

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	Graciela Rodriguez/Holly Gil Administrator/ Business Operations	ghrodriguez@sbunified.org (805)966-7392 (805)680-4595

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Actively engage all students in purposeful bilingual STEAM subject learning that appropriately challenges and supports each student to reach her/his full intellectual, creative and social potential.

LCFF Priority 1: Basic Services (Conditions of Learning)

LCFF Priority 2: Implementation of State Standards (Conditions of Learning)

LCFF Priority 4: Student Achievement (Pupil Outcomes)

LCFF Priority 7: Course Access (Conditions of Learning)

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

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Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>All teachers are supported through coaching either to become teacher leaders (mentors) or coached as mentees. Teachers will receive ongoing instructional coaching throughout the year. Additionally, grade level teams will meet for a 1/2 day once a month facilitated by an instructional leader to review student work, plan and make instructional decisions.</p>	<p>Teachers did receive coaching and support throughout the year. This plan of providing a 1/2 day released for planning at a grade level facilitated by an instructional coach was put in place at the beginning of the year. There were difficulties securing substitute teachers at times, but each grade level was able to do this at least once before the pandemic put everything on pause. This was a highly effective practice and needs to be continued with the guarantee that there will be substitute teachers for coverage of classes.</p>
<p>All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.</p>	<p>All classrooms do have CCSS and NGSS-aligned instructional materials. Science is taught consistently across grade levels and this was maintained even during remote learning. There is still variability across classrooms as to how much literacy is included in the science instruction. This is a continued area of focus as well as an area where there has been significant growth. Teachers are using science to leverage reading, writing, sensemaking discussions, and cross-language connections.</p>

Expected	Actual
<p>Limited facilities continues to be the community’s biggest concern. Adelante has reached an agreement with SBUSD to expand our facilities. We will be acquiring much of the preschool space that is currently adjacent to our campus. This will allow for more green space as well as additional classrooms and meeting rooms for Special Ed. The Adelante community is grateful to see these changes. The process will take place over three years but we will at least gain office space for SPED as soon as next year.</p>	<p>This has been our biggest constraint. Facilities continue to be an equity issue for Adelante. The pandemic has only exacerbated the situation with the need for social distancing. Even with 3 teachers still teaching remotely, we do not have the space we need to function properly. Our principal does not even have an office. Green space is also very limited. We are committed to keeping our breakfast and lunch outside to reduce the risk of COVID-19 transmission. Outdoor learning space, eating areas, and recess space are sharing one limited area. The pandemic has changed the timeline for transition into the adjacent preschool building and different solutions need to be identified. The Adelante Board of Directors has reached out to the SB Unified superintendent to negotiate more space for the 21-22 school year. The lack of space has impacted our ability to open classrooms at all grades to 5 full days of instruction.</p>
<p>Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development. Additionally, each grade level will receive a 1/2 day each month facilitated by an instructional leader to review student work, reflect on teaching practices and plan for the coming month.</p>	<p>Job-embedded professional learning did take place throughout the fall. Limited access to 1/2 day planning due to constraints with securing substitute teachers. In February much of the professional learning for teachers turned into a response to the need for distance learning. Teachers needed to learn new platforms, teach their students and families, completely adjust their way of teaching.</p>
<p>Weekly plans will continue to be submitted consistently for each grade level. Weekly plans will represent common expectations school wide about the integration of science, language and literacy and highlight areas for developing metalinguistic awareness.</p>	<p>Weekly plans have continued to be submitted, even during distance learning. Plans during distance learning also identified synchronous and asynchronous instructional minutes.</p>
<p>Every classroom was outfitted with the necessary resources to implement CCSS and NGSS - facilities expansion with SBUSD will only affect K-1st, Art and Music in terms of a change in facilities.</p>	<p>CCSS and NGSS resources are provided for every classroom. Facilities changes are still a need as noted above.</p>

Expected	Actual
<p>Adelante began the “18-’19 school year with our own SELPA, bilingual services and providers for our students with different abilities. This greatly improved the conditions for students and allow for more collaboration between the SPED teacher and the classroom teacher. Adelante's SPED program will continue next year with a full time school psychologist.</p>	<p>Adelante's Special Education program continues to develop and there is improved collaboration between the SpEd teacher and classroom teachers. Adelante was able to hire a full-time school psychologist but due to family reasons, he left Adelante for a position closer to home. We were able to hire a new bilingual school psychologist and continue the good work.</p>
<p>Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math (cohort data) and Science with the new CAST as well as a decrease in the percentage of students scoring below standard in each area. Explore the use of portfolio/ writing assessments in Spanish</p>	<p>Due to a pause in state standardized testing there are no scores to report/compare.</p>
<p>Consistent outdoor and out-of-school STEM experiences aligned to classroom learning K-6.</p>	<p>This happened as planned until the pandemic forced everyone into distance learning. Even during distance learning, teachers tried to encourage students to get outdoors as much as possible following CDC guidelines.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students will continue to learn NGSS-aligned science through use of the FOSS curriculum K-6 and GEMS 6th grade (following the NGSS integrated model 6-8). Consumables will be replenished. Teachers will continue to be supported by a science coach through lesson study, instructional coaching, and analysis of student work. Continued focus on supporting higher order thinking in the classroom. Consistent use of Harvard Project Zero Thinking Routines and the language of thinking as a way to support students to be powerful thinkers and learners. Science Leadership Team will continue to meet with consultants from UC Berkeley's Lawrence Hall of Science and support staff in meeting the science vision. Support will focus on NGSS science and engineering practices and equity. Specifically, a</p>	<p>\$1,300,298 LCFF \$325,074 S&C LCFF \$1,300,298 Supplemental Concentration \$325,074 1100- Salaries 3000- Benefits</p>	<p>1100-Salaries \$1,369,729 3101- Benefits \$396,568 Most of this happened as planned until the time was disrupted by the pandemic. There was limited lesson study in only a few grades due to a lack of substitute teachers. Adelante's Math and</p>

focus on sense-making discussions, building on the ideas of others and arguing from evidence. Teacher leaders will continue to engage in learning rounds to better understand the science program K-6 and support their colleagues. Local partnerships and field trips will continue.

