<br>English Learners 2.4%<br>Socioeconomically Disadvantaged 3.8%<br>White 2.2%<br>[2020-21 DataQuest] | Schoolwide -- 29.9%<br>Hispanic -- 31.1%<br>Socioeconomically Disadvantaged -- 31.9%<br>English Learners -- 31.9%<br>White -- 25.0%<br>Students with Disabilities -- 27.0%<br>Homeless -- 24.7%<br>[2022 CA School Dashboard] | Schoolwide -- 25.3%<br>Hispanic -- 26.1%<br>Socioeconomically Disadvantaged -- 28.0%<br>English Learners -- 23.7%<br>White -- 20.5%<br>Students with Disabilities -- 34.9%<br>Homeless -- 32.1%<br>[2023 CA School Dashboard] | Schoolwide -- 10%<br>Hispanic -- 10%<br>Socioeconomically Disadvantaged -- 10%<br>English Learners -- 10%<br>White -- 10%<br>Students with Disabilities -- 20%<br>Homeless -- 20%<br>[2023 CA School Dashboard] |
| DESSA               | DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of                    | 2021-22 school year. Social emotional skills development<br><br>Strength (43%)<br>Typical (47%)<br>Borderline (6%)                     | Transitioning to a new instrument in fall SAEBRS  | Transitioned to a new instrument SAEBRS - The SAEBRS was developed for use in universal screening   | Increase the percentages of students in two ranges of competency (Strength, Typical) and reduce the percentage of   |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--|---|--|--|--|---|
|  | <p>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</p> | Need (4%)  |  | <p>for behavioral and social-emotional risk.</p> <p>Spring results -<br/>Teacher reported<br/>Low risk 85%<br/>Some risk 13%<br/>High risk 2%</p>  | students showing additional instruction (Need) in the competencies.   |
| <p>CA Self-Reflection for Local Indicator 3: Family Engagement</p> <p>Results of the State's Self-Reflection Tool Reported to the ACS Governing Board</p> <p>MET -- Results Reported</p> | Baseline to be established in 2021-22 school year.  | <p>MET -- Results reported</p> <p>The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>[June, 2022, Local Indicators Report to the ACS Governing Board]</p> | <p>MET -- Results reported</p> <p>The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p> | <p>he state's self-reflection tool reflected an average rating of 4.25 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>Reported with final LCAP Approval</p> | <p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.</p> <p>[June, 2024, Report to the ACS Governing Board]</p> |
| Adelante Has Adequate Facilities to  | Limited facilities continue to be our   | Preparations are continuing for the  | MET -- Results reported  | Met  | Space constraints resolved.   |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--|--|---|---|--|---|
| <p>Implement a High-Quality Instructional Program.</p> | <p>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 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.</p> | <p>planned expansion into the preschool space.</p> <p>MET -- Results reported</p> <p>Facilities are in good condition, as determined by SB Unified<br/>[June, 2022, Local Indicators Report to the ACS Governing Board]</p> | <p>Facilities are in good condition, as determined by SB Unified</p> <p>Space continues to be our biggest constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families.</p> <p>[June, 2023, Local Indicators Report to the ACS Governing Board]</p> | <p>Facilities are in good condition, as determined by SB Unified</p> <p>Space continues to be our biggest constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families</p> | <p>MET -- Results reported</p> <p>Facilities will be in good or better condition, as determined by SB Unified.</p> <p>[June, 2024, Report to the ACS Governing Board]</p> |

# Goal Analysis

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.

None

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

None

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

An analysis of 22-23 Dashboard data indicates that chronic absenteeism remains a significant issue. We have not yet returned to pre-pandemic attendance patterns. Although the overall percentage of students who are chronically absent (defined as missing 10% or more of the school year, or at least 18 days out of 180) has decreased, in 2022-23 it was still more than twice the 2019 rate before the pandemic. From 2022 to 2023, all key subgroups saw a reduction in chronic absenteeism except for students with disabilities and homeless students.

Many initiatives have been implemented during the 2023-24 school year to address this issue, and there are promising signs. At this point, we're seeing a significant drop in chronic absenteeism across all subgroups, and we anticipate returning to pre-pandemic levels by the end of the school year.

Here are the 2022-2023 chronic absenteeism rates by subgroup:

- Schoolwide: 25.3%
- Hispanic: 26.1%
- Socioeconomically Disadvantaged: 28.0%
- English Learners: 23.7%
- White: 20.5%
- Students with Disabilities: 34.9%
- Homeless: 32.1%

It's encouraging to see the efforts to reduce chronic absenteeism yielding results this school year, especially as the effects of the pandemic on education are still being felt, particularly in that area of mental health and backtracking the messaging to families around not sending students to school if they have any symptoms of illness. Our continued focus will be on maintaining this downward trend in chronic absenteeism and providing additional support to those subgroups that continue to struggle with high absenteeism rates.



## Suspension:

There were no suspensions in the 22-23 school year and at this point none for the 23-24 school year either

## Family surveys -

School Effectiveness Survey Results: This survey has been administered since 2010 during the March Parent teacher conferences. 74 English responses and 42 Spanish responses.

The survey results show overwhelming satisfaction with the school and their child's educational experience. 97% of all parents surveyed reported that the school meets or exceeds their expectations.

100% of Spanish speaking responders and 97% of English speaking responders reported that they agree or strongly agree that the school is committed to academic excellence and provides an effective learning environment for all students.

98% of Spanish responders and 88% of English responders reported that they agree or strongly agree that behavioral expectations are clear and consistent.

98% of Spanish-speaking responders and 87% of English-speaking responders reported that their child feels safe from verbal abuse at school. This continues to be an area of focus as we believe all children should feel safe from any verbal abuse at school.

California School Parent Survey - Unfortunately, we only had 48 responders 24% response rate- 5% have students who receive Special Education services and 7% are parents of English learners.

93% say the school promptly responds to phone calls, messages or emails, 5% don't know.(-3%)

95% report that the school actively seeks the input of parents before making important decisions.(+6%)

95% report that parents feel welcome to participate at the school.(-2%)

93% of responders say that teachers communicate with parents about what students are expected to learn in class. (+2%)

92% say that Adelante promotes academic success for all students, (-6%)

95% say that Adelante treats all students with respect (-4%)

98% report that Adelante motivates students to learn.

98% report that Adelante has adults who really care about students.

95% report that Adelante is a safe place for their child.(-3%)

27% report that harassment or bullying is somewhat to a large problem (unchanged)

## California Healthy Kids Survey -

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

School connectedness- 74% for 5th graders (-6%), 70% for 6th graders (-10%)

Caring adults in school 88% (+4%) for 5th graders 68% (-16%) for 6th graders

Social and emotional learning supports 88% for 5th (+2%) 74%(-12%) for 6th grade

Facilities upkeep 72%(-22%) 5th grade 84% (-10%) 6th grade

Parent involvement in schooling 86% (+10%) for 5th graders, 74% (-2%) for 6th graders.

Anti-bullying climate 85% (+8%) for 5th graders, 69% (-8%) for 6th graders

- School Safety and Cyberbullying:

Feel safe at school 76% (-12%) of 5th graders and 81% (-7%) of 6th graders  
56% of 5th graders (+11%) and 42% (-3%) of 6th graders reported having mean rumors spread about them

In the area of Mental Health:

8% (-10%) @5th grade and 13% @ 6th grade (-5%) reported feeling frequent sadness all the time or most of the time.  
76% @ 5th and 74% @ 6th grade (-2%) reported feeling good or happy all or most of the time.

Action 3.1 was moved to Goal 4 - EBAC

Action 3.2 - Communication with Adelante Families - All communication continues to be provided in Spanish and English to families. Parent Square is the primary mode of communication for the Director, Office Staff, Teachers and Parent Organizations. Monthly Café con el director continues as well as parent conferences. Feedback from families, particularly EBAC families indicate a need to share information/communicate via paper as well - this will be a focus in future LCAP actions.

Action 3.3 - Social Emotional Learning - Social emotional learning has been a focus in all classrooms and Adelante has had a full-time counselor to support teachers with in-class lessons and SEL lesson resources as well as meeting with students who need additional support either socially or emotionally. While we do see an increase in the anti-bullying climate, and a decrease in the percentage of students reporting feeling frequent sadness, we see a decrease in school connectedness and disparities between the responses of 5th and 6th graders. Moving forward we will continue to survey both 5th and 6th graders each year. Feeling safe at school and reducing the incidents of spreading mean rumors is an area of continued work in the next LCAP.

Action 3.4 - Positive Behavior Supports - Clear behavior expectations through teaching the expected behaviors and reinforcing positive behaviors through praise, along with supporting those who need more supports with behavior through individual counseling or behavior contracts have led to a positive school climate. An anti-bullying and monthly character focus was facilitated by the school counselor. This work will continue and expand in the next iteration of the LCAP.

Action 3.5 - Family Education and Access -Family engagement has been improving, as these efforts have proven to be effective and will continue in the next iteration of the LCAP. While we have seen a return of family involvement over the past three years, we haven't yet reached pre-pandemic levels. As a charter school, parent support is crucial, and rebuilding engagement remains a priority. Exceptional attendance at parent-teacher conferences and back-to-school nights has been a positive sign of renewed family involvement. These events allow parents to connect with teachers and learn about their child's progress, reinforcing the school's commitment to collaboration and open communication. Bringing back student performances, Día de los muertos, the play/musical, and the Art Show has also helped families reconnect, as well as gatherings organized by the Parent-Teacher-Student Organization (PTSO).

Family workshops were held monthly under direction of the Special Education team in 2022-23. These were reduced in 2023-24 due to staffing changes and scheduling issues, but these workshops will resume monthly next year. These are made available to all families. The school also offered informational meetings on standardized test results and student behavior, but attendance was lower than expected. We are exploring topics that will attract more interest based on feedback to boost participation. Collaboration with the Emergent Bilingual Advisory Committee (EBAC) has been incredibly productive and their recommendations will inform the new LCAP. This progress lays a solid foundation for increased family engagement and support as we move forward.

Action 3.6 - Chronic absenteeism has been a widespread issue across the nation since the pandemic. While we've achieved success in overall attendance rates with weekly attendance raffles, these measures have had limited effect on students with a longstanding history of

absenteeism. The most effective strategy has been conducting individual family meetings with the principal, where we identify and address specific barriers to attendance. This approach has been effective and led to a noticeable reduction in chronic absenteeism this year, and we anticipate returning to pre-pandemic levels soon.

The reasons behind chronic absenteeism are diverse, including medical issues, extended vacations, illness, and mental health challenges affecting both families and children. We will maintain our focus on reducing absenteeism, particularly among homeless students and students with disabilities, who require additional support. To tackle these concerns, we are collaborating with the Santa Barbara County Education Office (SBCEO) to implement targeted interventions for these groups, as they were identified for Differentiated Assistance.

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

Additional focus on social-emotional learning. Creating a sense of belonging in every classroom so that students feel safe, valued, accepted and supported by others. This will no longer be the responsibility of a counselor to provide in-class lessons, but rather every teacher will plan for and include this in weekly lesson plans. This will be supported by the School Psychologist and Adelante will contract with local nonprofit organizations to provide a school-based therapist and family advocate to connect families to resources related to basic needs, mental wellness and parenting workshops.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

| Metric                | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|-----------------------|--|---|---|---|---|
| ELPAC                 | 2019 CA Dashboard<br>59.6% Making progress<br>Progress level: High                   | No published dashboard data for 20-21   | 29.5% Making appropriate progress<br><br>Progress level: Low<br>*30 scores from upper grade students were missing for unknown reasons in the reporting.<br>[2022 CA School Dashboard] | 46.1% Making appropriate progress<br><br>Progress level: High (green) | Increase the % of students making at least one year of growth on ELPAC. |
| Reclassification Rate | 2.7%<br>[2020-2021 Data Quest] Very low due to pandemic and a pause in ELPAC testing | Internal reclassification rate 25%<br>There are 5 students exiting 6th grade without being reclassified. This number is higher than | Data Quest not available past 20-21<br>Internal reclassification rate: 8%   | 9.2%<br><br>[2022-23 CALPADS Reports 2.16 and 8.1]                    | increase % reclassified each year                                       |

| Metric   | Baseline   | Year 1 Outcome                                      | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|--|---|--|--|--|
|  |  | what we typically see and a result of the pandemic. |  |  |  |
| EL Student Group<br>CAASPP<br>ELA/Math/Science/CS<br>A for RFEP and<br>Current ELs | <p>ELA (EL subgroup)<br/>2019 Distance from Standard 93.9<br/>Math (EL subgroup)<br/>2019 Distance from Standard 69.2</p> <p>No state-reported test administered in Spanish - this was going to take place in spring 2020. (CSA) results for this academic year will not be available until after June, 2022</p> | "Distance from standard" not reported for 2021-22   | <p>ELA (EL subgroup)<br/>2022 Distance form Standard 74 points<br/>Math (EL subgroup)<br/>2022 Distance form Standard 79.8 points<br/>CSA -- [2022 CA SBAC] Overall 6th grade students had a mean scale score of 647.3, less than one point from L2. Scores for EO and EL not reported due to small group sizes.</p> | <p>ELA: 2023 Distance from Standard EL group -- 84.6 points</p> <p>Math: 2023 Distance from Standard EL group -- 75.7 points</p> <p>CSA -- [2023 CA SBAC] EL group -- 16.7% met or exceeded standard</p> | Reduce the distance from standard in all subgroups and narrow gaps in performance between subgroups and overall performance. |
| ELPI (Dashboard)   | 2019 CA Dashboard<br>59.6% Making progress<br>Progress level: High   | Not reported for 2021-22                            | <p>[2022 CA School Dashboard]<br/>29.5% Making appropriate progress<br/>Progress level: Low</p> <p>*30 students' ELPAC scores were missing. Students took the assessment but no scores were reported.</p>  | <p>[2023 CA School Dashboard]<br/>46.1% Making appropriate progress</p> <p>Progress level: High</p>  | Maintain High or Very High progress - Green or Blue indicator.   |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|--|--|--|
|   |   |   | This had a negative impact on performance, particularly since these students were in grades 4th - 6th where we would expect to see higher levels of proficiency.   |  |  |
| Emerging Bilingual students (EL) will demonstrate grade level proficiency in SLA (L1) with the goal of grade-level proficiency in ELA(L2) by the end of 6th grade.<br>EDL/DRA | <p>May, 2021, English Reading DRA<br/>3rd-41% reading at end of grade level target<br/>4th-57% reading at end of grade level target<br/>5th-57% reading at end of grade level target<br/>6th-57% reading at end of grade level target</p> <p>May, 2021, Spanish Reading EDL Kinder-<br/>25% reading at end of grade level target<br/>1st-16% reading at end of grade level target</p> | <p>May, 2022, English Reading DRA<br/>3rd-50% reading at end of grade level target<br/>4th-69% reading at end of grade level target<br/>5th-77% reading at end of grade level target<br/>6th-55% reading at end of grade level target</p> <p>May, 2022, Spanish Reading EDL Kinder-<br/>34% reading at end of grade level target<br/>1st-48% reading at end of grade level target</p> | <p>May 2023- English Reading DRA<br/>3rd-35% reading at end of grade level target<br/>4th-73% reading at end of grade level target<br/>5th-73% reading at end of grade level target<br/>6th-81% reading at end of grade level target</p> <p>May, 2023, Spanish Reading EDL Kinder-<br/>34% reading at end of grade level target<br/>1st-65% reading at end of grade level target</p> | <p>May 2024 English Reading DRA<br/><br/>3rd- 55% reading at end of grade level target<br/>4th- 64% reading at end of grade level target<br/>5th- 85% reading at end of grade level target<br/>6th- 83% reading at end of grade level target</p> <p>May 2024 Spanish Reading EDL<br/><br/>Kinder- 41% reading at end of grade level target</p> | Increase the % of students meeting end of grade level reading targets each year. |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|---|---|---|---|---|
|   | <p>2nd-24% reading at end of grade level target</p> <p>3rd-36% reading at end of grade level target</p> <p>4th-40% reading at end of grade level target</p> <p>5th-46% reading at end of grade level target</p> <p>6th-46% reading at end of grade level target</p> | <p>2nd-29% reading at end of grade level target</p> <p>3rd-43% reading at end of grade level target</p> <p>4th-62% reading at end of grade level target</p> <p>5th-59% reading at end of grade level target</p> <p>6th-47% reading at end of grade level target</p> | <p>2nd-57% reading at end of grade level target</p> <p>3rd-28% reading at end of grade level target</p> <p>4th-61% reading at end of grade level target</p> <p>5th-68% reading at end of grade level target</p> <p>6th-70% reading at end of grade level target</p> | <p>1st- 53% reading at end of grade level target</p> <p>2nd- 62.5% reading at end of grade level target</p> <p>3rd-57% reading at end of grade level target</p> <p>4th-46% reading at end of grade level target</p> <p>5th-65% reading at end of grade level target</p> <p>6th-70% reading at end of grade level target</p> |   |
| STAR Assessments - Literacy and Math (EL group) | Baseline established in 21-22   | <p>Spring 2022 Results: Early Literacy Spanish K- 1st<br/>70% proficiency<br/>Emerging Bilinguals (EL) 62% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>42% proficiency<br/>Emerging Bilinguals (EL)<br/>39% Proficiency</p>                                    | <p>Spring Star 2023 results: Early Literacy Spanish K- 1st<br/>60% proficiency<br/>Emerging Bilinguals (EL)<br/>55% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>42% proficiency<br/>Emerging Bilinguals (EL)<br/>40% Proficiency</p>                           | <p>Spring Star 2023 data: Early Literacy Spanish K- 1st<br/>56% proficiency<br/>Emerging Bilinguals (EL)<br/>54% Proficiency</p> <p>Spanish Reading 2nd - 6th<br/>48% proficiency<br/>Emerging Bilinguals (EL)</p>  | Increase the % meeting proficiency each year and reduce the gap between EL students and overall student outcomes. |