Science Leadership Team was able to meet with UC Berkeley's Lawrence Hall of Science consultants once during the school year. Plans to re-convene the group are in place for next year. A focus on supporting higher-order, critical thinking remains a focus in all classrooms. Thinking Routines are used regularly and were adapted to be used in distance learning with Google Slides, Jamboard, Seesaw, etc. The Adelante community looks forward to planning field trips and continuing partnerships as safety guidelines change and restrictions are lifted.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All students are using technology throughout the day. Consistent use of online platforms include DreamBox Math for math, NewsELA and RAZ Kids for literacy and FOSSweb for science. 3rd - 6th grade use both Chromebooks and MacBooks depending on the classroom. The Technology Leadership Team will share resources with the rest of the staff throughout the year. The team will meet quarterly to identify technology needs and develop a plan to support teachers to use technology in more robust and meaningful ways.</p>	<p>\$17,500 LCFF Books and Supplies-4302</p>	<p>4100-Textbooks-\$13,666.94 All students did use these platforms regularly which was incredibly helpful as we transitioned to remote learning. The Technology Leadership Team essentially became a group that had to quickly adapt and respond to the need to get devices and reliable internet to all of our Adelante families who did not have that. This group put an incredible amount of effort into making sure students had what they needed. Adelante was not a 1:1 device school before the pandemic so we had to quickly distribute and purchase devices for students.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ENGINEERING- Teachers will be supported to incorporate engineering design in the science curriculum beyond what is embedded in the FOSS Next Gen modules in 3rd - 6th grade. Teachers will continue professional learning on the engineering design process and will share learning across grade levels Purchase necessary instructional materials for engineering. K-2 will use engineering design during English time to support the ELD standards for integrated and designated ELD. Productive academic discourse and constructive conversations continue to be a school wide focus and engineering is an area where this is easily put into practice as students work together to solve problems. Teachers will also receive training in Design Thinking and learn ways to incorporate it into other curricular areas.</p>	<p>\$45,500 LCFF Books and Supplies Textbooks-4100-\$20,000 Books and Other References- 4200- \$7,500 School Supplies- 4302-\$18,000</p>	<p>4200- Books and Other Reference Materials-\$5,904.28 4302-School Supplies -\$22,481.87 This happened as planned through February. K-2nd grade used engineering lessons during their literacy-based ELD time. Materials were purchased (Engineering is Elementary units) and teachers began using them. Much of this work was halted due to the pandemic but will continue in summer plans and into next year.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ART- Continue to provide students with a visual and performing arts program K-6. An Art Instructional Assistant will support the students and art teacher with weekly K-6 art classes. Music teacher will provide weekly K-6 music classes where all students learn to sing and grades 3-6 learn to play an instrument. Additionally, students will have the opportunity to audition for chorus and musical theater. All students will participate in weekly K-6 dance instruction with additional opportunities to participate in after school dance as well. Students will perform throughout the school year at school events. The programs will reflect the mission of the school, the culture of the community and include those projects that are school traditions. Students will showcase their artwork at the annual art show and music and dance will culminate in the Performing Arts Showcase in May. Necessary materials and supplies will be purchased.</p>	<p>\$45,000 - Outside Grant Classified Support</p>	<p>#2200,-Support Salaries -\$47,073 #3202-Benefits \$4,303 Instruction happened as planned. Unfortunately due to the pandemic the Art Show had to be transitioned to an online event as well as the Performing Arts Showcase. The Art assistant position was cut since students were no longer receiving in-person instruction. Art, music and dance instruction continued even remotely and the teachers worked to create joyful experiences to highlight self-expression and creativity. The experiences were nothing in comparison to the live events and the Adelante community looks forward to being able to host these events again in the future.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>MATHEMATICS- Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning Math, by providing opportunities to engage with mentor teachers and receive professional learning through UCSB's summer institute. Teachers will participate in a book club to further their understanding of the importance of mindsets -Mathematical Mindsets by Jo Boaler. The Math Leadership Team will engage in a cycle of inquiry around common mathematical practices in the school and offer support to teachers at their respective grade bands with both pedagogical and content related support. Math Leadership Team will be released for peer observation and feedback focused on the Mathematical Practices and will engage in Instructional Rounds. They will meet monthly on early release Thursdays. Additionally teachers will be supported to use student data generated in DreamBox Math to support instruction and monitor student growth.</p>	<p>LCFF- 1,300,298.46 - Repeated Expenditure- Goal 1 Action 1 LCFF- 325,074.62- Repeated Expenditure- Goal 1 Action 1 LCFF- \$1,300,298 S&C- \$325,074 1100- Salaries 3000-Benefits</p>	<p>1100-Salaries \$1,369,729 3000-3101-Benefits \$396,568 Teachers did attend UCSBs summer institute in 2019 but it was canceled in 2020 due to the pandemic. Members of the Math Leadership Team shared key learnings with the staff in the fall of 2019 and new strategies for engaging students in higher-order thinking around mathematical ideas. Math Leadership Team met and began working on an action plan. The Math Leadership Team joined the work of the Science Leadership Team and the entire group was able to work with consultants from UC Berkeley's Lawrence Hall of Science. Dreambox continues to be used to support math instruction and monitor growth.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Literacy and Language: Teachers will be supported to refine their teaching of literacy through the workshop model in writing, guided reading and interactive read alouds. PD will focus on developing metalinguistic awareness for students in order to build on the linguistic assets students have in each language through the use of Bridging at the end of instructional units and EI Dictado. All teachers will continue using formative assessments in reading -EDL/DRA three times per year and share learning across grade bands as well as begin calibration of scoring student writing in both Spanish and English and use this in analysis of biliteracy development. Support for struggling readers will continue through the tiered intervention system. Teachers will work in grade level teams to identify read alouds and guided reading texts that support Adelante's commitment to equity and social justice using the standards for social justice developed by Teaching Tolerance.</p>	<p>\$1,300,298- Repeated Expenditure- Goal / Action 1 \$325,074- Repeated Expenditure- Goal 1/ Action 1 \$90286- Instructional Salaries \$34975- Instructional Benefits \$18057- Instructional Salaries \$6995- Instructional Benefits \$40,000- Professional Development LCFF \$1,300,298- Repeated Expenditure S&C-\$325,074- Repeated Expenditure \$90,286 LCFF 18,057 S&C 34975 LCFF 6995 S&C Professional Development Total \$40,000 LCFF \$31,311 Title II \$8,869 Salaries 1100 Instructional Salaries 2100 Benefits 3000 Professional Development -5804</p>	<p>Much of this work was started and will continue into the 21-22 LCAP Expenditures 1100- Salaries-\$1,369,729 3000- 3101-Benefits \$396,568---- - #2100 Instructional Salaries \$86,481 3202- Benefits \$7,928 #5804- Professional Development \$25,059.98</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds that were not used for the budgeted expenditures were shifted to support teachers and students with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Adelante started the year with a lot of good work in terms of biliteracy development. Teacher professional learning and dedicated time to learn and plan together has been a challenge to coordinate but significant steps were taken to make this happen. Dual language teachers need to work much harder than teachers in an English-only program and they need additional time for coaching and planning. Due to school closures in March 2020 as a result of the COVID-19 pandemic, followed by distance learning for the remainder of the year, many of the actions and services were severely impacted and much of the progress we were making was halted. All efforts had to be focused on moving everything online and supporting students to engage in distance learning, maintain fidelity to our dual language immersion model and support the social, emotional, and academic needs of students. CAASPP assessments were not administered during this time.

Goal 2

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.

LCFF Priority 3: Parent Involvement (Engagement)

LCFF Priority 5: Student Engagement (Engagement)

LCFF Priority 6: School Climate (Engagement)

State and/or Local Priorities addressed by this goal:

State Priorities: 3

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Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Build on the parent leadership developed through PIDA as well as PTSO. Continue to offer parent education/empowerment classes. Padres Adelante will return with Sal Guereña as facilitator. Special attention will be devoted to parenting in the digital age, understanding the US educational system and pathways to college. This group will be provided opportunities for leadership and giving input in school decision making. PTSO will continue with parent leadership and fundraising efforts. New officers have been elected and this group continues to provide support and leadership to the school community. PIDA also continues to be a source of parent leadership and shared decision making.</p>	<p>The parent education classes did not take place as planned. PTSO and parent leadership did continue throughout the year and these parents worked closely with school staff to improve systems for morning drop off and afternoon pick up at school, they started a weekly farmer's market for our families on campus and continued fundraising efforts, the largest being the Día de los Muertos event. When the pandemic came all of this was halted.</p>
<p>Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication like monthly newsletters. Lead Parents for each classroom also assist in clear and consistent messaging to families. Next year there will be quarterly parent gatherings to support the entire Adelante community as they seek to support their children in their educational journey.</p>	<p>All of this started as planned -Parent Square continues to be Adelante's primary means of communication with families. Organized quarterly meetings focused on supporting families did not occur. When everything transitioned online Parent square, phone calls, texts became the primary modes of communication. As stated earlier, communication was strengthened with families through distance learning.</p>

Expected	Actual
<p>Parent involvement is a signature strength of the school There are numerous opportunities for participation. Although the participation rate is high, there has always been a small group of parents who put in the largest amount of work. This is improving but it is also important that we attend to who that group of parents represent. As a community focused on social justice it is imperative that we have a diverse group of parent voices represented in leadership - representative of our school population.</p>	<p>Parent involvement was strong in the fall of 2019 and the PTSO organized a number of fundraising and community events with great success. Our Dia de Los Muertos event brought the greater Santa Barbara community together and raised funds for the school. Once the pandemic forced us into remote learning parent involvement essentially stopped and families needed to focus on supporting their children at home. Now that we have returned to in-person classes we are seeing a greater need to include and empower a diverse group of parents to lead. The leadership that has emerged from the pandemic is not representative of the student population.</p>
<p>An additional increase of 1% in school attendance rate and on time arrivals.</p>	<p>No data reported Attendance was being closely monitored before the pandemic and new systems had been put into place to address some of the chronic absenteeism we had experienced the year before. Before and after school meetings were set up with families and the director and teacher. Attendance was not recorded after March 2020.</p>
<p>An additional 1% decrease in chronic absenteeism</p>	<p>No data reported See outcome above</p>
<p>Tribes Learning Communities used daily in every classroom as well as the Restorative Approaches to discipline model adopted this year. Support staff also be trained in Tribes methodology and Restorative Approaches.</p>	<p>Tribes Learning Communities activities are used in every classroom and these have been instrumental in developing community and addressing social and emotional learning. As classes transitioned to distance learning the teachers maintained this focus on social-emotional learning and adapted many of the Tribes activities to be done in a virtual setting. More professional learning needs to take place for Restorative Approaches to take root in our school. There was some professional learning, but after receiving feedback from staff, the professional learning was not sufficient for developing a schoolwide plan. A plan was created, but there was a lack of coherence and agreement as to how discipline issues should be handled other than by the teacher.</p>

Expected	Actual
<p>Continued focus on uncovering and pushing student thinking. This year will be a focus on sense making discussions and building on the ideas of others across the curriculum. Language of thinking used consistently.</p>	<p>Happened as planned and will continue this work. Teachers were focused on developing oracy through sensemaking discussions, particularly in science and math. There was evidence of incredible thinking on the part of the students and they were challenging ideas and building on the ideas of others. This became one of the most challenging things to recreate on zoom. This will be an area of focus once again as we know that oracy is essential to language development and critical thinking.</p>
<p>Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.</p>	<p>CHKS administered just before the pandemic School connectedness increased by 3% as reported in the CHKS from 79%-82% 84% of 5th graders reported feeling safe at school as reported in CHKS this was a decrease of 3%. While still above the state average, this is an area we want to improve.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Meetings will be scheduled monthly to continue to support parents of English Learners with information about how they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the ELPAC, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be. Additionally, a financial literacy class will be offered to parents of 6th grade students who receive financial literacy training in their classroom.</p>	<p>\$5,000 - Goal 1/ Action 1 LCFF S&C- #2400- Clerical Technical-</p>	<p>Did not happen - only informal meetings - this had been planned for spring</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and the school newsletter. The Parent Coordinator will be part of the PTSO. PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.</p>	<p>\$18,000 LCFF Books and Supplies 4310</p>	<p>\$ (Parent Coordinator salary) As planned although PTSO stopped meeting after the pandemic but the Parent Coordinator worked tirelessly to support families after that.</p>
<p>We aim to establish a culture that clearly communicates that attending school everyday matters - every absence will bring a response and data will be tracked at the office and teacher level. Parents and students will be will be informed of the attendance policy and tardy policy via the Parent/Student handbook and classroom presentations. The handbook will be posted on the website, on Parent Square and hard copies will be available for parents in the office and at the annual registration day. Parents of students with attendance issues will meet with the principal and receive attendance reports and information about the importance of good attendance. Families needing additional support will be directed to our new Mental Health provider.</p>	<p>\$18,000- Repeated Expenditure LCFF- Repeated Expenditure Books and Supplies Office Expense- #4310</p>	<p>#4310 Office Expense \$22,224 As planned until the pandemic</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The entire Adelante staff (classified and certificated) will continue their training on Restorative Approaches and the newly developed system for supporting student behavior. Tribes Learning Communities continues to be at the core for addressing social emotional learning and creating a positive school climate. The newly developed tiered system of support establishes more consistent use of restorative practices when conflict arises. Support staff will also be trained in Restorative Approaches.</p>	<p>\$40000 - Repeated Expenditure- LCFF \$31,311- Repeated Expenditure Title II \$8869- Repeated Expenditure Professional Development # 5804</p>	<p>Title II \$10,684 Repeat #5804- Professional Development \$25,060 Still need training in MTSS and Restorative Approaches. School Psychologist helped to put this in place and then left so we have been doing a lot of starting over with this and it was very difficult to do this through distance learning.</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While some of the professional learning and EL family workshops were not possible during the spring, teachers were supported by an instructional coach with curated curriculum and support for distance learning in a dual language model. Families were supported with information about health and safety, access to food, financial support and mental health support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identifying chronic absenteeism early on and intervening with the families to get to the root causes of absences or tardies proved helpful, but this was disrupted by the pandemic. There were many challenges in implementing the actions to achieve this goal. Initially, the professional learning for Restorative Approaches was not what we had expected and it left us with more confusion about the discipline policy. Also, the plans to establish clear Multi-tiered systems of support did not materialize because there was a turnover in staff and the pandemic caused everything to be put on hold and we were able to reevaluate and determine what was really needed.

Goal 3

Goal 3: Assure that every student experiences high-quality bilingual teaching, rigorous culturally responsive curriculum and continuous linguistic development K-6 monitored by multiple measures resulting in proficient bilinguals (demonstrating high levels of proficiency in both L1 and L2) and EL Reclassification by 6th grade.