| Metric | Baseline | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24 |
|--------|----------|--|---|--|-----------------------------|
|        |          | <p>Reading English 3rd-6th<br/>29% proficiency<br/>Emerging Bilinguals (EL)<br/>16% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>52% proficiency<br/>Emerging Bilinguals (EL)<br/>39% Proficiency</p> | <p>Reading English 3rd - 6th (Reporting Winter data due to so many assessments with CAASPP ELA/Math/CSA/CAST in Spring)<br/>31% proficiency<br/>Emerging Bilinguals (EL)<br/>19% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>63% proficiency<br/>Emerging Bilinguals (EL)<br/>58% Proficiency</p> | <p>57% Proficiency</p> <p>Reading English 3rd - 6th (winter)<br/>33% proficiency<br/>Emerging Bilinguals (EL)<br/>22% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>65% proficiency<br/>Emerging Bilinguals (EL)<br/>64% Proficiency</p> |                             |

## Goal Analysis

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.

None

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

None



An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For the 2023-24 school year, we introduced this as a new goal focusing specifically on our English Learner (EL) subgroup to address their unique needs. The Dashboard analysis shows significant growth in the English Learner Progress Indicator (ELPI), with an increase from 29.5% in 2022 to 46.1% in 2023, resulting in a green indicator on the Dashboard. This demonstrates considerable progress in supporting our English Learners. However, in English Language Arts (ELA), the "Distance from Standard" for the EL subgroup was -84.6 points, indicating a drop from -72 points in 2022. This led to a red indicator on the Dashboard and qualification for Differentiated Assistance from SBCEO. Despite this decline, it's worth noting that this performance is still above the -92.9 points recorded in 2019 before the pandemic. Moreover, while the distance from standard grew, the percentage of EL students who met or exceeded the standard in ELA actually increased by 7.58% from 2022 to 2023 and by 12.05% since 2019.

In math, the "Distance from Standard" for the EL subgroup improved by 4 points, landing at -75.7. While this is a positive development, it is still 6.5 points below the 2019 pre-pandemic level. Encouragingly, the percentage of EL students who met or exceeded the math standard saw an increase of 9.46% from 2022 to 2023, and has risen by 4.62% since 2019. These are two ways of looking at the data. The CA Dashboard derives its color coding based on the distance from standard measure.

These results indicate a mixed yet encouraging trend. While there's been progress in the ELPI and an increase in the percentage of EL students meeting or exceeding standards in both ELA and math, there are still challenges to address, particularly in reducing the "Distance from Standard" which is an average of all the students' scores in a subgroup. Our goal remains to close these gaps and continue to advance the academic success of our English Learners. This goal will continue into the next iteration of the LCAP. Specific Actions are addressed below:

While this was a new goal, many of the actions had already been included in the initial LCAP under different goals. This goal helped us to focus on the EL subgroup in a more systematic way.

Action 4.1 - EL Monitoring and Support to Reclassification- Continued focus on ELD instruction (both integrated and designated)

Action 4.2 - Professional Learning - This action was carried over from Goal #1 for professional learning focused on supporting English learners. The focus on ELD (integrated and designated) professional learning has been very helpful yet still needs to continue in order to refine practices and ensure that there is consistency in implementation across grade levels. Spanish literacy/Common Core support was also very effective and we are starting to see articulation throughout the grades in Spanish language development.

Action 4.3 - Integrated and Designated ELD, Disaggregate Data, Supplemental Materials - We are seeing all classrooms implementing the Language Function Wall and they are using the specific language functions, sentence frames and inherent academic language that accompany them. We are also seeing the use of differentiated sentence frames and small group instruction targeting students at their English language proficiency levels. Designated ELD continues to be an area where we will focus support in the next iteration of the LCAP.

Action 4.4 - Extended Learning and Enrichment - This has been an effective action as we were able to include many of the English learner students in additional opportunities for enrichment and support, opportunities many otherwise would not have. The after school AOK, dance, and runner's club serves many of our EL students. The Summer Extended Learning Program prioritizes EL students for enrollment as well.

Action 4.5 - Family Engagement (EBAC)- This action has been highly effective! The work the EBAC group accomplished this year was phenomenal. They were able to send seven people to the CABE parent institute in Riverside and are making plans to strengthen the group in the coming year. They were able to collect paper surveys from nearly every family of an EL student. This feedback is critical to the meeting the needs of students and families and will help inform decisions about next year and years to come. EBAC regularly presents to the Adelante Board and has become an important partner.

Action 4.6 - Dual Language Immersion Program- A significant body of research demonstrates that ELs who receive literacy instruction through their primary language develop higher levels of English proficiency than ELs in mainstream English programs. We know this is the best program model for our EL students and has benefits for all students. This is the heart of the Adelante program and will continue. As we learn more and collaborate with other dual language programs we will refine our model always with our EL students and families centered in decisions.

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.

Although the EBAC survey, distributed to all families of English Learner (EL) students, shows remarkably high levels of satisfaction with the school's culture, communication, and academic programs, it also highlights a need for additional education on the ELPAC (English Language Proficiency Assessments for California), score interpretation, and the reclassification process. These topics are crucial for families to understand their child's progress and the steps to becoming reclassified as fluent English proficient (RFEP). To address this, we will include specific actions in the next iteration of the Local Control and Accountability Plan (LCAP), along with a metric to measure progress based on yearly EL family survey results

**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.**

## Instructions

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).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

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

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

Vision: Adelante Charter School strives to be a model dual-immersion school, recognized at the local and state levels for its outstanding

academic program led by a passionate and talented staff, strong parental and community involvement, sound financial resources, and a committed board of directors.

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

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

Adelante serves 308 students. Student demographics for the 2023-24 school year:

- Hispanic/Latino: 84.5%
- Low Income/Socioeconomically- Disadvantaged (SED): 72.4%
- English Learners: 39.7%
- Students with Disabilities: 12.1%
- Homeless Youth: 26.6%
- White: 13.1%
- Two or More Races <1%
- African American <1%
- Asian <1%

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

## Reflections: Annual Performance

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

We recognize that learning is inherently social, emotional, and academic. Children thrive when they feel safe, affirmed, and deeply engaged within a supportive community. At Adelante, we enhance learning through physical activity, joy, and opportunities for self-expression, centering our program on the whole child. Many students in our community have faced trauma not only from the pandemic but also due to social, racial, and economic injustices prevalent in Santa Barbara. This has led to issues such as unemployment, food and housing insecurity, and limited access to healthcare for many families. The cumulative impact of these traumas has affected many of our students, leading to chronic absenteeism, disengagement, and mental health concerns. We are committed to supporting our students socially,

emotionally, and academically. Adelante teachers have fostered a community of care in the classrooms where students are known and feel a sense of belonging. We believe this is the foundation for all learning, and we are beginning to see a return to pre-pandemic outcomes.

**Successes:**

There is much to celebrate. California School Dashboard results show the percentage of students who met or exceeded standards in English Language Arts (ELA) saw overall improvement from 2022 to 2023. This upward trend was observed across nearly all subgroups, except for students with disabilities.

**State assessments, SBAC: MEETING/EXCEEDING STANDARD:**

|                       | 2023 ELA | CHANGE FROM 2022 | 2023 MATH | CHANGE FROM 2022 |
|-----------------------|----------|------------------|-----------|------------------|
| Overall               | 30.1%    | 2.1% increase    | 26.3%     | 0.8% increase    |
| English Learners      | 13.5%    | 7.6% increase    | 17.3%     | 9.5% increase    |
| Low-Income            | 21.8%    | 8.1% increase    | 22.0%     | 8.98% increase   |
| Non Low-Income        | 51.2%    | 11.0% increase   | 37.2%     | 2.0% increase    |
| Homeless              | 12.8%    | 7.9% increase    | 17.8%     | 5.9% increase    |
| Students/Disabilities | 0%       | 15.0% decrease   | 0%        | 5.0% decrease    |
| Hispanic              | 25.6%    | 0.2% increase    | 24.8%     | 3.9% increase    |
| White                 | 56.3%    | 9.6% increase    | 33.3%     | 33.4% decrease   |
| Foster Youth          | n/d      |                  | n/d       |                  |

Comparing these outcomes to pre-pandemic data from 2019, students not only recovered the learning that was lost, but have exceeded previous results in most subgroups. Overall, there was a 10.48% increase in the number of students who met or exceeded the ELA grade level standard when comparing 2019 to 2023 outcomes. Continuing with ELA, when we look closely at subgroups, students from socioeconomically disadvantaged backgrounds—arguably the most impacted by the pandemic—showed a 9.43% increase in those meeting or exceeding the ELA standard as compared to 2019. English learners demonstrated the highest increase, with 12.05% more students meeting or exceeding the standard. These gains largely came within the last year. These results affirm that, for most students, we are successfully addressing learning loss, and are building on the growth prior to the pandemic.

When we analyze the math results over the same period (2019-2023), we find some similarities with ELA, but recovery to pre-pandemic levels in math has proven more challenging. This reflects a nationwide trend, where math outcomes were significantly impacted by the pandemic. Yet we saw an increase in the percentage of students meeting or exceeding standard in nearly all subgroups. The overall percentage of students who met or exceeded the math standard in 2023 was 0.54% lower than in 2019, an overall relatively small decrease of less than 1%. Again, showing that, for most students, we are successfully addressing learning loss, and are continuing growth prior to the pandemic.

In terms of subgroups, socioeconomically disadvantaged students saw a 9% increase from 2022 to 2023, leading to a cumulative 3.16% increase over the pre-pandemic results of 2019. The English learner subgroup showed a near 10% increase in students who met or exceeded the grade level math standard from 2022 to 2023, and a total increase of 4.62% compared to 2019.

Reflecting on the past four years and all that our students, families, and staff have endured, it’s encouraging to see that despite setbacks, we

have essentially regained our pre-pandemic math outcomes and exceeded them in English Language Arts (ELA). This achievement is a testament to the hard work and dedication of our staff and students. We have celebrated these successes and will use them as a foundation for continued improvement. Adelante will build upon these successes by continuing to support staff in delivering high-quality Tier I instruction in all curricular areas, particularly for our most vulnerable students, including homeless students, students with disabilities, and English learner students. We will also strengthen English language development (Integrated and Designated), ensure social-emotional supports are in place, and provide ongoing monitoring and support for those who are not meeting standards.

**ENGLISH LEARNER PROGRESS:** The 2023 Dashboard report for the English Learner Progress Indicator (ELPI) revealed that 46.1% of EL students made appropriate progress toward English language proficiency, marking a 17.6% increase from 2022. Coupled with our 2022-23 reclassification rate of 9.2%, these data suggest that our strategies to nurture English language development while leveraging a strong foundation in Spanish are yielding positive results. We will persist in these efforts with the expectation of further improving the ELPI progress rate.

**SUSPENSION RATES:** 0%

**WHOLE CHILD FOCUS:** While working very hard to improve outcomes in ELA and math, Adelante has remained unwavering in our commitment to educating the whole child. Every child receives weekly art, music, dance and PE classes. We were able to host our annual Día de Los Muertos event, Winter Show and jog-a-thon/color run which were all community-building events. We also had an after school running club held on early-release Wednesdays, Dance Team on Mondays and play practice during the spring. Every grade level participated in meaningful field trips. Our 6th graders were able to attend residential science camp at CIMI (Catalina Island Marine Institute) and 5th graders spent a night at Wishtoyo Chumash Village in Malibu. Visual and performing arts were highlighted for families throughout the year and culminated in an Art show at La Casa de la Raza (an offsite venue) where each child had at least two pieces on display, additionally, an outdoor family night (Performing Arts Showcase) took place in May where every child was able to perform in front of their peers and families in music and dance and ended with a finale dance that included the entire student body dancing together. Finally, students in 3rd - 6th grades performed in a bilingual musical, The Lion King at the end of the year for a packed house. The events brought together Adelante families to celebrate the genius and joy of the children.

**FAMILY ENGAGEMENT:** Families are seen as partners in the education of their children at Adelante. Families continue to be very pleased with their experience at Adelante, with 98% reporting that Adelante has adults who really care about students. 97% agree or strongly agree that the school is committed to academic excellence and provides an effective learning environment for every child. 99% report that Adelante meets or exceeds their expectations. 94% report that Adelante provides all families with opportunities to give input on policies and programs, and seek input from any underrepresented groups in the school community.

We look forward to building on this strength and fostering increased participation and engagement from families.

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

- Teachers are the strength of Adelante, their enthusiasm for teaching and caring for our kids does wonders.
- I like the culture of the school. The commitment of the teachers and staff is very evident.



- I love that my child is learning in Spanish. I love the specialists teachers and their classes. I love the community events. I love the community.
- I love that the adults truly care about the well-being of the students and make connections with the families. It is a caring environment that develops critical thinking around important real-life issues including race and the environment.
- I love the sense of community that Adelante fosters. There is such a beautiful integration of various cultures and the students have great opportunities to try different creative arts.

This year, we take the most pride in our growth as a community. Together, we are stronger, and we are building a solid academic foundation in both English and Spanish. This foundation will support learning for years to come, aligning with our vision of developing future leaders dedicated to creating a more just and equitable society.