LCFF Priority 4: Student Achievement (Pupil Outcomes)

LCFF Priority 5: Student Engagement (Engagement)

LCFF Priority 7: Course Access (Conditions of Learning)

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

State and/or Local Priorities addressed by this goal:

State Priorities:

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Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>Teachers will build on their understanding of GLAD strategies and facilitating sense making discussions -focusing particular attention on structures for collaborative academic conversations.</p>	<p>There was a clear focus on sensemaking discussions and GLAD strategies in all classrooms with a lot of success. This was evidenced not only in science, but it was becoming a regular part of classroom instruction. When the transition to distance learning happened, this was one of the biggest challenges for teachers. It is difficult to have engaging sensemaking discussions via zoom. Teachers worked very hard to try to create these opportunities in a virtual space but it was not the same as being in person. With the return to in-person learning, there is more of this happening in classrooms although the masks and socially distant individual desks add an additional challenge for this pedagogy.</p>
<p>Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals. Teacher leaders begin discussing new research in translanguaging.</p>	<p>This has started, but still not consistent use in all classes. There is additional learning that teachers need in order to understand the benefits of developing metalinguistic awareness and cross-language transfer. There has been a paradigm shift in biliteracy development and teachers need more support in order to implement this effectively and to understand the framework for biliteracy development.</p>
<p>Continue to support and empower parents through education and leadership development through Padres Adelante and PIDA and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes</p>	<p>This did not happen as planned. While there were periodic meetings for Spanish-speaking families led by the director, there was not a formal partnership with Padres Unidos to host a Padres Adelante group. The PIDA leadership has continued from previous groups. A new parent group was not established.</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>Assessments were not conducted after the winter marking period which took place right before the pandemic.</p>

Expected	Actual
Continued growth of all EL students in their trajectory of English language proficiency. Reclassification expected by 6th grade.	Adelante started tracking the biliteracy trajectories of all students following the research of Dr. Kathy Escamilla using the DRA/EDL scores of students and mapping those onto the research-based projected outcomes. What we are seeing is that our students are in fact on track to be biliterate. Even those students who may be reading below grade level in one language fall within the biliteracy reading target zone in the other language. Adelante's English Learner Progress indicator on the CA Dashboard was high as we would expect as EL students are developing a strong foundation in Spanish which then transfers to English.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Now that all teachers have been trained in GLAD they will be supported through coaching to implement the strategies in meaningful ways. Provide necessary supplies to implement the GLAD strategies. Continue to support a differentiated approach to professional learning through online courses and book clubs for teachers who want to extend their learning. Language Assessment Team will analyze biliteracy trajectories of students and work with teachers to identify areas of support so they can better support struggling readers. Continue the reading intervention program and additional reading support in the primary grades. Progress monitoring of language and literacy assessments.	\$40,000- Repeated Expenditure LCFF- Repeated Expenditure Title II- Repeated Expenditure Professional Development #5804	Repeat Expenditure #5804-Professional Development \$25,060 As planned and will continue

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to build on the work started around the contrastive analysis of languages and the use of Bridging. Use knowledge of language to look at student discourse and writing to determine the linguistic strengths in each language that can be leveraged to support transfer across languages. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms. Formalize time for Bridging at the end of curricular units and incorporate the use of El Dictado.</p>	<p>\$1,300,298- Repeated Expenditure \$325,074 LCFF S&C 1100 Certificated Salaries 3000 Benefits</p>	<p>Repeated Expenditure #1100- Salaries \$1,369,729 #3101- Benefits \$396,568 As planned and will continue</p>
<p>Adelante will provide parent education to parents of English learners around the topics of Title III, reclassification, ELPAC, and ELD within a dual language model. Additionally, there will be education about CAASPP, the Adelante LCAP and navigating the US educational system and pathways to college. This will be supported by Padres Adelante. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status.</p>	<p>\$20000 Title III- \$14,263 LCFF- \$ 5,737 Educational Consultants #5106</p>	<p>#5106- Educational Consultants \$0 Communication was provided to parents and informal meetings for Spanish-speaking families were led by the director. There was no formal partnership with Padres Adelante as stated above.</p>
<p>Conduct an assessment of services for English learners and request that outside experts in the field conduct or review an annual audit of the dual language program, presenting the findings and information to the staff and Board of Directors.</p>	<p>\$34,000 LCFF General Consulting \$34,000</p>	<p>#5805- General Consulting \$0 No outside experts</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions/services that were not implemented went to support students and families to gain access to reliable internet, devices and online platforms to support continuous learning. Many of our families did not have this and encountered many barriers at first.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While much of this work was started in the 19-20 school year, there is still much to be done in the area of biliteracy development and the teachers' understanding of how students leverage strengths in one language to learn another as well as how to better support cross-language transfer. Our students are linguistic geniuses, most are simultaneous bilinguals meaning they have been learning Spanish and English side by side since they were very small. Students are using their entire bilingual brain all the time and we want to support that better. A challenge is that there is still so much learning that needs to be done. Due to the pandemic, many of the conferences moved online in a virtual setting or were canceled altogether. This wasn't ideal for collaborative learning for the teachers. While we have found success working and learning together, we look forward to opportunities in the coming year to learn together.

Goal 4

Goal 4:

Ensure all students experience not only being cared for but also caring for others while developing a love for humanity and the natural world with the capacity to understand and care about humans' relationship to all life on earth.

LCFF Priority 5: Student Engagement (Engagement)

LCFF Priority 6: School Climate (Engagement)

State and/or Local Priorities addressed by this goal:

State Priorities:

5

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase school connectedness by 2%	82% of 5th graders reported feeling connected to their school all of the time or most of the time CHKS this was an increase of 3% from 79% in 2018-19 It is worth noting that 100% of 5th grade students report that the school teaches students to care about each other and treat each other with respect all of the time or most of the time.
Develop a multi-year plan for service learning projects across grades that are tied to the Core Values of Cesar Chavez.	A school-wide plan was not developed. Certain classes began implementing projects focused on the Core Values of Cesar Chavez, but a coherent plan still needs to be developed.
Develop a plan for more intentional use of the Little Buddy system with cross-grade mentoring and learning experiences that include shared field trips and technology learning.	This work began in certain grade levels and was disrupted by the pandemic. This is still an area we want to focus on.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Service learning projects planned across grade levels tied to the Core Values of Cesar Chavez.	\$35,000 LCFF Special Activities \$35,000	#5806- Special Activities \$25,177
More intentional and coordinated use of Big Buddy/Little Buddy time. Older students mentor younger students in learning experiences. ie. learning new technology, science content, etc. Teachers plan together to create these experiences throughout the year.	No Cost N/A N/A	No cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Students and families were supported with supplies for distance learning and regular materials pick up scheduled with the teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes - students indicate an increased connection to the school community. A challenge is that this data was reported right before the pandemic and we found that maintaining the same level of connection in a virtual space has been difficult to do.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE for staff and students to use when on campus Hand washing stations, increased supplies: soap, hand sanitizer, bleach wipes Plexiglass partitions and thermometers Signage: Posters, floor markings, communication Individual supplies for students to avoid sharing Storage - extra furniture and supplies	\$23,200.00	\$23,200.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

no substantive differences

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Adelante's decision to return to in-person instruction was dictated by California's Tiered system. Once Santa Barbara moved into the Purple "widespread transmission" tier on November 16th we had to wait for case rates to fall before transitioning to a hybrid model. The Leadership Team had been planning since the summer for hybrid instruction following the CDC guidelines of 6ft. of social distance between students. We surveyed families and staff multiple times throughout the fall and winter to better understand their perceptions about returning to school as well as their concerns regarding safety. Once it became clear in February that cases were falling and Santa Barbara would be moving closer to the Red Tier we surveyed families about their choice to return in a hybrid model (2 days a week in-person) or remain in distance learning. Based on these results we identified three teachers to continue with distance learning and separated the remaining students into two cohorts (A/B) to prepare for a return to campus. This caused disruption in a few of the classes as students had to change teachers mid-year or be moved into combination classes. The Adelante Board made the bold decision to allow time for all teachers to be vaccinated prior to returning to in-person instruction. This was different from SB Unified but prioritized the health and safety of staff. All staff was given the opportunity to get vaccinated prior to returning after Spring Break. Classes returned in a staggered start with Kinder and 6th grade starting on Monday, March 29th, 1st and 2nd on April 1st and the remaining grades returning Monday April 5th. There were many challenges associated with the reopening. One is that teachers worked through much of their Spring Break preparing for students to return to campus. Remote and hybrid teaching require different planning and schedules which require time for planning. Our largest constraint had been space. We have very limited green space for outdoor learning and for eating/recess. This has become an even greater challenge now that we are returning students to 5 days a week of instruction. We have purchased new furniture to allow for social distancing (3 ft) between students. The majority of our furniture was designed to accommodate collaborative shared workspaces with large tables. Our biggest priority has been the safety of the children and staff. Many of our families have suffered greatly this year because of COVID-19 and we want to do everything possible to ensure that there is no transmission of the virus on campus. Because of the space constraints, staffing needs and furniture being on back order we had to hold off on bringing 3rd, 4th and 5th grades back to campus 5 days a week. This has been unfortunate since the other grades were able to return. We are planning for all grades to be on campus 5 days a week next fall. There are significant challenges related to space that we are currently working to solve for next year.