#### Identified Needs:

Despite tremendous growth in ELA and Math, the data reveal a concerning decline among students with disabilities. Although this subgroup is too small to receive a color-coded indicator on the Dashboard, it remains a priority for our school and in the LCAP. This group has struggled the most to recover from interrupted learning during the pandemic. In ELA, there was a 6.25% decrease in the percentage of students meeting or exceeding standards compared to 2019. Though there was an 8.75% increase in 2022 compared to 2019, these gains were reversed in 2023, when none of the students in this subgroup met or exceeded standards. This issue is a focal point in this new iteration of the Local Control and Accountability Plan (LCAP). Similar trends are observed in Math, where students with disabilities have faced significant setbacks. In 2023, 0% of these students met or exceeded the math standard, resulting in an 11.76% decline since 2019.

Additionally, the Reclassified Fluent English Proficient (RFEP) subgroup—students who were once identified as English learners but have since been reclassified—showed a drastic decline of 24.34%. This decline may be due to fewer students being reclassified in 2023 because of a testing issue with the ELPAC in 2022, which reduced the subgroup's size to half of what it was in 2019. These testing issues have been resolved for 2024, and we anticipate a more accurate representation of this subgroup.

Looking at the California School Dashboard's "Distance from Standard" metric (below)—which measures how far, on average, students are from the lowest possible score for Standard Met—there was a marked improvement for nearly every subgroup in ELA when comparing pre-pandemic 2019 data to 2023. The only exception was among students with disabilities. All students improved by an average of 18.4 points compared to 2019, but the students with disabilities subgroup declined by 15.5 points. Comparing 2022 to 2023, there was a 10.6-point decline for the English learner subgroup, although this was still an 8.3-point improvement from 2019. Similarly, the Homeless subgroup saw a 1.2-point decline from 2022 to 2023, but it still showed an 18.5-point improvement from the 2019 results. Indicating that some of the gains made in 2022 were not maintained in the subsequent year. While ELA results overall and for Low-Income students, English Learners, and Homeless students all remained significantly above pre-pandemic levels, those for English Learners and Homeless students declined sufficiently to be assigned the "very low" performance level on the Dashboard. As a result, specific actions to address English language arts performance for those two groups will be included in this LCAP. This has resulted in the school qualifying for differentiated assistance from the Santa Barbara County Office of Education (SBCEO). We look forward to partnering with them over the next year and applying improvement science to identify root causes and actions that will lead to sustained growth for these subgroups and for all students.

In math, we see that for all students, this distance improved by 8.2 points from 2022 which is a 3.9 point increase compared to pre-pandemic results of 2019. Socioeconomically disadvantaged students improved by 9.8 points, while the English learner subgroup showed a 6.5 point decline, though there was a 4-point improvement from 2022 to 2023. The Homeless subgroup saw a 12.8 point decline from 2019, likely influenced by the fact that this subgroup's size doubled during the same period and that this subgroup has been most-adversely affected by the pandemic and housing crisis in Santa Barbara. The RFEP subgroup declined by 26 points, but as mentioned above, this may not accurately represent student outcomes due to the reduced number of reclassifications between 2019 and 2023. Although the percentage of students with disabilities meeting or exceeding the standard dropped, the distance from standard for this subgroup actually improved by 21 points compared to 2019. These mixed results indicate a need for targeted math interventions in the new LCAP to address the specific needs of each subgroup, particularly students with disabilities and RFEP students, while continuing to build on the progress seen in other subgroups.

State assessments, California School Dashboard: DISTANCE FROM STANDARD

|                        | 2023 ELA           | CHANGE FROM 2022       | 2023 MATH          | CHANGE FROM 2022                       |
|------------------------|--------------------|------------------------|--------------------|--|
| Overall                | 54.1 points below  | 3.5 points decline     | 50.5 points below  | 8.2 points improvement                 |
| English Learners       | 84.6 points below  | 10.6 points decline    | 75.7 points below  | 4.1 points improvement                 |
| Low-Income             | 69.6 points below  | 0.4 points decline     | 60.1 points below  | 17.3 points improvement                |
| RFEP                   | 48.5 points below  | 6.4 points improvement | 74.4 points below  | 4.2 points decline                     |
| Hispanic               | 63.3 points below  | 3.7 points decline     | 56.2 points below  | 11.4 points improvement                |
| White*                 | 16.9 points below  | 1.2 points decline     | 55.1 points below  | 52.2 points decline (**see note below) |
| Homeless               | 81.0 points below  | 1.2 points decline     | 84.2 points below  | 2.1 points decline                     |
| Students/Disabilities* | 136.6 points below | 32.6 points decline    | 116.2 points below | 2.1 points improvement                 |

\* denotes a group population below the size needed to be assigned a performance level on the Dashboard.

\*\* (52.2 decline for white students - this is because there were so few white students in that subgroup and 2 did not take the assessment - resulting in not meeting the 95% participation rate. When this happens a school is assigned the lowest possible distance from standard for those missing students, therefore this is not an accurate representation of the subgroup.)

Considering the CAASPP data cited above, in both ELA and math, there are significant inequalities in results for English Learners and Low-Income students compared to Overall results and for those who are not identified as low-income. Though we are pleased with the increases in percentages meeting or exceeding standard, inequalities in percentages of Low-Income students, English Learners, Homeless students, and students with exceptional needs "meeting or exceeding standard" when compared to overall and non-Low Income students confirm the "Distance from Standard" results.

CHRONIC ABSENTEEISM (2023 Dashboard and change from 2022):

- Overall -- 25.3%, 4.6% decline
- English Learners -- 23.7%, 8.2% decline

- Low-Income -- 28.0%, 3.9% decline
- Homeless -- 32.1%, 7.4% increase
- Students/Disabilities 34.9%, 7.9% increase
- Hispanic -- 26.1%, 5.0% decline
- White -- 20.5%, 4.5% decline
- Foster Youth -- n/r

Overall chronic absenteeism rates and those for most groups declined from the prior year, indicating a positive recovery from pandemic-related attendance trends nationwide. However, homeless students and students with disabilities at Adelante remain in the "very high" status level. To address this, specific actions targeting chronic absenteeism for these two groups are included in this LCAP. Despite our multifaceted approaches school wide, we continue to see lower-than-typical (pre-pandemic) average daily attendance (ADA). We see this as a leading factor in hindering academic recovery for students. Students will not learn with their peers if they are not in school and their absences negatively affect the entire class as we prioritize learning in community.

**DIFFERENTIATED ASSISTANCE:** ( Homeless-ELA & Chronic Absenteeism, English Learners-ELA, SWD-Chronic Absenteeism): As mentioned above, Adelante will collaborate closely with SBCEO to develop an action plan using improvement science to address the "red indicators" on the CA School Dashboard. Addressing the root causes of chronic absenteeism for these subgroups will directly impact their performance on local and state assessments. Our efforts in English Language Development (ELD) to support English language acquisition, along with targeting specific English foundational skills that are non-transferrable from Spanish in the primary grades, will help reduce performance gaps in ELA.

Space remains our biggest constraint at Adelante. We lack green space, dedicated areas for testing and intervention, and meeting spaces for teachers and families. Despite years of requests and collaboration with the school district, Adelante still has the smallest playground of any elementary school in the county. Nonetheless, we are committed to providing a positive, nurturing learning environment and will continue to advocate for necessary improvements as our students deserve more space.

Looking ahead, we expect the next two years to bring significant progress, especially given the promising growth in the primary grades compared to previous years. These insights also emphasize the need to focus on the challenges faced by specific subgroups, particularly students with disabilities, in the new Local Control and Accountability Plan (LCAP) to ensure that all students have equitable opportunities to succeed. With this in mind, we can continue to build a supportive and inclusive learning environment that promotes positive outcomes for everyone.

## Reflections: Technical Assistance

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

For the 2023-24 school year, Adelante Charter School qualified for Differentiated Assistance provided by the Santa Barbara County Office of Education (SBCEO). This assistance involves ongoing consultation with SBCEO staff as well as a comprehensive facilitated analysis of our

academic performance and academic engagement data with our staff. Adelante's qualification for this support is due to red indicators for our Homeless subgroup and English learners in English Language Arts (ELA) and for our Homeless subgroup and students with disabilities in the area of Chronic Absenteeism.

This work will continue with our Leadership Team and a dedicated team of teacher leaders, the Principal/Executive Director, Instructional Specialist and SpEd Director who will all be attending the Improvement Science Summer Institute, funded by a grant through SBCEO. During the institute, experts will facilitate teams using improvement science to conduct a root cause analysis in order to identify and develop an action plan dedicated to addressing our most pressing challenges.

We have already seen significant improvement in chronic absenteeism this year, which we expect will translate into better academic outcomes across all subgroups. Consistent attendance is crucial for boosting academic performance and fostering healthy relationships. This improvement enhances student engagement and outcomes for all, especially since Adelante prioritizes learning and growing in community.

We are thankful for the ongoing support from SBCEO and look forward to continued collaboration as we work to provide the best educational opportunities possible for our students.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)   | Process for Engagement   |
|--|--|
| Adelante Leadership Team (A teacher representative for each grade level, SpEd teacher, Director, Instructional Specialist) | Since this was the beginning of a new three-year LCAP cycle, we prioritized involving the Leadership Team from the outset and throughout the development process. They participated in data analysis and provided input approximately monthly. Concurrently, we introduced Instructional Rounds, allowing grade-level teams to observe their peers and focus on collaboratively identified problems of practice. This practice highlighted several areas for improvement. The Leadership Team reviewed draft goals and actions, analyzed student outcomes and engagement data, and examined survey feedback to suggest modifications. Additionally, input from the Special Education Team, including the Director of Special Education, was incorporated to foster closer collaboration between Special Education and General Education teachers, ultimately aiming to better support students receiving Special Education services and improve their academic outcomes. |
| School Site Council/ Parent Advisory Council   | School Site Council reviewed student outcome and parent, staff and student survey data and provided valuable input regarding school safety, family engagement ideas and social emotional support for students. Feedback was gathered during the meetings as well as through an LCAP feedback survey.   |
| Adelante Certificated Staff  | California School Staff Survey prepared by WestEd was administered. Staff were presented Goals and Actions and given the opportunity to provide feedback and ask questions. Feedback was gathered through  |

| Educational Partner(s)                       | Process for Engagement  |
|--|---|
|  | an LCAP feedback survey as well as through discussions in staff meeting.  |
| Adelante Classified Staff                    | California School Staff Survey prepared by WestEd was administered. Classified staff were presented Goals and Actions and given the opportunity to provide feedback and ask questions. Feedback was gathered through an LCAP feedback survey.   |
| EBAC (Emergent Bilingual Advisory Committee) | LCAP goals and actions were shared with EBAC (Emergent Bilingual Advisory Council). Feedback was gathered through a needs assessment survey. There was an over 90% response rate from families of EL students. This data has been critical in highlighting the needs and desires of our EL families. There were monthly meetings where the EBAC was provided with presentations on different aspects of our school, our goals, curriculum, supports available, understanding the ELPAC and reclassification. EBAC took it upon themselves to design the needs assessment survey and determined there would be greater participation if it was distributed as a paper survey- they were right as nearly every family of an EL student returned the completed survey. Additionally, EBAC has been giving monthly updates to the Board along with its recommendations and needs. |
| Parents                                      | 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. Surveys were administered throughout the year. The Adelante School Effectiveness Survey, CA School Parent Survey and LCAP Feedback Survey. A public hearing was held to share the plan as well. Feedback was also gathered through an LCAP feedback survey.  |
| Adelante Board of Directors                  | Several Board presentations were conducted throughout the year to review student achievement data and survey results. Student outcomes were closely monitored throughout the year in reading (Spanish and English) as well as math (Spanish and English). LCAP Mid-year Report as well as monthly LCAP updates to the Board. Public Hearing with presentation and Final approval in a public meeting.   |

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

Much of the feedback we received was very positive, affirming that many actions from the previous LCAP have successfully contributed to student progress. Consequently, many of these actions will be continued. A significant shift, informed by feedback, is centering the needs of our students with disabilities. This involves designing a master schedule around their supports and providing staff with professional development related to student needs and effective instructional strategies for this subgroup.

A continued concern for both staff and families is the need for social and emotional support for students. Due to budget constraints, we will no longer have a full-time counselor. Instead, social-emotional learning and supports will be addressed by classroom teachers and supported by the school psychologist. Additionally, Adelante will contract with local nonprofits to assist students with more serious behavioral, social, or emotional needs. We will also secure a family advocate to connect families with local resources related to basic needs, parenting support, and mental health, which is particularly important as our homeless student group has grown significantly since COVID-19.

The English Learner Advisory Committee (EBAC) has been very active this year, providing valuable feedback on supporting our EL students and their families. EBAC family surveys revealed that most parents feel welcome to get involved in the classroom and school; however, some parents still feel unsure about participating in different parent committees, possibly due to a lack of understanding about their roles. There is also a need for more education around the ELPAC, the reclassification process, and their implications for a student's educational experience.

To address this, we will improve two-way communication, provide more education for families about the ELPAC and state assessment results, and offer more leadership development opportunities through CAFE. This is an exciting time of growth and development for the Adelante community. ¡Sí se puede!

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 1      | Maximize student academic outcomes through highly effective instruction with opportunities for acceleration and intervention, enrichment and support. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 and all content areas. We believe biliteracy is the pathway to academic equity and enrichment.

As noted in the "Reflections" section of this plan, data from the 2023 CA School Dashboard reveal performance gaps, particularly for our EL students, Homeless students and students with disabilities. While there has been tremendous growth over the last three years, which confirm that many of the actions in place over the last few years have been effective, this data also indicate a need for further professional learning and support for improved collaboration and standards-based planning among our teachers and continued support for struggling students.

State assessments, SBAC: MEETING/EXCEEDING STANDARD:

| 2023 ELA              | CHANGE FROM 2022 | 2023 MATH      | CHANGE FROM 2022 |
|-----------------------|------------------|----------------|------------------|
| Overall               | 30.1%            | 2.1% increase  | 26.3%            |
| English Learners      | 13.5%            | 7.6% increase  | 17.3%            |
| Low-Income            | 21.8%            | 8.1% increase  | 22.0%            |
| Non Low-Income        | 51.2%            | 11.0% increase | 37.2%            |
| Homeless              | 12.8%            | 7.9% increase  | 17.8%            |
| Students/Disabilities | 0%               | 15.0% decrease | 0%               |
| Hispanic              | 25.6%            | 0.2% increase  | 24.8%            |
| White                 | 56.3%            | 9.6% increase  | 33.3%            |
| Foster Youth          | n/d              |                | n/d              |



## California Science Test

Overall -- 20.0%

Low-Income -- 14.8%

Non Low-Income -- 30.8%

English Learners -- 16.7%

RFEP -- 8.3%

Students with Disabilities -- N/R

Hispanic -- 17.1%

White -- N/R

The percentages presented above underscore the disparities in performance between Low-income students, homeless students, English learners, and students with disabilities compared to overall student performance in both ELA and Math. Additionally, they emphasize the importance of monitoring the progress of our Redesignated (RFEP) students to ensure they continue to receive the necessary support for ongoing growth in English language acquisition.