Successes - even with all the challenges we have faced in returning students to in-person learning, there have also been many successes. Approximately 75% of our students decided to return to in-person learning. Having students back on campus has reinvigorated the teachers and staff. As mentioned in the Board meeting, joy and the soul of the school returned. We have worked very hard to design learning

experiences that address the whole child. Parents and students have been very happy with the quality of instruction. Our attention to the social and emotional needs of students along with the academic needs has helped students transition back to campus. The relationships that were established online have continued and strengthened with the return to campus. Now that the majority of the students are taught in person we have a better idea of what they are able to do and can adjust instruction to better meet each child's needs. So much of the success of our dual language program is dependent on peer-to-peer interactions and classroom discussions. This was difficult to replicate on Zoom. We are seeing growth in language development in a short time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices - iPads, Chromebooks Hotspots	\$154,400.00	\$154,400.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

no substantive differences

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Adelante took the responsibility of implementing high-quality distance learning experiences very seriously. Collaboration with other Dual Language programs in the state helped the Leadership and Academic Design Teams make important decisions about instruction and allocation of minutes in Spanish and English. One of our biggest challenges early on was to provide access to all students. This included not only purchasing devices since Adelante was not previously a 1:1 device school. but also securing hotspots or reduced internet costs for families who did not already have internet access. Internet access was a huge barrier for many. We found that providing hotspots (which were very

expensive) was not enough as many of the carriers did not work in the locations where our students live. The signal was so weak that students were continually being dropped from Zoom sessions or they couldn't run the online platforms our teachers were using. We tried to support families as much as possible to gain access to Cox internet service, but there were many equity issues with that. The reduced price internet plan was very slow and also dropped students or we have many families that share an apartment or home with other families and Cox would not allow another line in the same dwelling even though our families were unable to access the existing internet. In response, we provided learning pods to students who either had poor internet access or needed additional structure and support. The need for this level of support grew and we were able to add a total of three pods to serve up to 42 students. Teachers identified students who were having difficulty engaging and families also reached out for support. The Learning Pods were also a great way to better support some of our students with disabilities.

Designing engaging learning experiences that continued to address the whole child was a priority. Teachers used both synchronous and asynchronous teaching. Dance, Music, Art and PE were maintained and looking back, we can see that including the specialist teachers throughout the regular school day was a strength. Many districts left this to asynchronous videos, but we prioritized the time with students in live zoom sessions. Teachers worked collaboratively to prioritize standards for instruction and maintain a commitment to dual language instruction. In meeting with other dual language programs in the state we found that many were compromising their commitment to maintaining high-quality Spanish instruction and replacing it with English. This was never an option for our school. Where other dual language programs saw students leave the program to enter English-only programs this was not our experience. This was not easy as so much of our educational program relies on student-to-student interaction - using language and learning together. We know that biliteracy is the pathway to academic equity and a strong foundation in Spanish is the path to English proficiency for Emergent Bilingual students. Teachers worked tirelessly to support their students and families and prioritized relationships knowing that learning is social, emotional and academic. Our staff share that they have closer relationships with families now after this year. Teachers realize the privilege of being invited into the homes of their students through Zoom.

There were definitely missed opportunities for learning - particularly for those in K-2 as they were learning to read through a computer screen, some of our most vulnerable students really struggled to concentrate when looking at a screen. These are also many of the families most adversely affected by COVID-19. They had higher infection rates, hospitalization rates, and some families experienced deep grief with the loss of loved ones. Food and housing insecurity has been another issue these families are dealing with. Many of our undocumented families have been suffering the most due to loss of employment, no access to unemployment benefits or rental assistance, and an overall lack of support in Santa Barbara to care for these families. It was difficult for these children to engage in online learning when their families were struggling to address basic needs. In-person learning works best for most children so we are grateful that we have been able to return most of our students to campus now. We are planning a comprehensive, multi-year response to accelerate learning to create positive outcomes despite interruption of learning.

Teachers continued to monitor progress in all subject areas. After an initial reading assessment at the beginning of the year, it was clear that many students, particularly those in 1st-4th grades had decreased in their reading levels since the last assessment in the spring of 2020. Teachers have worked with small groups to support literacy and our reading Intervention team continued to meet regularly with students in need of additional support. By the winter benchmark assessment window, most students had improved in their reading to levels at least where they left off the previous spring. Early literacy instruction has been the most difficult through distance learning. Now that most students are

back on campus we are seeing greater improvement. This was a big factor in deciding to bring K, 1st and 2nd back to campus full time. Math has been challenging as well but we were able to monitor growth through our online platform Dreambox. For the students who used the platform consistently, we are seeing similar growth to what we would see during a typical school year. Our teachers quickly adapted to using the units developed by San Francisco USD which provided slides and online manipulatives in Spanish for grades K-5.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Biliteracy Specialist RazPlus Running Records Classroom Libraries Leveled Guided Reading Digital copies LAS Links	\$30,600	\$27,600	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Did not purchase LAS Links for language proficiency monitoring. Too difficult to implement an new assessment program during distance learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Adelante is proud of the work our teachers have accomplished this year in distance learning and hybrid learning. We were able to maintain our commitment to the goals of bilingualism/biliteracy, grade-level academic achievement, and sociocultural competence. As mentioned in our plan, centering the experiences of our most vulnerable families has been a priority. Consistent communication with families was central to making that happen.

Literacy development, especially in grades K-3, was an area of concern when we returned to school in distance learning in August. After initial

reading assessments were administered we saw significant gaps in reading from where students had last been assessed in the spring. The Biliteracy Specialist worked with the Reading Intervention team and reading assessment team to shift everything to an online environment. While working with digital-only resources was challenging, we were able to continue to support students' biliteracy development and assess biliteracy reading trajectories. All reading intervention teachers received professional learning in the reading intervention program, Esperanza, to better support students receiving that support. Teachers worked in small groups with students to support literacy development following our core curriculum as well as supplement with RAZ Plus digital books. Teachers were also trained in using RAZ Plus for assessing reading fluency and comprehension. The reality is that some students were receiving too much help at home while others had none. For that reason, it was difficult to assess what each student could do on their own. Providing access early on to the learning pods was pivotal in supporting some of our most vulnerable students. This support made a dramatic difference in attendance and engagement for many students. While many students did demonstrate growth in reading because of these combined efforts, now that the majority of our students are in person it has become easier to assess exactly where they need support. It is clear that Adelante needs to have a multi-year approach to accelerating learning for the students who missed opportunities for learning because of the pandemic. We are committed to providing them the opportunities to learn and the high-quality learning experiences they need to be successful.