It is important to note that while the performance of EL students in ELA in 2023 was in the red category on the dashboard (indicator color changes on the CA School Dashboard are determined by the distance from standard measure), the English Learner Progress indicator on the CA School Dashboard increased by over 17% from 2022 and the percentage of EL students who met or exceeded standard in ELA increased from 2022 and is 12.05% higher than pre-pandemic results. There was a decrease in the average distance from standard between 2022-23 (resulting in the red category) yet there was still an 8.3 point increase in the distance from standard comparing pre-pandemic (2019) results to 2023 results. On the 2023 Dashboard, our Students with Disabilities subgroup is the furthest from standard, but due to small numbers, they do not have an assigned performance level. As previously mentioned, new actions are included in this iteration of the LCAP to ensure the subgroup is supported and centered in planning and professional learning.

All students at Adelante are learning a language. 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 perform equal to or better than their English-only peers. We expect that students will demonstrate grade-level proficiency in Language Arts, Math and Science in L1 (their home language). Emerging Bilingual students (EL) will demonstrate grade-level proficiency in Spanish Language Arts (L1) with the goal of grade-level proficiency in English Language Arts (L2) by at least the end of 6th grade. English Only students will demonstrate grade-level proficiency in ELA(L1) with the goal of grade-level proficiency in SLA (L2) by at least the end of 6th grade. 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.

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 misconceptions and teach missing skills so that students

no longer need the intervention. Intervention includes progress monitoring every 6 weeks where data is generated, communicated, and response to data is clear. There are many amazing things that happen at Adelante and children are learning and growing in two languages.

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

## Measuring and Reporting Results

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 1.1      | California School Dashboard (SBAC) ELA Results Gr. 3-6 | All students - 30.07% met or exceeded standard -54.1 points from standard<br>EL- 13.46% met or exceeded standard - 84.6 points below standard<br>Students with disabilities - 0% met or exceeded standard - 136.6 points below standard<br>Socioeconomically Disadvantaged - 21.81% met or exceeded standard - 69.6 points below standard<br>Hispanic - 25.56% met or exceeded standard - 63.3 points below standard<br>Homeless Students - 81.0 points below standard |                |                | All students - 15 points from standard<br>EL- 30 points below standard<br>Students with disabilities - 80 points below standard<br>Socioeconomically Disadvantaged - 25points below standard<br>Hispanic - 20 points below standard<br>Homeless Students - 30 points below standard<br>White - 0 points below standard<br><br>[CA School Dashboard] |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | White - 56.25% met or exceeded standard - 16.9 points below standard<br><br>[2023 CA School Dashboard]  |                |                |  |                                  |
| 1.2      | California School Dashboard (SBAC) Math Results Gr. 3-6 | All students - 26.31% met or exceeded standard - 50.5 points below standard<br>EL- 17.3% met or exceeded standard - 75.7 points below standard<br>Students with disabilities - 0% met or exceeded standard - 116.2 points below standard<br>Socioeconomically Disadvantaged - 22.02% met or exceeded standard - 60.1 points below standard<br>Hispanic - 24.81% met or exceeded standard - 56.2 points below standard<br>Homeless Students - 17.78% met or exceeded standard- 84.2 points below standard. |                |                | All students - 30 points from standard<br>EL- 50 points below standard<br>Students with disabilities - 70 points below standard<br>Socioeconomically Disadvantaged - 40 points below standard<br>Hispanic - 25 points below standard<br>Homeless Students - 40 points below standard<br>White - 0 points below standard<br><br>[CA School Dashboard] |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
|          |   | White - 33.34% met or exceeded standard - 55.1 points below standard<br><br>[2023 CA School Dashboard]   |                |                |  |                                  |
| 1.3      | California School Dashboard: English Learners Making Appropriate Progress in English Language Acquisition (ELPAC) | 46.1% Making appropriate progress<br><br>Progress level: High<br><br>[2023 CA School Dashboard]  |                |                | 56 +% Making appropriate progress<br><br>Progress level: High to Very High (Green or Blue indicator)<br><br>[CA School Dashboard]  |                                  |
| 1.4      | DRA/EDL - Local Reading Assessment Data   | [Spring 2024 English Reading DRA]<br><br>3rd- 55% reading at spring target<br>4th- 64% reading at spring target<br>5th- 85% reading at spring target<br>6th- 83% reading at spring target<br><br>[Spring 2024 Spanish Reading EDL] |                |                | [[Spring 2027 English Reading DRA]<br><br>3rd- 70% reading at spring target<br>4th- 70% reading at spring target<br>5th- 80% reading at spring target<br>6th- 80% reading at spring target |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
|          |   | Kinder- 41% reading at spring target<br>1st- 53% reading at spring target<br>2nd- 62.5% reading at spring target<br>3rd- 57% reading at spring target<br>4th- 46% reading at spring target<br>5th- 65% reading at spring target<br>6th- 70% reading at spring target |                |                | [Spring 2027 Spanish Reading EDL]<br><br>Kinder- 60% reading at spring target<br>1st- 65% reading at spring target<br>2nd- 70% reading at spring target<br>3rd-70% reading at spring target<br>4th-70% reading at spring target<br>5th-80% reading at spring target<br>6th-80% reading at spring target |                                  |
| 1.5      | Biliteracy Trajectories - % of 6th grade students who receive the Biliteracy Attainment Recognition Award - A pathway to the Seal of Biliteracy awarded in high school. | Spring 2024 % of 6th grade students received the Biliteracy Attainment Recognition   |                |                | Increase the % of 6th grade students who attain the award each year.  |                                  |
| 1.6      | Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)   | 9.2%<br><br>[2022-23 CALPADS Reports 2.16 and 8.1]   |                |                | 17%-20%<br>Reclassification rate<br>Increase rate annually.   |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  |  |                |                | [CALPADS Reports 2.16 and 8.1]   |                                  |
| 1.7      | STAR Assessments - Literacy and Math including EL Subgroup | <p>Spring 2024 data:<br/>           Early Literacy Spanish K- 1st 56% proficiency<br/>           Emerging Bilinguals (EL) : 54% Proficiency</p> <p>Spanish Reading 2nd - 6th: All students 48% proficiency<br/>           Emerging Bilinguals (EL) : 57% Proficiency</p> <p>Reading English 3rd - 6th (Winter due to CAASPP)<br/>           All students Reading English: 33% proficiency</p> <p>Emerging Bilinguals (EL) Reading English: 22% Proficiency</p> <p>Math Spanish 1st - 6th (taught in Spanish K-6)<br/>           All students 1st - 6th: 65% proficiency<br/>           Emerging Bilinguals (EL): 64% Proficiency</p> |                |                | Spring 2027 Star data:<br>Increase the % Proficiency at each grade band and reduce the gap between all students and Emerging Bilinguals for every indicator. |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.8      | California Science Test: Percentage Meeting or Exceeding Standard   | Overall -- 20.0%<br>Low-Income -- 14.8%<br>Non Low-Income -- 30.8%<br>English Learners -- 16.7%<br>RFEP -- 8.3%<br>Students with Disabilities -- N/R<br>Hispanic -- 17.1%<br>White -- N/R  |                |                | Increase the % of all students meeting or exceeding standard as well as in every subgroup, while reducing the gap between subgroups and overall performance.                                  |                                  |
| 1.9      | Every student has sufficient access to CCSS and NGSS aligned materials that also support their language and literacy development needs. | All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.   |                |                | All classrooms will have sufficient CCSS and NGSS-aligned instructional materials for all students.   |                                  |
| 1.10     | Access to a Broad Course of Study: Results of the State's Self-Reflection Tool<br><br>Reported to the ACS Governing Board               | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>All students had access to a broad course of study. [June, 2023 Report to the ACS Governing Board] |                |                | MET -- Results will be reported at the Board meeting at which the LCAP was adopted.<br><br>All students will have access to a broad course of study. [June Report to the ACS Governing Board] |                                  |
| 1.11     | Tier II Interventions   | % of students by grade level in need of intervention January, 2024:  |                |                | Spring 2027: Decrease the percentage of students requiring  |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
|          |  | <p>K= 20% based on initial screener<br/> 1st = 20%<br/> 2nd = 13%<br/> 3rd = 19%<br/> 4th = 30%<br/> 5th = 10%<br/> 6th = 12%</p>   |                |                | <p>intervention at every grade level annually, with a particular focus on the upper grades. Early identification and intervention are crucial in averting future learning challenges.</p> |                                  |
| 1.12     | Appropriately Credentialed or Qualified and Trained Teacher in Every Classroom | <p>California now requires the most recent data from the DataQuest (CALSSASS) be reported, which is for the 2021-22 school year:</p> <p>39.8% of classroom teachers in 21-22 SY were reported with clear credentials. All teachers had completed their credential and student teaching. This number represents the number of teachers who still needed to complete the Bilingual Authorization and that was completed the following summer.</p> |                |                | <p>Met: Reported to Board</p> <p>100% of teachers will be appropriately credentialed and assigned.</p> <p>[2024-25 DataQuest (CALSSASS)]</p>  |                                  |



| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.13     | Teacher Retention Rate  | 93% retention rate for 2022-23                     |                |                | 100% retention rate for 2025-26   |                                  |
| 1.14     | Implementation of Standards for All Students and Enabling English Learners to Access CCSS and ELD Standards:<br><br>Results of the State's Self-Reflection Tool Reported to the ACS Governing Board | State Standards were implemented in all classrooms |                |                | MET -- Results reported<br><br>The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards<br><br>[June, 2026, Report to Board] |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                      | Description  | Total Funds    | Contributing |
|----------|----------------------------|--|----------------|--------------|
| 1.1      | Most Effective Instruction | <p>To support academic gains and close achievement gaps on state and local assessments, Adelante Charter School will implement rigorous and engaging curricula aligned with California State Standards. Teachers will prioritize differentiated small group instruction to address individual student needs, leveraging strengths and identifying areas for growth. This tailored approach will ensure each student receives the support necessary for a successful educational journey.</p> <p>The following instructional strategies will be employed to ensure students receive high-quality first instruction:</p> <ul style="list-style-type: none"> <li>• Higher-Order Thinking Skills: Implement DOK tasks and questioning practices that require students to engage in analysis, evaluation, logical reasoning, problem-solving, and justifying responses with evidence.</li> <li>• Pedagogical Consistency: Adopt common high-leverage pedagogical practices across the school that support the language demands of increasingly rigorous grade-level standards, as identified by the Leadership Team and discussed and developed with staff.</li> <li>• Constructive conversations: Regular, meaningful classroom discourse that is student-centered and uses academic language and concepts learned -supporting students to develop their abilities to communicate effectively, justify their thinking with evidence, and engage thoughtfully with their peers, ultimately enhancing their overall academic and social-emotional growth.</li> </ul> | \$1,811,325.00 | No           |

| Action # | Title                | Description   | Total Funds | Contributing |
|----------|----------------------|---|-------------|--------------|
|          |                      | <ul style="list-style-type: none"> <li>• Enhanced Literacy Instruction: Incorporate daily, integrated literacy instruction across the curriculum, ensuring the consistent application of essential literacy practices in every classroom. This includes evidence-based writing, close reading of complex texts, annotation, and multiple reads to deepen understanding and analysis.</li> <li>• Standards-Aligned Materials: Utilize CCSS- and NGSS-aligned materials in every classroom to support language and literacy development needs. Use science and social studies content to address literacy standards and support language development in both English and Spanish.</li> <li>• Data-Driven Learning: Learn directly from student data, using multiple points of evidence to inform instruction. Regular formative assessments, screeners, Star/DRA/EDL as well as on-demand writing assessments and interim assessments.</li> <li>• Equity and Social Justice: Apply a lens of equity and social justice to all instruction, ensuring inclusive and fair educational opportunities for all students.</li> </ul> <p>Cross-Language Transfer: Given that all students are acquiring proficiency in a new language, it's vital to utilize their existing language skills to aid learning. Expand the implementation of contrastive language analysis and language transfer across classrooms, leveraging students' complete linguistic repertoire to improve their educational experience.</p> |             |              |
| 1.2      | Tier II Intervention | <p>To enhance academic achievement and narrow achievement disparities on standardized assessments, Adelante Charter School will implement academic and social-emotional early warning systems. These systems will promptly identify students in need of additional support, particularly focusing on historically underserved groups like Low-Income, Emerging Bilingual (EL) students, and those with exceptional needs.</p> <p>This is achieved through the implementation of a Multi-Tiered Systems of Support (MTSS), which integrates data and instruction to optimize student achievement while also addressing their social, emotional, and behavioral needs from a strengths-based perspective. Through early identification via</p>  | \$55,792.00 | Yes          |

| Action # | Title  | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
|          |  | <p>screening and ongoing progress monitoring, the Tier II Intervention team will provide intensive interventions to students requiring additional support in order to reach academic benchmarks. These interventions will be seamlessly integrated into the school day and readily accessible to students in need. Progress will be monitored every six weeks, with data collected and communicated systematically to enable timely responses to student needs.</p>  |             |              |
| 1.3      | Language and Literacy Development 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>• Prioritizing oral language development and fostering rich classroom discourse.</li> <li>• Implementing Designated English Language Development (DELD) aligned with thematic ELD units in science or social studies, employing high-leverage Project GLAD (Guided Language Acquisition Design) strategies.</li> <li>• Creating text-rich curriculum and learning environments that are visible and accessible to all students.</li> <li>• Providing students with access to rigorous, complex texts supported by appropriate linguistic scaffolds.</li> <li>• Integrating writing across the curriculum, as research indicates that writing instruction enhances reading fluency and comprehension. Assessing writing in both Spanish and English offers insight into students' progress toward biliteracy.</li> <li>• Cultivating metalinguistic awareness in all students to leverage the assets of their bilingual brains, including contrastive analysis of languages and cross-language connections.</li> <li>• Systematically teaching non-transferrable English foundational skills while leveraging transfer from Spanish.</li> <li>• Offering additional early literacy supports, including para-educators in Kindergarten and 1st-grade classrooms.</li> </ul> | \$27,518.00 | Yes          |

| Action # | Title            | Description  | Total Funds | Contributing |
|----------|------------------|--|-------------|--------------|
|          |                  | <ul style="list-style-type: none"> <li>Promoting voluntary reading and providing culturally responsive texts, expanding classroom libraries with diverse stories that reflect students' backgrounds and cultures. Reading stories that resonate with students fosters a sense of belonging, validation, and empathy, while also nurturing curiosity. High-interest titles are available in both Spanish and English.</li> </ul>  |             |              |
| 1.4      | Math and Science | <p>To facilitate academic progress and bridge achievement gaps on state and local assessments, Adelante Charter School is committed to providing mathematics and science instruction tailored to address the linguistic and contextual barriers faced by our Low-Income, English Learner students and students with exceptional needs. Our instructional approach includes:</p> <ul style="list-style-type: none"> <li>Encouraging elevated student discourse regarding mathematical concepts and scientific contexts</li> <li>Implementing Math Talks to foster interactive mathematical discussions (math language routines and tasks that facilitate deep mathematical thinking)</li> <li>Ensure students meet grade-level math fluency standards (fast and accurate, not necessarily memorizing) supported by Math Talks</li> <li>Facilitating science sense-making discussions to deepen understanding</li> <li>Regular use of formative assessments, i.e cool down exercises, end of unit assessments in math, I-Checks in science</li> <li>Maximizing outdoor learning opportunities to connect science concepts with real-world experiences</li> <li>Promoting student-centered discussions to enhance engagement and comprehension</li> <li>Establishing strong background knowledge and comprehension through hands-on activities and experiential learning strategies that bring academic content to life.</li> </ul> | \$25,400.00 | Yes          |

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 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 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>Utilizing a range of formative assessments, including Star Early Literacy, Star Reading, Star Math, number sense screeners, DRA/EDL. Additionally, the interim CAASPP assessments will be scheduled throughout the year and used for ELPAC, ELA, Math and Science to support student outcomes. To ensure consistency in scoring, student writing assessments will be calibrated across grade bands, with teachers collaboratively analyzing student work to inform instructional decisions.</p> <p>Data will be disaggregated by student group to provide targeted support to our most vulnerable student populations. Regular data-informed discussions on instruction will take place during grade-level and cross-grade collaboration time, complemented by classroom walkthroughs and instructional rounds. The Adelante Leadership Team and grade band teams will conduct regular data reviews to inform school-wide instructional strategies and interventions.</p> | \$79,291.00  | Yes          |
| 1.6      | Monitoring and Supporting Students with Exceptional Needs | <p>To enhance academic outcomes for students with exceptional needs and narrow achievement gaps, Adelante Charter School will implement a multi-tiered system of support to optimize access to the core curriculum. Additionally, we will offer professional development to empower staff in effectively supporting students with exceptional needs and facilitating their access to the core curriculum. This includes:</p> <ul style="list-style-type: none"> <li>• Implementing Universal Design for Learning (UDL) guidelines for all staff which can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities</li> <li>• Utilizing Assistive Technology to ensure accommodations are consistently met</li> </ul>  | \$536,341.00 | No           |

| Action # | Title   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
|          |   | <ul style="list-style-type: none"> <li>Continued participation in the Inclusion Network through SBCEO - team of teachers, SpEd Director/Specialist and Instructional Specialist</li> <li>Providing ongoing professional learning opportunities through SB SELPA (understanding behavior, de-escalation, UDL)</li> <li>Allocating dedicated Universal Access time in each class within the master schedule for support</li> <li>Establishing a Special Education Parent Advisory Committee</li> <li>Conducting parent workshops focused on Special Education, but open to all families</li> <li>Improve support for students during testing, ensuring accommodations are honored throughout the academic year.</li> </ul> |              |              |
| 1.7      | Technology  | To support academic gains and to close achievement gaps on state and local assessments, ACS will update obsolete devices and continue necessary platforms for online resources that increase access for high needs students and students with exceptional needs.   | \$23,833.00  | No           |
| 1.8      | Instructional Materials                                     | To bolster academic progress and narrow achievement disparities on state and local assessments, Adelante Charter School will purchase supplementary materials and intervention resources. These will be aimed at aiding high-needs students and those with exceptional requirements who exhibit performance gaps compared to their peers at local and state levels.  | \$14,223.00  | Yes          |
| 1.9      | 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 enriching experiences culminate in an annual Art Show, Performing Arts Showcase, and Musical Theatre. These productions showcase</p>   | \$350,643.00 | No           |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
|          |   | students' creativity to the Adelante and broader Santa Barbara communities. These events bring families together to celebrate the unique talents of their children, fostering a sense of community and pride.   |             |              |
| 1.10     | ELA Support for Homeless students and EL students - Required action | To support academic gains and to close achievement gaps on state and local assessments for our Homeless students and English learners in ELA, Adelante will first assist our EL and homeless student populations in overcoming attendance barriers. Chronic absenteeism is impeding their post-pandemic recovery and educational progress. We will work to create an inclusive learning environment where these students feel valued and connected, as well as provide targeted literacy interventions and small group instruction. We will ensure access to books both in-school and at home to encourage reading practice beyond class time. We will also offer comprehensive support services, including counseling, academic mentoring, and community resources, to address the social, emotional, and academic needs of homeless students (addressed in Goal #2). EL students will have access to both Integrated and Designated ELD (addressed more specifically in Goal #3)  |             | No<br>Yes    |
| 1.11     | Retain Highly Qualified Educational Staff                           | <p>To sustain the post-pandemic progress and address persistent inequalities, Adelante must ensure a high-quality, stable educational staff. It's essential that our staff can learn, build on prior knowledge, become increasingly self-efficacious, and implement initiatives consistently over time. Retaining such staff is crucial for improving the quality of instruction for our Low-Income students, English Learners, Foster Youth, and students with disabilities.</p> <p>However, the high cost of living in Santa Barbara has recently led to teachers leaving Adelante for neighboring districts or entirely moving out of the area. This trend is exacerbated by prospective teachers declining job offers with us in favor of significantly higher salaries nearby. The ability to earn more while staying in the region threatens to undermine our program and erase the gains we've made, leading to instability and negatively impacting instructional continuity. High turnover rates during the LCAP</p> | \$20,234.00 | Yes          |



| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>cycle make the successful implementation of planned actions exceedingly difficult.</p> <p>Adelante believes it is crucial for the success of our Low-Income students, English Learners, Foster Youth, and students with disabilities to have a stable, high-quality, and well-trained educational staff. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development achieve positive outcomes. When our well-trained teachers or support staff leave for higher salaries elsewhere, or when top candidates decline our job offers for better compensation in neighboring districts, our students, particularly Low-Income students, English Learners, Foster Youth, and students with disabilities suffer the most. Retaining staff is essential to continuing to improve the quality of instruction for our unduplicated pupils.</p> |             |              |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

|  |
|--|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> |
|--|

An explanation of why the LEA has developed this goal.

At Adelante Charter School, we recognize that learning is social, emotional, and academic. Children thrive when they feel safe, affirmed, and engaged within a supportive community. Adelante's staff are dedicated to fostering a culture of compassion where students feel valued, cared for, and connected. Our objective is to integrate social-emotional learning (SEL) seamlessly into the curriculum.

The pandemic has adversely affected students' social and emotional well-being, which remains a pressing concern. Chronic absenteeism lies at the heart of numerous challenges in education since the onset of the pandemic. When students are absent, they miss out on vital opportunities to form meaningful relationships with peers and educators, as well as academic learning. We will continue to emphasize the importance of consistent attendance and the advantages of being part of a community of learners.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 2.1      | CA Healthy Kids Survey: School Connectedness % of Students feeling connected to school - 5th and 6th grades | MET -- Results reported<br><br>74%@5th<br>70%@6th<br>of students responding felt connected to their school all of the time or most of the time. |                |                | MET -- Results reported<br><br>80% of students responding will feel connected to their school all of the |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
|          |  | <p>88% @5th 68% @6th report having caring adults in school.</p> <p>[June, 2024, Local Indicators Report to the ACS Governing Board]</p>  |                |                | <p>time or most of the time.</p> <p>Caring adults in school 100%</p> <p>[June, 2027, Local Indicators Report to the ACS Governing Board]</p>  |                                  |
| 2.2      | CA Healthy Kids Survey: School Safety % of Students Feeling Safe at School | <p>MET -- Results reported</p> <p>76%@5th 81%@6th report they feel safe at school.</p> <p>96%@5th 84%@ 6th reported that teachers treat students with respect all of the time or most of the time.</p> <p>[June, 2024, Local Indicators Report to the ACS Governing Board]</p> |                |                | <p>MET -- Results reported</p> <p>Feel safe at school 100%</p> <p>100% will report that teachers treat students with respect all of the time or most of the time.</p> <p>[June, 2027, Local Indicators Report to the ACS Governing Board]</p> |                                  |
| 2.3      | Staff Surveys CSSS - CA School Staff Survey                                | <p>60% response rate</p> <p>100% report that Adelante is a safe place for students.</p>  |                |                | 80% response rate   |                                  |

| Metric # | Metric                  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-------------------------|---|----------------|----------------|--|----------------------------------|
|          |                         | <p>95% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn.</p> <p>80% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work.</p> |                |                | <p>100% report that Adelante is a safe place for students.</p> <p>100% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn.</p> <p>100% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work.</p> |                                  |
| 2.4      | CA School Parent Survey | <p>100% report that Adelante is a safe place for their child.</p> <p>98% report that Adelante has adults who really care about students.</p> <p>95% say that Adelante treats all students with respect.</p>   |                |                | <p>100% report that Adelante is a safe place for their child.</p> <p>100% report that Adelante has adults who really care about students.</p> <p>100% say that Adelante treats all</p>   |                                  |

| Metric # | Metric          | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|-----------------|---|----------------|----------------|---|----------------------------------|
|          |                 | <p>95% report that the school actively seeks the input of parents before making important decisions.</p> <p>93% of responders say that teachers communicate with parents about what students are expected to learn in class.</p> <p>[2024 School Parent Survey]</p> |                |                | <p>students with respect.</p> <p>100% report that the school actively seeks the input of parents before making important decisions.</p> <p>100% of responders say that teachers communicate with parents about what students are expected to learn in class.</p> <p>[2027 School Parent Survey]</p> |                                  |
| 2.5      | Attendance Rate | 22-23 school year<br>92.52% ADA   |                |                | 26-27 school year<br>97% ADA  |                                  |
| 2.6      | Suspension Rate | <p>Schoolwide -- 0%</p> <p>Hispanic -- 0%</p> <p>Socioeconomically Disadvantaged -- 0%</p> <p>English Learners -- 0%</p> <p>White -- 0%</p> <p>Students with Disabilities -- 0%</p> <p>Homeless -- 0%</p>   |                |                | <p>Schoolwide -- 0%</p> <p>Hispanic -- 0%</p> <p>Socioeconomically Disadvantaged -- 0%</p> <p>English Learners -- 0%</p> <p>White -- 0%</p> <p>Students with Disabilities -- 0%</p> <p>Homeless -- 0%</p>   |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | [2023 CA School Dashboard]  |                |                | [2026 CA School Dashboard]   |                                  |
| 2.7      | Chronic Absenteeism  | Schoolwide -- 25.3%<br>Hispanic -- 26.1%<br>Socioeconomically Disadvantaged -- 28.0%<br>English Learners -- 23.7%<br>White -- 20.5%<br>Students with Disabilities -- 34.9%<br>Homeless -- 32.1%<br><br>[2023 CA School Dashboard]   |                |                | Schoolwide -- 10%<br>Hispanic -- 10%<br>Socioeconomically Disadvantaged -- 10%<br>English Learners -- 10%<br>White -10%<br>Students with Disabilities --10%<br>Homeless -- 10%<br><br>[2026 CA School Dashboard] |                                  |
| 2.8      | SAEBRS:<br>Developed for use in universal screening for behavioral and emotional risk. | SAEBRS 23-24 (Teacher Response)<br>Spring 24<br>Low Risk 85%<br>Some Risk 13%<br>High Risk 2%<br>+4% change of students above benchmark from Fall to Spring<br><br>mySAEBRS (Student Response 2nd-6th)<br>Low Risk 78%<br>Some Risk 16%<br>High Risk 6%<br>+4% change of students above benchmark from Fall to Spring |                |                | Decrease the % of students in the "high risk" category each year. Increase those in the Low Risk category.   |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 2.9      | CA Self-Reflection for Local Indicator 3:<br><br>Family Engagement Results of the State's Self- Reflection Tool Reported to the ACS Governing Board | MET -- Results reported<br><br>The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.<br><br>[June, 2024, Local Indicators Report to the ACS Governing Board]  |                |                | The state's self-reflection tool will reflect an average rating of 5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement.<br><br>[June, 2027, Local Indicators Report to the ACS Governing Board] |                                  |
| 2.10     | Adelante Has Adequate Facilities to Implement a High-Quality Instructional Program.   | MET -- Results reported<br><br>Facilities are in good condition, as determined by SB Unified.<br><br>Space continues to be our biggest constraint. Adelante lacks green space, space for testing and intervention and meeting space for teachers and families.<br><br>[June, 2024, Local Indicators Report to the ACS Governing Board] |                |                | MET -- Results reported<br><br>Facilities will be in good condition, as determined by SB Unified.<br><br>[June, 2024, Local Indicators Report to the ACS Governing Board]   |                                  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                          | Description   | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
| 2.1      | Communication and family input | <p>Effective communication with Adelante families in their home language is crucial for building and maintaining strong, trusting relationships. We will ensure frequent and open communication through various means, including:</p> <p>Bilingual Staff and Dual Language Program: Our bilingual staff, including all classroom teachers, can communicate with families in both Spanish and English. All communication via Parent Square is sent in both languages. Board meetings are conducted bilingually with simultaneous interpretation available for anyone who is not bilingual.</p> | \$60,233.00 | Yes          |



| Action #   | Title                     | Description   | Total Funds | Contributing |
|------------|---------------------------|---|-------------|--------------|
|            |                           | <p>Provide workshops to empower parents with the skills and knowledge needed to effectively use Parent Square for communication and staying informed about school activities.</p> <p>Monthly Café con el Director: These meetings provide families with an opportunity to connect with the director, learn about school events, ask questions, and raise concerns.</p> <p>Regular Teacher Communication: Teachers regularly communicate with families through Parent Square and weekly bulletins (paper copies provided as needed) and hold parent-teacher conferences three times a year, with the final conference being student-led.</p> <p>Monthly Newsletters: Sent to all families, these newsletters highlight teaching and learning activities at each grade level.</p> <p>Simultaneous Interpretation and Translation: We provide simultaneous interpretation for in-person gatherings and translate key planning documents and executive summaries to ensure all families have access to important information.</p> <p>Soliciting family input through communication is crucial for building a strong school community and ensuring that the needs and perspectives of families are heard and addressed. This will be accomplished through surveys, focus groups, gatherings, and committees - EBAC, PTSO, SSC, SpEd Advisory Group.</p> <p>By leveraging these communication strategies, we aim to foster a supportive and inclusive environment for all our families.</p> |             |              |
| <b>2.2</b> | Social-emotional supports | Adelante teachers will prioritize the well-being of all students, fostering a caring and nurturing community where each student feels recognized, valued, and experiences a strong sense of belonging.  | \$51,000.00 | Yes          |

| Action # | Title | Description   | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
|          |       | <p>Our classrooms will be relationship-centered, fostering community and trust, rooted in the core values of César E. Chávez: accept all people, celebrate the community, respect life and the environment, non-violence, innovation, preference to help the most needy, knowledge, sacrifice, service to others, and determination. Fostering a growth mindset and empathy for others. Teachers will dedicate daily instructional time to support students' social and emotional needs, incorporating lessons from the Tribes Learning Communities curriculum and/or other social-emotional learning (SEL) curriculum each week. Social-emotional learning will continue and increasingly integrate into every learning experience.</p> <p>Research suggests that a spending time in nature is linked to cognitive benefits as well as improved mood, mental health and emotional wellbeing. Adelante prioritizes connecting student learning with the natural world as much as possible. Additionally, our 6th grade students will participate in monthly nature immersion experiences with our longtime partner Wilderness Youth Project and 5th grade will go to Wishtoyo Chumash Village and grades Kinder - 5th will participate in garden education.</p> <p>All adults on our campus will support the social and emotional well-being of students and staff through close collaboration and a unified approach using restorative practices, students with greater needs will have the opportunity to meet individually or in small group support with the school psychologist.</p> <p>Adelante will also partner with local nonprofit organizations to secure a school-based mental health therapist to assist students with severe mental health needs. The therapist will be contracted to work collaboratively with school staff to support students.</p> <p>Teachers will receive ongoing support with lesson suggestions for SEL from the school psychologist and professional development from Santa Barbara SELPA focused on understanding behavior and implementing strategies for de-escalation and restorative practices. Professional learning will also focus on supporting the whole child, helping to develop skills, habits, and mindsets that foster CASEL's five SEL core competencies:</p> |             |              |