Adelante did not purchase LAS Links to monitor language development at the beginning of the year. The product was not fully online at that point and with all the other new learning that was required of the teachers we made the decision to wait on this assessment. We still plan to implement a more robust assessment for oral language development in both Spanish and English but professional learning for this will not take place until the beginning of next year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers have been supporting the social and emotional needs of their students all year and making space in the instructional day to foster community and a sense of belonging. Certain students have been referred for counseling services or their families have reached out for this request. Mental health has been an area of concern for students, families and our staff. The cumulative trauma the last year has placed on many in our community has been overwhelming. Adelante staff have maintained close communication with families and during distance learning teachers worked hard to connect with every child and watch for signs of anxiety or depression. Data was collected through a family survey that included questions about academic, social, emotional and physical concerns. Many families reported being somewhat to very concerned about their child's mental health. This was not easy to address in a virtual space. When the decision was made to return students to campus in a hybrid model we decided to postpone the implementation of the social-emotional screening tools and comprehensive needs assessments. We did not want to add to teacher workload responsibilities until a structure was in place and the reintegration period for the

students had passed. We also wanted to first focus on universal supports rather than universal screening as we already knew many students would be exhibiting anxious and depressive-like symptoms/behaviors based on what we were seeing and the survey data. Instead, teachers and school staff were provided the knowledge and tools necessary to help students develop healthy coping and problem-solving skills. The school counselor and school psychologist are helping deliver class-wide interventions to address the social-emotional and behavioral needs of the students which can include, but are not limited to, providing psychoeducation, counseling groups, promoting student help-seeking behaviors, and integrating positive behavioral supports. The school counselor has been delivering weekly lessons in all classes since the return to hybrid instruction. We know that children learn best when they feel safe, affirmed and deeply engaged with a supportive community of learners. We continue to prioritize relationships to support resiliency from trauma. We also know that learning is enhanced by physical activity, joy and opportunities for self-expression. For that reason, our commitment to dance, music, PE and art have never waived throughout the year where other districts cut many of these programs or relegated them to optional videos. Adelante will continue to focus on the whole child as we recover from the pandemic.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Communication between teachers and families has been a strength over the last year. Teachers were invited into the homes of their students and worked in close partnership with families. This was a success that Adelante wants to take into the coming years. Families continually reported in survey data that they were satisfied or very satisfied with the level of contact and communication provided by the teacher. For those students who struggled to engage or attendance was a problem the teachers were in regular communication with the family. Some students were referred to the counselor or school psychologist for additional mental health support. We were able to respond to the needs of students and families by providing learning pods for 42 students. This was first offered to the students who struggled with attendance or engagement because of poor internet connection or lack of adult support at home. Even with all the supports in place, there were a few students who were unable to engage in remote learning. There were students who were chronically absent for various reasons. Some students were out of the area or even out of the country for periods of time for family emergencies and unable to connect. Students at Adelante experienced the stress and trauma from the pandemic disproportionately. Our most vulnerable suffering the most. This had a direct impact on our students' ability to engage with school. These students will continue to be a priority for targeted support over the next few years. Summer learning opportunities will be provided as well as a plan for supporting regular attendance next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our students have been able to participate in the "Grab and Go" lunches provided by SB Unified. This has worked well for our families. The various barriers were removed so that students were not required to be present and ID #s did not need to be known. SB Unified also collaborates with the Foodbank and provides boxes of food to families on Friday afternoons. This has been a great help for many families who are facing food insecurity due to lost income.

After returning to campus in the hybrid model our students are able to eat free breakfast and lunch daily from the cafeteria. Our students who have remained in distance learning are able to visit the neighboring campus to pick up meals as well. Overall, the meals have been a success as they provide important nourishment to children.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss	Academic Design Team and Reopening Design Team working groups	\$1,000.00	\$1,000.00	N
Mental Health and Social Emotional Well-being	School counselor	\$40,000.00	\$49,435.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional costs associated with supporting mental health of students

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have learned that our community is resilient. Our teachers pivoted quickly and learned new ways to engage with students online. They learned new technology and implemented new ideas. They have been outstanding through this year and deserve so much appreciation. They centered the well-being of each student along with their academic needs and need for social interaction all while maintaining a commitment to bilingualism and biliteracy. They worked tirelessly to communicate with families and engage with students. Biliteracy development is an area we were focusing on before the pandemic and will continue to be a focus. The need for excellent first instruction in literacy is critical as well as strong systems of support for students who need additional instruction. Adelante is responding to the missed opportunities for learning with a multi-year plan. This includes more professional learning for teachers in the area of leveraging our students' entire linguistic repertoire and addressing metalinguistic awareness and cross-language transfer and Spanish literacy instruction. Additionally, improved systems for progress monitoring in language development and math are needed. The extra attention to the social-emotional needs of our students was foundational to student success. We will build on this for years to come. The ability to connect and include families easily in a virtual environment revealed possibilities for future engagement. 100% of our families were able to attend a parent-teacher conference and we were able to connect with small focus groups more easily to listen and hear ideas/suggestions for improving their experience at Adelante.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Adelante is responding with a multi-year plan for accelerating learning starting with a robust summer learning plan and continuing additional paraprofessional support into the school year, particularly in grades K-3. Teachers will receive professional development to better address student needs in the area of biliteracy development. Adelante is committed to maintaining small class sizes so that students are giving more individualized attention. Progress monitoring will be improved with a more coordinated approach to MTSS. Tier II interventions will be in place from the beginning of the year, with many students continuing from their work in the summer.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

no real substantive differences - additional costs for mental health support and we decided to wait on the language proficiency assessment tool, but this will be addressed in the 21-22 school year.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The broad goals in the 2019-20 LCAP have remained unchanged in the 21-22 LCAP. Many of the actions and services are still needed as good work was started but interrupted during the pandemic. There are focus goals that have been identified after analysis and reflection. One of the biggest areas that we need to address is biliteracy development. Many of our students experienced trauma as a result of the pandemic which greatly affected their ability to learn. These missed opportunities for learning due to trauma or the challenges of learning online will need to be addressed in a multi-year approach that addresses not only the academic challenges students exhibit but also the social, emotional and physical needs of students. Teachers will be supported with further professional learning in the area of biliteracy development, cross-language transfer, metalinguistic awareness and trauma-informed instruction. We know that exposing students to grade-level content is one of the clearest paths to success and strong outcomes, as opposed to remediation. Providing students the supports they need along with high expectations for learning is essential if they are to be successful. Teachers will participate in grade-level coaching to support their instruction and reduce variability across the school. Based on analysis and reflection of student outcomes after returning to campus from distance learning we have decided to include a focus on using formative assessment to guide instructional decisions. This will include incorporating additional progress monitoring tools so teachers can track student growth more closely. Additionally, there will be closer collaboration between the general education and Special Ed staff.

Our Multi-tiered Systems of Support (MTSS) was lacking coherence and it was really tested through the pandemic. There will be funding directed to securing technical assistance to support a restructuring of MTSS so that student needs are identified sooner and support from highly-skilled instructors are in place, or counseling is provided to support the social-emotional needs. These layers of support need to work very closely together to support students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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>)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as

applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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	Graciela Rodriguez/Holly Gil Administrator/ Business Operations	ghrodriguez@sbunified.org (805)966-7392 (805)680-4595

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

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

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

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

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

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

Adelante serves 300 students.