| Action # | Title                      | Description  | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
|          |                            | Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.   |             |              |
| 2.3      | 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. Adelante created a behavior expectation matrix that is used throughout the school and will be supported throughout the year. A video is currently being produced with students modeling these expected behaviors that will be used to reinforce the expectations for years to come.</p> <p>We know that clear behavior interventions along with consistent implementation of restorative practices will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations. The School Psychologist will work with targeted small groups of students who need additional support in this area.</p> <p>Additionally, Adelante will contract with a local nonprofit who will provide certified wellness coaches to further support students with moderate behavior and mental wellness issues.</p> <p>Students need to see themselves in others to develop empathy and understanding of others and see their connection to all life on earth. Students also thrive when they have opportunities to impact their community for good. This will happen with more intentional and coordinated use of the school garden and the Big Buddy/Little Buddy time as well as a focus on the Core Values of César Chávez.</p> | \$50,000.00 | Yes          |

| Action # | Title                       | Description  | Total Funds | Contributing |
|----------|-----------------------------|--|-------------|--------------|
| 2.4      | 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 and academic progress through the following initiatives:</p> <ul style="list-style-type: none"> <li>• The Special Education Team will provide parent workshops available to all families on topics focused on special populations and students' social-emotional needs.</li> <li>• Adelante will also partner with local nonprofit organizations to secure a family advocate who can connect families with resources in the community related to basic needs as well as parenting classes and mental health support.</li> <li>• Adelante will extend its collaboration with local nonprofit organizations to offer educational workshops addressing the impact of social media on children, internet safety, and navigating the digital landscape with children.</li> <li>• Parent education workshops will be organized to enhance understanding of assessment reports for Star, CAASPP, and ELPAC, alongside strategies for supporting children's learning at home.</li> <li>• Furthermore, Adelante will involve families in nurturing their child's creative expression through various events such as the end-of-the-year Art Show, Día de Los Muertos event, Winter Show, Performing Arts Showcase, and the Adelante Musical Theatre. These events, fostering visual and performing arts as well as physical activity through dance, celebrate the unique creativity of each student and foster meaningful engagement opportunities for families within the school community and beyond.</li> </ul> | \$30,233.00 | Yes          |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2.5      | Improved Attendance   | <p>Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates for all students, and particularly where we see large discrepancies i.e. between all students and Homeless students and students with disabilities by continuing the following attendance interventions: conducting monthly review of attendance data with the principal and family liaison, outreach and possible home visits for students who are chronically absent, meetings with families to identify solutions, remove barriers and provide and potential supports.</p> <p>Continue the following attendance incentives as well: weekly attendance raffle for students who have no absences or tardies, monthly classroom attendance rewards.</p> <p>Ongoing communication with families to emphasize the importance of regular attendance.</p> | \$38,039.00 | Yes          |
| 2.6      | Reduce Chronic Absenteeism for Homeless students and Students With Disabilities.<br>(Required Action) | <p>Adelante Charter School will implement a comprehensive support system to reduce chronic absenteeism among students with disabilities and homeless students through dedicating staff time to monitor attendance, identify barriers, and provide targeted interventions for students. Whether that be transportation assistance (bus passes), additional uniforms if laundry is a barrier, or support with student engagement or mental health. We will work to get at the root causes of the absences and support families and students as needed to improve attendance.</p>  | \$12,830.00 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | Increase the percentage of English Learners who make progress towards English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) and local reading assessments in English by at minimum, one year's growth each year resulting in an increased percentage of English Learners who are reclassified as Fluent English Proficient (RFEP). Maintain reclassification rates between 17%-20% each year as well as maintain ELPI dashboard indicator at a green or blue level, indicating at a minimum, 65% making progress towards English language proficiency within three years. | Focus Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 3.1      | ELPAC: English Learners Making Appropriate Progress in English Language Acquisition | 46.1% Making appropriate progress<br><br>Progress level: High |                |                | 65% Making appropriate progress<br><br>Progress level: High |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 3.2      | CAASPP ELA, Math, and Science for English Learners | <p>ELA - 84.6 points from standard; 13.46% meeting/exceeding standard<br/> Math - 75.7 points from standard; 17.3% meeting/exceeding standard<br/> Science (5th grade only) - 16.7% meeting/exceeding standard</p> <p>[2023 CA School Dashboard/CAASPP]</p> |                |                | <p>ELA - 30 points from standard; % meeting/exceeding standard exceeds state results.<br/> Math - 50 points from standard; % meeting/exceeding standard exceeds state results.<br/> Science (5th grade only) - 25% meeting/exceeding standard</p> <p>[2026 CA School Dashboard/CAASPP]</p> |                                  |
| 3.3      | Reclassification Rate                              | <p>9.2%</p> <p>[2022-23 CALPADS Reports 2.16 and 8.1]</p>   |                |                | <p>Increase rate annually and maintain a rate of 17%-20%</p> <p>[2025-26 CALPADS Reports 2.16 and 8.1]</p>   |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 3.4      | STAR Assessments - Literacy and Math (EL group)   | <p>Spring Star 2023 data:<br/>Early Literacy Spanish K- 1st --56% proficiency<br/>Emerging Bilinguals (EL) : 54% Proficiency</p> <p>Spanish Reading<br/>2nd - 6th 48% proficiency<br/>Emerging Bilinguals (EL) : 57% Proficiency</p> <p>Reading English (winter due to CAASPP)<br/>3rd - 6th 33% proficiency<br/>Emerging Bilinguals (EL) Reading English: 22% Proficiency</p> <p>Math Spanish<br/>1st - 6th (taught in Spanish K-6) -- 65% proficiency<br/>Emerging Bilinguals (EL): 64% Proficiency</p> |                |                | Spring Star 2027 data:<br>Increase the % attaining proficiency in each category annually as well as decrease the gap in performance between the EL subgroup and overall student performance. |                                  |
| 3.5      | Biliteracy Trajectories - % of 6th grade students who receive the Biliteracy Attainment | Spring 2024<br>65% of 6th grade students received the   |                |                | Increase the % of 6th grade students who attain the award each year.   |                                  |



| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---------------------------|----------------------------------|
|          | Recognition Award - A pathway to the Seal of Biliteracy awarded in high school. | Biliteracy Attainment Recognition  |                |                |                           |                                  |
| 3.6      | EBAC Annual Family Survey   | <p>90 families responded</p> <p>School Culture: Students are safe at this school. -89%</p> <p>Home /School Communication: Someone always speaks the parents' language in the school office. -98%</p> <p>Standards and Assessment: Parents are informed of their children's academic progress.-90%</p> <p>Standards and Assessment: I understand what it means to be an English learner student.65% - Yes, always, 17% Most of the time, 14% Sometimes, 4.5% Never</p> <p>Standards and Assessment: I understand my English</p> |                |                | 100% participation        |                                  |

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

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 3.1      | EL Monitoring and Support to Reclassification | <p>Adelante Charter School will regularly review language proficiency data with the Leadership Team and grade level teams, focusing on identifying effective strategies to support Emerging Bilingual (EL) students. This will include targeted actions to help students reach reclassification criteria and ongoing progress monitoring for RFEP (Reclassified Fluent English Proficient) students. By analyzing data, identifying trends, and implementing effective interventions, we aim to enhance the academic success and language proficiency of our Emerging Bilingual students.</p> <p>The Leadership Team, along with the Instructional Specialist and Testing Coordinator, will be tasked with monitoring the progress of English Learners (ELs) toward achieving English proficiency. This will include analyzing performance on the ELPAC, as well as progress on local assessments such as Star Reading, DRA, and ELPAC Interim assessments. The team will review this data regularly to identify students who qualify for reclassification and to track the progress of RFEP (Reclassified Fluent English Proficient) students. This focused monitoring will ensure targeted support and interventions are provided to help all EL students succeed.</p> <p>ELPAC assessment team will administer ELPAC assessments under the direction of the Testing Coordinator. Annual targets will be set on the master calendar for on-demand writing assessments, interim and summative ELPAC assessments, and reclassification.</p> <p>Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emerging bilinguals (ELs). Examples include a focus on language functions and accompanying inherent academic language, color- coding language, differentiated sentence frames, and explicitly teaching/identifying the 4+1 Language Domains (Reading, writing, listening, speaking and metalinguistic awareness).DELD is differentiated by English language proficiency level and attention is given to cross-language transfer.</p> | \$12,865.00 | Yes          |

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.2      | Professional Learning - Focused on Language Development | <p>To enhance student outcomes in language acquisition and academic performance and to close achievement gaps on state and local assessments, Adelante will offer comprehensive professional learning. This training will support Integrated and Designated ELD instruction school wide, as well as Spanish and English literacy instruction, ensuring a robust approach to language development and academic success.</p> <ul style="list-style-type: none"> <li>• GLAD Training /Refresher: Ensure all educators are proficient in GLAD strategies to support language development.</li> <li>• Lesson Study in ELD: Focus on California ELD Standards through repeated practice, reflection, and collaborative improvement opportunities.</li> <li>• Outreach/Networking: Engage with other dual-language programs and professional organizations, including school visits and CAFE participation.</li> <li>• Differentiated Professional Learning: Implement book studies and varied professional learning tailored to staff needs.</li> <li>• Instructional Coaching/PLCs: Provide ongoing instructional coaching and support through Professional Learning Communities.</li> <li>• K-3 Literacy Support: Offer targeted support for teaching reading foundational skills in both Spanish and English with a focus on supporting the English foundational skills that are not transferred from Spanish.</li> <li>• K-6 Literacy Support: Enhance literacy instruction and literacy-based content instruction across all grade levels.</li> <li>• Metalinguistic Awareness: Develop students' metalinguistic awareness and cross-language connections in all curricular areas.</li> <li>• Work closely with Special Education staff to improve outcomes for dually identified EL students and students with disabilities.</li> <li>• Provide ongoing support for both Spanish and English literacy instruction to ensure continuous improvement.</li> </ul> | \$10,829.00 | Yes          |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 3.3      | Access to rigorous core academic content in Spanish and English | <ul style="list-style-type: none"> <li>• Ensure all EL students receive Integrated and Designated ELD support to access grade-level standards-based content in English as well as regular use of bridging languages.</li> <li>• Support students to communicate using precise academic language in English justifying opinions, reasoning and solutions with evidence.</li> <li>• Disaggregate EL subgroup data to provide targeted attention and support.</li> <li>• Reduce the performance gap between EL and EO students in upper grades as proficiency in English increases with more time in English instruction.</li> <li>• Purchase supplemental and intervention materials, such as books, math manipulatives, etc, to support high-needs and exceptional students demonstrating achievement gaps.</li> </ul>   | \$49,751.00 | Yes          |
| 3.4      | Extended Learning and Enrichment                                | <ul style="list-style-type: none"> <li>• Ensure EL students are prioritized for extended learning opportunities, including after-school programs, AOK programming and summer Extended Learning Programs.</li> <li>• Provide a whole-child education that enhances learning through physical activity, joy, and opportunities for self-expression. At Adelante, all students benefit from weekly classes in dance, music, art, and physical education, supporting both academic achievement and a well-rounded school experience.</li> <li>• These activities culminate with an end-of-year Art Show, Performing Arts Showcase, and Musical Theatre. EL students will have equal access to these opportunities, with all communication provided in both Spanish and English and interpretation available at all events, fostering an inclusive environment where the talents of all students are recognized and celebrated.</li> </ul> | \$65,000.00 | Yes          |

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.5      | Family Engagement - EBAC input in decision making | <p>The Emergent Bilingual Advisory Council (EBAC) will continue to operate with elected officers and regular meeting dates, fostering strong parent leadership focused on removing educational barriers, understanding achievement data, and navigating the steps and significance of attaining reclassification as Fluent English Proficient (RFEP). There are currently approximately 20 families actively participating in EBAC. Parents were able to participate in the CABE parent conference and brought back Key recommendations from EBAC include:</p> <ul style="list-style-type: none"> <li>• Ongoing Support for EBAC: Ensure continuous support for the council to maintain its impactful work, Provide incentives to improve parent participation and attendance.</li> <li>• Family Engagement: Offer more free educational and social events for families, not tied to fundraisers.</li> <li>• Family Engagement: Access to communication and surveys via paper not just Parentsquare,</li> <li>• Parent Education: Provide parent education on the ELPAC, the reclassification process, and its implications, also support for families with duly identified students in SpEd.</li> <li>• Educational Workshops: Organize educational workshops for families, such as reinstating the Latino Literacy program to help support reading at home and increase access to books and materials.</li> <li>• Conference Participation: Support EBAC parents in attending the CABE annual conference and the conference for parents, accompanied by Adelante staff.</li> <li>• Holistic Support: Provide support for the social, emotional, academic, and wellness needs of families.</li> </ul> <p>These initiatives will empower parents and foster a collaborative environment, enhancing the educational experience for emergent bilingual students.</p> | \$25,233.00 | Yes          |
| 3.6      | Dual Language Immersion Program                   | In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between   |             | Yes          |

| Action # | Title | Description   | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
|          |       | <p>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> <li>(c) active parent participation,</li> <li>(d) knowledgeable leadership and continuity.</li> </ol> <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> <p>To improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development between our Emerging Bilingual (EL) and Low-Income students and their statewide peers, Adelante Charter School will implement a Two-Way Dual Immersion Program in Spanish and English which has shown to effectively close gaps by the end of middle school. The program aims to:</p> <ul style="list-style-type: none"> <li>• Promote Bilingualism and Biliteracy: Develop proficiency in both English and Spanish. The goal is not only to enable students to communicate effectively, but also to think and understand concepts in both languages. This proficiency supports cognitive development and academic achievement in all subject areas.</li> </ul> |             |              |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <ul style="list-style-type: none"> <li>• Achieve Academic Excellence: Ensure proficiency in all academic subjects, meeting or exceeding school and state standards.</li> <li>• Demonstrate Socio-cultural Competency: Embracing diversity, nurturing positive identities, and fostering the ability to navigate and connect across various cultural contexts. These skills are essential for personal growth, social cohesion, and global citizenship.</li> </ul> <p>The Two-Way Dual Immersion Program will be grounded in four key factors that contribute to the success and sustainability of dual language programs:</p> <ul style="list-style-type: none"> <li>• Pedagogical Equity: Ensuring equal learning opportunities and resources for all students.</li> <li>• Effective Bilingual Teachers: Employing skilled teachers proficient in both languages.</li> <li>• Active Parent Participation: Encouraging parents to engage actively in the educational process.</li> <li>• Knowledgeable Leadership and Continuity: Providing strong leadership and maintaining consistent program goals and strategies.</li> </ul> <p>In alignment with these principles, the program will offer culturally enriching experiences, including educational field trips that build knowledge and support language acquisition. By integrating these elements, Adelante Charter School is committed to delivering a comprehensive and effective dual immersion education that prepares students for academic success and cultural competence.</p> |             |              |



# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 4      |             |              |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 5      |             |              |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$597,972   | \$31,188   |