Student demographics for the 2020-2021 school year:

Hispanic/Latino: 82.3%

White: 15.3%

African American 1%

Filipino: 0.3%

Two or More Races 0.7%

Enrollment by Subgroup:

Lowincome/Socioeconomically Disadvantaged (SED): 61.7%

English Learners: 37.7%

Students with disabilities: 8%

Homeless Youth: 4%

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

Reflections: Successes

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

Due to a pause in state standardized testing during the 2019-20 school year, the CA School Dashboard only reflects the 2018-19 CAASPP results.

Areas of Success

Mathematics-

The CA School Dashboard indicator is yellow for Math due to an overall increase of 10.2 points. There had been a steady increase in Math scores since 2014-15 and then a decrease during the 2017-18 school year. The 2018-19 data indicate a significant increase in Math scores although still not quite a return to the level they were in the 2016-17 school year. There were three significant student groups with a yellow performance indicator - English Learners, Hispanic students, and Socioeconomically Disadvantaged students. The greatest decrease was found in the Students with Disabilities. When there are fewer than 30 students a performance color is not indicated but this subgroup is an area that needs more support as indicated by a decrease of 15.5 points. The greatest increase was found in the Reclassified English Learner group with an increase of 21.1 points. No significant subgroups are meeting or exceeding standard in Math as represented in the following status report - average distance from standard:

Hispanic students (-61.6) +13.9 from the prior year

English Learners (-69.2) +13 from the prior year

Students with Disabilities (-137.2) - 15.5 from the prior year

Students experiencing Homelessness (-71.4) *number too small to report prior years

Socioeconomically Disadvantaged students(-69.9) + 10.6 from the prior year

Looking at the data by grade level, third grade students outperformed all other grade levels with sixth grade showing the lowest percentage of students meeting or exceeding standard.

Analysis of the 2019 CA School Dashboard data also show

English Learner Progress Indicator-

59.6% of EL students making progress towards English language proficiency- the high-performance level, higher than any other school in Santa Barbara. We know this is because a strong foundation in literacy in the home language results in higher levels of proficiency in English later on.

Families have been very satisfied with our efforts to support students through the pandemic.

Adelante staff worked hard to support families and students through distance learning, hybrid, and in-person learning. We were able to provide internet connectivity and devices to all children and learning pods for families who needed an additional level of support. Communication between teachers and families was strengthened over the last year and a half as we worked in close partnership. Adelante leadership was responsive to regular feedback from staff and families throughout the school year, making adjustments to the instructional design as needed. Bringing students back to in-person learning presented us with many challenges, but it also reinvigorated our staff and made it possible to identify students' needs, (academic, social and emotional) and better support them. We saw tremendous growth in students once they returned to in-person learning. Particularly our youngest students K-2. Recovery from the trauma of the pandemic will take time, but we have grown closer as a community and are committed to supporting students where they are and accelerating learning.

Reflections: Identified Need

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

Areas of Need:

Literacy

Analysis of the 2018-19 CAASPP data show the following:

The CA School Dashboard indicator is red for ELA due to an overall decline of 14 points. There were three significant student groups with a red performance indicator - English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Adelante has experienced a steady decline of ELA scores since the 2014-15 school year with the largest decrease during the 18-19 school year. Every subgroup showed a decline with the Hispanic and English Learner subgroups declining significantly. No significant subgroups are meeting or exceeding standard in ELA as represented in the following status report - average distance from standard:

Hispanic students (-86.7)

English Learners (-93.9),

Students with Disabilities (-121),

Students experiencing Homelessness (-99.5)

Socioeconomically Disadvantaged students(-93)

Looking at the data by grade level, third grade students outperformed all other grade levels in ELA with fourth grade showing the lowest percentage of students meeting or exceeding standard.

Local Assessment Data-Reading assessments in Spanish and English -DRA/EDL

Adelante uses the DRA (English)/EDL (Spanish) assessment as a benchmark assessment for reading in Spanish and English. This is a

comprehensive assessment that evaluates three components of reading: reading engagement, oral reading fluency, and comprehension. Data for the 2020-2021 school year showed a significant decrease in reading scores for grades K-3 when students returned to class in August via distance learning after transitioning to distance learning in March of the previous year. Many students had scores well below where they were when we transitioned to distance learning in March. A final assessment was administered at the end of the 20-21 school year after returning to hybrid at the end of March and later to full in-person instruction for grades K,1,2,6. The most recent assessment data reveal that students did make progress towards grade level targets. The percentage of students meeting or exceeding the end of grade reading targets are as follows: Kinder 25%, 1st grade 16%, 2nd grade 24%, 3rd grade 36%, 4th grade 40%, 5th grade 46%, 6th grade 46%. In English those meeting or exceeding end of year targets were 3rd grade 41%, 4th grade 57%, 5th grade 57%, 6th grade 57%. Many more students are very close to this target and will be supported in our summer learning program to meet the targets. Students in grades K-3 have been prioritized for summer learning as early literacy was most adversely affected by distance learning. The data show that most of the students not meeting the end of grade target are meeting the winter targets, so they are not too far behind.

Mathematics - Dreambox Data

Adelante used Dreambox Learning to monitor progress in math for all students K-6. The program is adaptive and provides teachers with important formative data to inform their instruction. Adelante used the Dreambox Learning K-5 Predictive Insights innovative reporting tool that can predict future proficiency for year-end state math assessments throughout the school year to monitor progress during distance learning and once we returned to in-person instruction. The predictive insights data show that as of May 46.1% of students were on track for proficiency on CAASPP and 17.4% were potentially on track. The percentage of students on track by grade level is as follows: Kindergarten- 55.6%, 1st-60.5%, 2nd- 41.3%, 3rd- 59.1%, 4th- 50%, 5th- 26.3%, 6th grade met their goals for lessons completed each week.

Adelante administered the CAASPP in ELA and Math in May as well as the ELPAC to our emerging bilingual (EL) students and will analyze and share the results when they become available.

LCAP Highlights

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

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

Goal 1: Actively engage all students in purposeful bilingual STEAM subject learning that appropriately challenges and supports each student to reach her/his full intellectual, creative and social potential.

Focus: High levels of academic achievement in both English and Spanish.

Highlighted actions: Spanish literacy, writing across the curriculum, sensemaking discussions, formative assessment and data-informed

teacher collaboration.

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 wellbeing.

Focus: Build on strong school/family partnerships, strengthen Adelante's Multi-tiered systems of support to support the whole child (academic, cognitive, identity, social-emotional well-being, physical and mental health)

Highlighted Actions: Social-emotional learning, positive and restorative behavioral supports and improved attendance/engagement.

Goal 3: Assure that every student experiences high-quality bilingual teaching, rigorous culturally responsive curriculum and continuous linguistic development K-6 monitored by multiple measures resulting in proficient bilinguals (demonstrating high levels of proficiency in both L1 and L2) and EL Reclassification by 6th grade.

Highlighted Actions: Designated ELD, metalinguistic awareness, data management/biliteracy trajectories

Goal 4: Ensure all students experience not only being cared for but also caring for others (Noddings,1992) while developing a love for humanity and the natural world with the capacity to understand and care about humans' relationship to all life on earth.