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

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 19.068%   | 0.000%                      | \$0.00                  | 19.068%   |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
| 1.2               | <p><b>Action:</b><br/>Tier II Intervention</p> <p><b>Need:</b><br/>Looking at the California School Dashboard's "Distance from Standard" metric for ELA and math -which measures how far, on average, students are from the lowest possible score for Standard Met—there remain disparities in outcomes for low income students, English</p> | Adelante Charter School will provide our students with academic and social-emotional early warning systems to identify struggling students and give support early. This is even more urgent given the disproportionate disparities in outcomes for Low-Income, Emerging Bilingual (EL) students, and other student groups with exceptional needs. The Tier II Intervention team will provide intensive support to students who have been identified as needing additional support to make expected | CAASPP, EDL/DRA, STAR, SAEBRS      |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | <p>learners, homeless students and students with disabilities when compared to overall students and non-low income students. While there has been tremendous growth in large part due to the interventions we put in place after the pandemic, much more work needs to be done to support these subgroups.</p> <p><b>Scope:</b><br/>LEA-wide</p>                | <p>progress. The goal is that intervention will be ready for any student who needs it, delivered by someone ready to help address these gaps in learning and that time in the school day will be made available for the support .</p> <p>Successful implementation of a Multi-Tiered Systems of Support -- MTSS -- will benefit all students, and in particular, will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. With the additional instructional support and monitoring, we expect to see increased academic outcomes for Low-Income students and English Learners that will also reflect narrowing inequalities in those outcomes when compared to overall results. To maximize the impact of this action on the academic and social-emotional outcomes for students, this action will be implemented schoolwide.</p> |                                    |
| 1.3               | <p><b>Action:</b><br/>Language and Literacy Development in Spanish and English</p> <p><b>Need:</b><br/>Persistent disparities exist in ELA and Math outcomes for low-income students, English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students.</p> <p><b>Scope:</b></p> | <p>Adelante Charter School's instructional staff will engage in targeted professional development to enhance literacy and language instruction. This professional development will use student data to inform instructional decisions and expand teachers' strategies to meet diverse student needs. All teachers will receive ongoing, job-embedded professional learning and coaching support, including participation in the Lesson Study model. Wednesday afternoons will be dedicated to collaboration and additional professional learning. These sessions will focus on designing and delivering lessons based on state-adopted frameworks, standards, and best</p>   | EDL/DRA, Star, CAASPP, ELPAC       |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   | LEA-wide  | instructional practices. High-quality Tier I instruction in language development and literacy will support all students, especially English learners and those who are struggling. To maximize the impact on academic outcomes, this initiative will be implemented schoolwide.  |                                    |
| 1.4               | <p><b>Action:</b><br/>Math and Science</p> <p><b>Need:</b><br/>Persistent disparities exist in ELA, Math and Science outcomes for low-income students, English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students.</p> <p><b>Scope:</b><br/>LEA-wide</p>               | Implementing best practices in math and science instruction, particularly those fostering student discourse and sense-making, aims to narrow performance gaps between our unduplicated students and their peers. Teachers are dedicated to delivering mathematics and science instruction that addresses linguistic and contextual barriers for our Low-Income, English Learner, and students with exceptional needs. These strategies aim to minimize disparities by meeting students where they are and supporting them to achieve higher academic levels. This initiative will be implemented across the entire school to maximize its impact on academic outcomes. | CAASPP, Star                       |
| 1.5               | <p><b>Action:</b><br/>Progress Monitoring and Data Management</p> <p><b>Need:</b><br/>Persistent disparities exist in ELA and Math outcomes for low-income students, English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Monitoring student learning ensures that the varying needs of unduplicated students are not overlooked and that the school schedule supports multiple interventions for individual students or groups of students. This approach allows us to disaggregate data by subgroups and language of instruction, ensuring targeted and effective support. To maximize the impact on academic and social-emotional outcomes, this initiative will be implemented schoolwide.   | Star, EDL/DRA, SAEBRS, CAASPP      |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness                           |
|-------------------|---|---|--|
| 1.8               | <p><b>Action:</b><br/>Instructional Materials</p> <p><b>Need:</b><br/>Unduplicated pupil student groups may need varying types of instruction as there are currently gaps in proficiency for these subgroups.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>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. To maximize the impact on academic outcomes, this will be implemented schoolwide recognizing that our unduplicated pupils show the largest gaps in performance.</p>   | CAASPP, Star, DRA/EDL  |
| 1.10              | <p><b>Action:</b><br/>ELA Support for Homeless students and EL students - Required action</p> <p><b>Need:</b><br/>Chronic absenteeism is impeding their post-pandemic recovery and educational progress. Red indicator in ELA for Homeless students and EL students</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>To support academic gains and to close achievement gaps on state and local assessments for our Homeless students in ELA Adelante will take a comprehensive approach to addressing the disparities. We will first assist our homeless student population in overcoming attendance barriers. We will work to create an inclusive learning environment where these students feel valued and connected, as well as provide targeted literacy interventions and small group instruction. We will ensure access to books both in-school and at home to encourage reading practice beyond class time. We will also offer comprehensive support services, including counseling, academic mentoring, and community resources, to address the social, emotional, and academic needs of homeless students</p> | Star, CAASPP, DRA, Chronic Absenteeism                       |
| 1.11              | <p><b>Action:</b><br/>Retain Highly Qualified Educational Staff</p> <p><b>Need:</b></p>   | <p>To sustain the post-pandemic progress and address persistent inequalities, Adelante must ensure a high-quality, stable educational staff. It's essential that our staff can learn, build on prior knowledge, become increasingly self-efficacious,</p>   | Retention rate of staff, CAASPP, ELPI, Reclassification rate |



| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>Looking at the California School Dashboard's "Distance from Standard" metric for ELA and math -which measures how far, on average, students are from the lowest possible score for Standard Met—there remain disparities in outcomes for low income students, English learners, homeless students and students with disabilities when compared to overall students and non-low income students. While there has been tremendous growth in large part due to the interventions we put in place after the pandemic, much more work needs to be done to support these subgroups</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>and implement initiatives consistently over time. Retaining such staff is crucial for improving the quality of instruction for our Low-Income students, English Learners, Foster Youth, and students with disabilities.</p> <p>However, the high cost of living in Santa Barbara has recently led to teachers leaving Adelante for neighboring districts or entirely moving out of the area. This trend is exacerbated by prospective teachers declining job offers with us in favor of significantly higher salaries nearby. The ability to earn more while staying in the region threatens to undermine our program and erase the gains we've made, leading to instability and negatively impacting instructional continuity. High turnover rates during the LCAP cycle make the successful implementation of planned actions exceedingly difficult.</p> <p>This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. The "Teacher Retention Data: Average Yearly Turnover" will be annually reported in the Annual Update to this action.</p> <p>In order to maximize the impact on academic outcomes for all students, this action will be</p> |                                    |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   |   | implemented schoolwide, recognizing that our unduplicated pupils show the largest gaps in performance.  |                                    |
| 2.1               | <p><b>Action:</b><br/>Communication and family input</p> <p><b>Need:</b><br/>EBAC survey reveals the need for improved two-way communication to ensure opportunities for family input and engagement.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | Effective communication with Adelante families in their home language is crucial for building and maintaining strong, trusting relationships. We will ensure frequent and open communication through various means as well as continue to support the various forums for gathering input from families i.e. PTSO, SSC, EBAC. In order to maximize the impact for all students and families, this action will be implemented schoolwide, | Family surveys                     |
| 2.2               | <p><b>Action:</b><br/>Social-emotional supports</p> <p><b>Need:</b><br/>Survey results from staff, parents, and students highlight a growing need for social-emotional supports, a need that has intensified since the pandemic and the rise in social media use.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Adelante teachers will prioritize the well-being of all students, fostering a caring and nurturing community where each student feels recognized, valued, and experiences a strong sense of belonging.  | CHKS, Parent and Staff surveys     |
| 2.3               | <p><b>Action:</b><br/>Positive Behavior Supports</p> <p><b>Need:</b><br/>Survey results from staff, parents, and students indicate a need for positive behavior</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   | CHKS, Parent and Staff surveys     |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>supports. In a school that prioritizes equity and sociocultural competence it is imperative that students feel safe at school and free from name calling and bullying behaviors.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>student connection and a sense of safety on campus. We know that clear behavior interventions along with consistent implementation of restorative practices will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations.</p>  |                                    |
| <p><b>2.4</b></p> | <p><b>Action:</b><br/>Family Education and Access</p> <p><b>Need:</b><br/>Survey results and feedback from families through various committees indicate a need for more education workshops and access to local resources.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <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 overall academic and social-emotional outcomes. Workshops will focus on:</p> <ul style="list-style-type: none"> <li>• Understanding of assessment reports for Star, CAASPP, and ELPAC, alongside strategies for supporting children's learning at home.</li> <li>• Addressing the impact of social media on children, internet safety, and navigating the digital landscape with children.</li> <li>• The Special Education Team will provide parent workshops available to all families on topics focused on special populations and students' social-emotional needs.</li> </ul> <p>Additionally, Adelante will partner with local nonprofit organizations to secure a family advocate who can connect families with resources in the community related to basic needs as well as</p> | <p>Survey results</p>              |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--------------------------------------|
|                   |   | parenting classes and mental health support.   |                                      |
| 2.5               | <p><b>Action:</b><br/>Improved Attendance</p> <p><b>Need:</b><br/>Chronic absenteeism has been a significant problem since the pandemic. When students are not present, they miss out on essential learning opportunities and fail to connect with their peers and teachers. This lack of attendance impedes their academic progress and hinders their social and emotional development, making it crucial to address absenteeism to ensure all students can thrive.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates for all students, and particularly where we see large discrepancies i.e. between all students and Homeless students and students with disabilities by continuing the following attendance interventions: conducting monthly review of attendance data with the principal and family liaison, outreach and possible home visits for students who are chronically absent, meetings with families to identify solutions, remove barriers and provide and potential supports. To maximize the impact on academic and social-emotional outcomes, this initiative will be implemented schoolwide. | Attendance data, Chronic Absenteeism |
| 2.6               | <p><b>Action:</b><br/>Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)</p> <p><b>Need:</b><br/>An analysis of 22-23 Dashboard data indicates that chronic absenteeism remains a significant issue. We have not yet returned to pre-pandemic attendance patterns. Although the overall percentage of students who are chronically absent (defined as missing 10% or more of the school year, or at least 18 days out of 180) has decreased, in 2022-23 it was still more than twice the 2019 rate before the</p> | Adelante Charter School will implement a comprehensive support system to reduce chronic absenteeism among students with disabilities and homeless students through dedicating staff time to monitor attendance, identify barriers, and provide targeted interventions for students. Whether that be transportation assistance (bus passes), additional uniforms if laundry is a barrier, or support with student engagement or mental health. We will work to get at the root causes of the absences and support families and students as needed to improve attendance. By removing barriers and getting at the root causes attendance can be improved and we are already seeing that happen.                                    | Chronic Absenteeism                  |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>pandemic. From 2022 to 2023, all key subgroups saw a reduction in chronic absenteeism except for students with disabilities and homeless students.</p> <p><b>Scope:</b><br/>LEA-wide</p>  |   |                                    |
| <p><b>3.1</b></p> | <p><b>Action:</b><br/>EL Monitoring and Support to Reclassification</p> <p><b>Need:</b><br/>EL performance gaps in ELA, math, science. ELPAC outcomes, reclassification rates low</p> <p><b>Scope:</b><br/>LEA-wide</p>                          | <p>Adelante Charter School will regularly review language proficiency data with the Leadership Team and grade level teams, focusing on identifying effective strategies to support Emerging Bilingual (EL) students. This will include targeted ELD support to help students reach reclassification criteria and ongoing progress monitoring for RFEP (Reclassified Fluent English Proficient) students. Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of Emerging Bilinguals (ELs). By analyzing data, identifying trends, and implementing effective interventions, we aim to enhance the academic success and language proficiency of our Emerging Bilingual students, preparing them for reclassification.</p> | <p>ELPAC, CAASPP</p>               |
| <p><b>3.2</b></p> | <p><b>Action:</b><br/>Professional Learning - Focused on Language Development</p> <p><b>Need:</b><br/>Performance gaps indicate the need for further professional learning. As a dual language program, every student is learning a language</p> | <p>To enhance student outcomes in language acquisition and academic performance and to close achievement gaps on state and local assessments, Adelante will offer comprehensive professional learning. This training will support Integrated and Designated ELD instruction school wide, as well as Spanish and English literacy instruction, ensuring a robust approach to</p>   | <p>CAASPP, Star, DRA/EDL</p>       |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness                |
|-------------------|--|--|---|
|                   | <p>and must be supported with strategies that make the language of instruction more accessible.</p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>language development and academic success. To maximize the impact on academic outcomes, this initiative will be implemented schoolwide.</p>   |   |
| <p><b>3.3</b></p> | <p><b>Action:</b><br/>Access to rigorous core academic content in Spanish and English</p> <p><b>Need:</b></p> <p><b>Scope:</b><br/>LEA-wide</p>  | <p>To support improved student outcomes in both Spanish and English, Adelante will ensure all EL students receive Integrated and Designated ELD support to access grade-level standards-based content in English as well as regular use of bridging languages. Teachers will also support students to communicate using precise academic language in English justifying opinions, reasoning and solutions with evidence.</p> |   |
| <p><b>3.4</b></p> | <p><b>Action:</b><br/>Extended Learning and Enrichment</p> <p><b>Need:</b><br/>To fully benefit from a broad course of study, students need access to experiences that inform and complement their school learning. Low-income students, English learners, and foster youth often lack access to enrichment opportunities outside the school environment, which could significantly increase their engagement and achievement. According to EdSurge (October 2020), "wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from \$3,536 to \$8,872), while low-income families' expenditures remained</p> | <p>Adelante will ensure EL students are prioritized for extended learning opportunities, including after-school programs, AOK programming and summer Extended Learning Programs. Adelante will also provide a whole-child education that enhances learning through physical activity, joy, and opportunities for self-expression.</p>  | <p>Family surveys,<br/>Attendance in programs</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p>stagnant at around \$1,000." This disparity highlights a clear gap in access to essential summer enrichment activities that can enhance academic achievement, social behaviors, cultural capital, and critical thinking skills for disadvantaged students.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |  |  |
| 3.6               | <p><b>Action:</b><br/>Dual Language Immersion Program</p> <p><b>Need:</b><br/>The Dashboard analysis shows significant growth in the English Learner Progress Indicator (ELPI), with an increase from 29.5% in 2022 to 46.1% in 2023, resulting in a green indicator on the Dashboard. This demonstrates considerable progress in supporting our English Learners. However, in English Language Arts (ELA), the "Distance from Standard" for the EL subgroup was -84.6 points, indicating a drop from -72 points in 2022. This led to a red indicator on the Dashboard and qualification for Differentiated Assistance from SBCEO. Additionally, reclassification rate was low.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>In a 2019 study of dual immersion learners in elementary schools (Serafini, Rozell, and Winsler), researchers found that English learners in two-way immersion programs acquired English faster and achieved higher academic performance, including better math and reading scores, than those in other teaching models. These students also met English proficiency criteria and exited E.L. status earlier. Our experience shows that our most academically successful students are truly bilingual. Recent research (Barac, Moreno, Bialystok, 2016; Adesope, Lavin, Thompson, 2010; Grundy and Timmer, 2016) indicates that dual immersion programs can improve focus, working memory, and reading comprehension for all students, benefiting Low-Income students lagging in ELA and math. We expect similar results for our English Learners and Low-Income students, including higher state ELA and math assessment scores and faster English language acquisition, narrowing achievement gaps. Since we are a dual language program, this initiative will be implemented schoolwide to maximize the impact on academic outcomes.</p> | <p>CAASPP, ELPI, reclassification rate, ELA, Math, Science for EL subgroup</p> |

**Limited Actions**

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

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| 3.5               | <p><b>Action:</b><br/>Family Engagement - EBAC input in decision making</p> <p><b>Need:</b><br/>EBAC Needs Assessment Survey results reveal</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Adelante is committed to partnering closely with our Spanish-speaking families the following initiatives will empower parents and foster a collaborative environment, enhancing the educational experience for emergent bilingual students. |                                    |

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

N/A

**Additional Concentration Grant Funding**

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

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



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

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | \$3,136,076  | \$597,972  | 19.068%   | 0.000%   | 19.068%   |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,950,791.00 | \$241,146.00      | \$0.00      | \$158,676.00  | \$3,350,613.00 | \$2,994,477.00  | \$356,136.00        |

| Goal # | Action # | Action Title  | Student Group(s)            | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s) | Location                                       | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---|-----------------------------|---|----------|-------------------------------|--|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1      | 1.1      | Most Effective Instruction                                | All                         | No  |          |                               |  |           | \$1,811,325.00  | \$0.00              | \$1,738,254.00 |                   |             | \$73,071.00   | \$1,811,325.00 |   |
| 1      | 1.2      | Tier II Intervention                                      | English Learners Low Income | Yes   | LEA-wide | English Learners Low Income   | All Schools Specific Schools: Adelante Charter |           | \$55,792.00     | \$0.00              | \$55,792.00    |                   |             |               | \$55,792.00    |   |
| 1      | 1.3      | Language and Literacy Development in Spanish and English  | English Learners Low Income | Yes   | LEA-wide | English Learners Low Income   | All Schools Specific Schools: Adelante Charter |           | \$27,518.00     | \$0.00              | \$27,518.00    |                   |             |               | \$27,518.00    |   |
| 1      | 1.4      | Math and Science  | English Learners Low Income | Yes   | LEA-wide | English Learners Low Income   | All Schools Specific Schools: Adelante Charter |           | \$0.00          | \$25,400.00         | \$25,400.00    |                   |             |               | \$25,400.00    |   |
| 1      | 1.5      | Progress Monitoring and Data Management                   | English Learners Low Income | Yes   | LEA-wide | English Learners Low Income   | All Schools Specific Schools: Adelante Charter |           | \$72,340.00     | \$6,951.00          | \$79,291.00    |                   |             |               | \$79,291.00    |   |
| 1      | 1.6      | Monitoring and Supporting Students with Exceptional Needs | Students with Disabilities  | No  |          |                               |  |           | \$381,441.00    | \$154,900.00        | \$245,033.00   | \$241,146.00      |             | \$50,162.00   | \$536,341.00   |   |
| 1      | 1.7      | Technology  | All                         | No  |          |                               |  |           | \$0.00          | \$23,833.00         | \$13,833.00    |                   |             | \$10,000.00   | \$23,833.00    |   |

| Goal # | Action # | Action Title  | Student Group(s)   | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)  | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--------------------------------|--|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1      | 1.8      | Instructional Materials   | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income |  |           | \$0.00          | \$14,223.00         | \$14,223.00  |                   |             |               | \$14,223.00  |   |
| 1      | 1.9      | A Course of Study that Emphasizes Educating the Whole Child         | All  | No  |          |                                |  |           | \$350,643.00    | \$0.00              | \$350,643.00 |                   |             |               | \$350,643.00 |   |
| 1      | 1.10     | ELA Support for Homeless students and EL students - Required action | Students with Disabilities<br>English Learners<br>Low Income<br>Homeless and EL Students | No<br><br>Yes                                   | LEA-wide | English Learners<br>Low Income |  |           |                 |                     |              |                   |             |               |              |   |
| 1      | 1.11     | Retain Highly Qualified Educational Staff                           | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter |           | \$20,234.00     | \$0.00              | \$20,234.00  |                   |             |               | \$20,234.00  |   |
| 2      | 2.1      | Communication and family input                                      | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter |           | \$20,233.00     | \$40,000.00         | \$60,233.00  |                   |             |               | \$60,233.00  |   |
| 2      | 2.2      | Social-emotional supports   | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter |           | \$51,000.00     | \$0.00              | \$51,000.00  |                   |             |               | \$51,000.00  |   |
| 2      | 2.3      | Positive Behavior Supports  | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter |           | \$50,000.00     | \$0.00              | \$50,000.00  |                   |             |               | \$50,000.00  |   |
| 2      | 2.4      | Family Education and Access   | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter |           | \$20,233.00     | \$10,000.00         | \$15,619.00  |                   |             | \$14,614.00   | \$30,233.00  |   |
| 2      | 2.5      | Improved Attendance   | English Learners<br>Low Income   | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante         |           | \$38,039.00     | \$0.00              | \$38,039.00  |                   |             |               | \$38,039.00  |   |

| Goal # | Action # | Action Title   | Student Group(s)               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)  | Location  | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--------------------------------|---|--|--------------------------------|---|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
|        |          |  |                                |   |  |                                | Charter   |           |                 |                     |             |                   |             |               |             |   |
| 2      | 2.6      | Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action) | Low Income                     | Yes   | LEA-wide                                 | Low Income                     | All Schools<br>Specific Schools: Adelante Charter |           | \$12,830.00     | \$0.00              | \$12,830.00 |                   |             |               | \$12,830.00 |   |
| 3      | 3.1      | EL Monitoring and Support to Reclassification  | English Learners               | Yes   | LEA-wide                                 | English Learners               | All Schools                                       |           | \$12,865.00     | \$0.00              | \$12,865.00 |                   |             |               | \$12,865.00 |   |
| 3      | 3.2      | Professional Learning - Focused on Language Development  | English Learners               | Yes   | LEA-wide                                 | English Learners               | All Schools<br>Specific Schools: Adelante Charter |           | \$0.00          | \$10,829.00         |             |                   |             | \$10,829.00   | \$10,829.00 |   |
| 3      | 3.3      | Access to rigorous core academic content in Spanish and English                                    | English Learners               | Yes   | LEA-wide                                 | English Learners               | All Schools<br>Specific Schools: Adelante Charter |           | \$49,751.00     | \$0.00              | \$49,751.00 |                   |             |               | \$49,751.00 |   |
| 3      | 3.4      | Extended Learning and Enrichment   | English Learners<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools: Adelante Charter |           | \$0.00          | \$65,000.00         | \$65,000.00 |                   |             |               | \$65,000.00 |   |
| 3      | 3.5      | Family Engagement - EBAC input in decision making  | English Learners               | Yes   | Limited to Unduplicated Student Group(s) | English Learners               | All Schools<br>Specific Schools: Adelante Charter |           | \$20,233.00     | \$5,000.00          | \$25,233.00 |                   |             |               | \$25,233.00 |   |
| 3      | 3.6      | Dual Language Immersion Program  | English Learners<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools: Adelante Charter |           |                 |                     |             |                   |             |               |             |   |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$3,136,076                  | \$597,972  | 19.068%   | 0.000%   | 19.068%   | \$603,028.00  | 0.000%   | 19.229 %   | <b>Total:</b>            | \$603,028.00     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$577,795.00     |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$25,233.00      |
|                              |  |   |  |   |   |  |  | <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 Intervention  | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$55,792.00  |   |
| 1    | 1.3      | Language and Literacy Development in Spanish and English            | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$27,518.00  |   |
| 1    | 1.4      | Math and Science  | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$25,400.00  |   |
| 1    | 1.5      | Progress Monitoring and Data Management                             | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$79,291.00  |   |
| 1    | 1.8      | Instructional Materials   | Yes   | LEA-wide | English Learners<br>Low Income |  | \$14,223.00  |   |
| 1    | 1.10     | ELA Support for Homeless students and EL students - Required action | Yes   | LEA-wide | English Learners<br>Low Income |  |  |   |

| 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    | 1.11     | Retain Highly Qualified Educational Staff  | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$20,234.00  |   |
| 2    | 2.1      | Communication and family input   | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$60,233.00  |   |
| 2    | 2.2      | Social-emotional supports  | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$51,000.00  |   |
| 2    | 2.3      | Positive Behavior Supports   | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$50,000.00  |   |
| 2    | 2.4      | Family Education and Access  | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$15,619.00  |   |
| 2    | 2.5      | Improved Attendance  | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$38,039.00  |   |
| 2    | 2.6      | Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action) | Yes   | LEA-wide                                 | Low Income                     | All Schools<br>Specific Schools:<br>Adelante Charter | \$12,830.00  |   |
| 3    | 3.1      | EL Monitoring and Support to Reclassification  | Yes   | LEA-wide                                 | English Learners               | All Schools  | \$12,865.00  |   |
| 3    | 3.2      | Professional Learning - Focused on Language Development  | Yes   | LEA-wide                                 | English Learners               | All Schools<br>Specific Schools:<br>Adelante Charter |  |   |
| 3    | 3.3      | Access to rigorous core academic content in Spanish and English                                    | Yes   | LEA-wide                                 | English Learners               | All Schools<br>Specific Schools:<br>Adelante Charter | \$49,751.00  |   |
| 3    | 3.4      | Extended Learning and Enrichment   | Yes   | LEA-wide                                 | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter | \$65,000.00  |   |
| 3    | 3.5      | Family Engagement - EBAC input in decision making  | Yes   | Limited to Unduplicated Student Group(s) | English Learners               | All Schools<br>Specific Schools:<br>Adelante Charter | \$25,233.00  |   |

| 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    | 3.6      | Dual Language Immersion Program | Yes   | LEA-wide | English Learners<br>Low Income | All Schools<br>Specific Schools:<br>Adelante Charter |  |   |

# 2023-24 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$3,050,410.00                                       | \$3,161,979.00                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1                  | 1.1                  | Most Effective Instruction  | No   | \$1,702,255.00                                 | \$1,896,126                                       |
| 1                  | 1.2                  | Tier II Reading Intervention  | Yes  | \$67,767.00                                    | \$38,117  |
| 1                  | 1.3                  | Literacy in Spanish and English   | Yes  | \$41,383.00                                    | \$52,668  |
| 1                  | 1.4                  | Math and Science  | No   |  |   |
| 1                  | 1.5                  | Progress Monitoring and Data Management   | No<br>Yes                                      | \$69,132.00                                    | \$21,569  |
| 1                  | 1.6                  | EL Monitoring and Support to Reclassification * This Action has been moved to Goal 4 Action 1 | No<br>Yes                                      |  |   |
| 1                  | 1.7                  | Monitoring and Supporting Students with Exceptional Needs                                     | No   | \$437,892.00                                   | \$492,977   |
| 1                  | 1.8                  | Technology  | No   | \$29,421.00                                    | \$9,158   |
| 1                  | 1.9                  | Instructional Materials   | Yes  | \$33,713.00                                    | \$34,848  |



| 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                  | 1.10                 | A Course of Study that Emphasizes Educating the Whole Child  | No   | \$274,946.00                                   | \$224,337   |
| 1                  | 1.11                 | Dual Immersion Program * This Action has been moved to Goal 4 Action 6.  | Yes  |  |   |
| 2                  | 2.1                  | Teachers Appropriately Credentialed and Assigned   | No   |  |   |
| 2                  | 2.2                  | Professional Learning *The actions specific to EL students, i.e.ELD and Spanish Literacy have been moved to Goal 4 Action 2      | Yes  |  |   |
| 2                  | 2.3                  | Standards Based Reporting  | No   | \$18,631.00                                    | \$16,422  |
| 3                  | 3.1                  | Emergent Bilingual Advisory Committee (EBAC)<br>Parent education/ empowerment *<br>This Action has been moved to Goal 4 Action 5 | Yes  |  |   |
| 3                  | 3.2                  | Communication  | Yes  | \$58,631.00                                    | \$55,836  |
| 3                  | 3.3                  | Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus   | Yes  | \$62,521.00                                    | \$53,514  |
| 3                  | 3.4                  | Positive Behavior Supports   | No   | \$59,687.00                                    | \$53,514  |
| 3                  | 3.5                  | Family Education and Access  | Yes  | \$28,631.00                                    | \$18,323  |
| 3                  | 3.6                  | Attendance   | No   | \$33,195.00                                    | \$28,709  |
| 4                  | 4.1                  | EL Monitoring and Support to Reclassification (Action moved from   | Yes  | \$22,391.00                                    | \$32,824  |

| 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) |
|--------------------|----------------------|--|--|--|---|
|                    |                      | Goal 1 Action 6 - language is the same)  |  |  |   |
| 4                  | 4.2                  | Professional Learning (Some actions also included in Goal 2 Action 2 - actions here are specific to EL students) | Yes  | \$7,832.00                                     | \$10,829  |
| 4                  | 4.3                  | Access to rigorous core academic content in Spanish and English  | Yes  | \$48,751.00                                    | \$89,364  |
| 4                  | 4.4                  | Extended Learning and Enrichment   | Yes  |  |   |
| 4                  | 4.5                  | Family Engagement - EBAC (Previously in Goal 3 Action 1 Moved to Goal 4 same language.)                          | Yes  | \$53,631.00                                    | \$32,844  |
| 4                  | 4.6                  | Dual Language Immersion Program - (Moved from Goal 1 Action 11 all language remained the same)                   | No<br>Yes                                      |  |   |

# 2023-24 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) |
|--|---|---|--|--|--|--|
| \$468,787.00   | \$468,787.00  | \$475,563.00  | (\$6,776.00)   | 10.000%  | 0.000%   | -10.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1                  | 1.2                  | Tier II Reading Intervention  | Yes   | \$67,767.00  | \$38,117  |   |   |
| 1                  | 1.3                  | Literacy in Spanish and English   | Yes   | \$41,383.00  | \$52,668  |   |   |
| 1                  | 1.5                  | Progress Monitoring and Data Management   | Yes   | \$69,132.00  | \$21,569  |   |   |
| 1                  | 1.6                  | EL Monitoring and Support to Reclassification * This Action has been moved to Goal 4 Action 1                               | Yes   |  |   |   |   |
| 1                  | 1.9                  | Instructional Materials   | Yes   | \$33,713.00  | \$34,484  |   |   |
| 1                  | 1.11                 | Dual Immersion Program * This Action has been moved to Goal 4 Action 6.   | Yes   |  |   |   |   |
| 2                  | 2.2                  | Professional Learning *The actions specific to EL students, i.e.ELD and Spanish Literacy have been moved to Goal 4 Action 2 | Yes   |  |   |   |   |
| 3                  | 3.1                  | Emergent Bilingual Advisory Committee (EBAC) Parent education/ empowerment * This Action has been moved to Goal 4 Action 5  | Yes   |  |   |   |   |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3                  | 3.2                  | Communication  | Yes   | \$58,631.00  | \$55,836  |   |   |
| 3                  | 3.3                  | Social-Emotional Learning and Creating an Non-biased/Anti-Racist Focus   | Yes   | \$62,521.00  | \$53,514  |   |   |
| 3                  | 3.5                  | Family Education and Access  | Yes   | \$10,867.00  | \$53,514  |   |   |
| 4                  | 4.1                  | EL Monitoring and Support to Reclassification (Action moved from Goal 1 Action 6 - language is the same)         | Yes   | \$22,391.00  | \$32,824  |   |   |
| 4                  | 4.2                  | Professional Learning (Some actions also included in Goal 2 Action 2 - actions here are specific to EL students) | Yes   |  | \$10,829  |   |   |
| 4                  | 4.3                  | Access to rigorous core academic content in Spanish and English  | Yes   | \$48,751.00  | \$89,364  |   |   |
| 4                  | 4.4                  | Extended Learning and Enrichment   | Yes   |  |   |   |   |
| 4                  | 4.5                  | Family Engagement - EBAC (Previously in Goal 3 Action 1 Moved to Goal 4 same language.)                          | Yes   | \$53,631.00  | \$32,844  |   |   |
| 4                  | 4.6                  | Dual Language Immersion Program - (Moved from Goal 1 Action 11 all language remained the same)                   | Yes   |  |   |   |   |

# 2023-24 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) |
|---|---|--|---|--|---|--|--|---|
|   | \$468,787.00  |  | 0.000%  | \$475,563.00   | 0.000%  | 0.000%   | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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



- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

| Metric #  |
|---|
| <ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>  |
| Metric  |
| <ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul> |
| Baseline  |
| <ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>  |

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

**Action #**

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

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

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

### **Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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



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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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