Highlighted Actions: Whole child focus -SEL, Art, Music, Dance, PE, Core Values of Cesar Chavez

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Input from all stakeholders is invaluable and necessary, particularly during so much change and uncertainty. Adelante has worked tirelessly to include the voices of stakeholders by applying a design thinking approach to innovation and problem-solving. Development of the Adelante LCAP included regular feedback and input from multiple stakeholder groups as follows:

Regular surveys administered throughout the school year to gather feedback on perceptions about distance/hybrid learning and areas that Adelante could better support families. All survey data was shared with the Board and staff. The Leadership Team analyzed feedback and made adjustments for improvement.

Adelante Leadership Team - meet biweekly throughout much of the school year. The working group has included administration, office staff, teachers, support staff and a Board member. The purpose has been to gather input and design solutions to the issues faced.

Regular updates were presented at the Board meetings. Simultaneous interpretation is provided at every meeting. Many families tuned in to the Zoom board meetings to stay up to date as our plans for returning took shape and new guidance was released.

Empathy interviews conducted throughout the year to gather more information/feedback.

Focus groups targeting families of Emerging Bilingual students, Title I, and focus groups with families of students who receive Special Education services were held over zoom and recommendations were presented at Adelante Board meetings. Purpose was to amplify the voices of our Spanish-speaking families, our most vulnerable families, and those most adversely affected by the pandemic and cultivate honest dialogue and a sense of belonging to our school community and the decision-making process.

Several family/staff surveys administered related to the return to in-person learning and perceptions as to safety, quality of learning experiences, and specific concerns related to academic, physical and social-emotional wellbeing.

Info meetings zoom - COVID Safety measures, instructional models - Q& A time

California Healthy Kids Survey (Adapted for remote learning) all 5th grade students

The typical school connectedness questions were directed at in-person learning and since our students were still in distance learning when they took the survey, the questions were not included and the data can't be compared to last year. Other indicators are included in the area of school supports. 80% of 5th graders reported interacting with caring adults from school all of the time or most of the time, 89% reported that adults at school have high expectations for students all the time or most of the time. 78% reported being academically motivated even during distance learning. Looking at students' social-emotional health 23% of 5th graders reported feeling sad all of the time or most of the time - a closer look at the data reveal this was only reported from female students. We know COVID-19 has impacted students' mental health and this is a focus we are bringing into the coming year.

California School Parent Survey (Adapted for remote learning) 39% response rate

Even during the pandemic 88% of parents surveyed reported that they agree or strongly agree that the school actively seeks the input of parents before making important decisions. 97% reported that they agree or strongly agree that parents feel welcome to participate at this school. 98% reported that they agree or strongly agree that school staff treat parents with respect and 94% reported that they agree or strongly agree that school staff take parent concerns seriously. 92% reported that teachers are good at letting families know how their child is doing in school between report cards. 97% reported that they agree or strongly agree that the school promotes academic success for all students and 98% reported that they agree or strongly agree that the school treats all students with respect. 96% agree or strongly agree that the school provides high-quality instruction to their child. These are important areas of success and we are proud as a community that we were able to maintain this level of support and collaboration with families even during the pandemic. It is also important to note that 46% of

responders reported feeling somewhat to extremely concerned about the mental health of their child. This supports our focus on mental wellness for all students.

California School Staff Survey (Adapted for remote learning) 65% response rate

100% of responders reported they agree or strongly agree that the school is a supportive and inviting place for students to learn, promotes academic success for all students, emphasizes helping students academically when they need it, and emphasizes teaching lessons in ways relevant to students. 90% reported that disruptive student behavior is a mild to insignificant problem at the school. 87% of responders report they agree or strongly agree that the school is a supportive and inviting place for staff to work. 85% of responders report they agree or strongly agree that the school promotes personnel participation in decision-making that affects school practices and policies. 100% of responders report they agree or strongly agree that adults who work at the school feel a responsibility to improve this school. 88% report that student depression or other mental health issues are a mild to moderate problem and 89% of responders reported that teachers and staff need more professional learning in the area of supporting students exposed to trauma or stressful life events. This is a focus in Goal 2 of the LCAP.

Input from the Special Education Team including the Director of Special Education - with the goal of working more closely with SpEd instructors and general ed teachers to support the needs of students who receive Special Education services and improve academic outcomes in this subgroup now that the Special Education services have been brought in-house and students are receiving special education services in their primary language.

LCAP and Expanded Learning Opportunities (ELO) Grant survey to solicit input on priority areas and solicit feedback and recommendations for funding allocation.

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

A summary of the feedback provided by specific stakeholder groups.

The following areas represent the collective feedback from stakeholder groups:

- Improved academic achievement - specifically biliteracy development - Reading, Writing along with Math Instruction
- Improved supports for Emerging Bilingual students (EL) in the area of English language development
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and behavioral needs related to trauma they may have experienced
- Accelerating progress to close gaps due to missed opportunities for learning during the pandemic. (Implementation, expansion, or enhancement of learning supports for students who need them)

- Improved Multi-Tiered Systems of Support - Coordinated support for students in the areas of academics, social-emotional and behavioral skills starting with excellent instruction for all, small group intervention for those who need targeted support and intensive individual support for those displaying significant need.
- Professional development for teachers to improve culturally responsive, linguistically sustaining instruction that challenges and supports each student to reach her/his full intellectual, creative and social potential.
- Social and emotional support for students -Social Emotional Learning supported in classrooms, counseling services and Positive Behavior Intervention and Supports
- Support for families of special populations, (Emerging Bilinguals (EL), homeless or foster youth, students with other abilities, low income) - particularly families of students who receive Special Educaion services.
- Extended learning through summer school- summer 2021 and summer 2022
- Expanded after school enrichment and support
- Parent education programs and support
- Increase tutoring opportunities during and after the school day for students needing additional support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

Goals and Actions

Goals

Goal #	Description
Goal 1	<p>Broad Goal 1: Actively engage all students in purposeful bilingual STEAM (Science, Technology, Engineering, Arts, Mathematics) subject learning that appropriately challenges and supports each student to reach her/his full intellectual, creative and social potential.</p> <p>Focus: High levels of academic achievement in both English and Spanish.</p> <p>Highlighted actions: Spanish literacy, writing across the curriculum, sensemaking discussions, formative assessment and data-informed teacher collaboration.</p> <p>State Priorities:</p> <p>LCFF Priority 1: Basic Services (Conditions of Learning)</p> <p>LCFF Priority 2: Implementation of State Standards (Conditions of Learning)</p> <p>LCFF Priority 4: Student Achievement (Pupil Outcomes)</p> <p>LCFF Priority 7: Course Access (Conditions of Learning)</p> <p>LCFF Priority 8: Student Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

High-quality literacy instruction for all in both Spanish and English is our focus goal and identified area of greatest need. Adelante is committed to offering each student the best educational experience possible and supporting each child to realize her/his potential. We are taking proactive steps to ensure that students demonstrate measurable growth in both languages. We believe biliteracy is the pathway to academic equity and enrichment. Based on data from the 2019 CA School Dashboard (no current state-level data due to a pause in standardized testing last spring), Adelante's English Language Arts scores declined 14 points overall. The following subgroups: English learners, Hispanic, and Socioeconomically Disadvantaged are all in the red category due to a decline in performance. While these subgroups have a cross-over of students, the distance from standard has widened over every subgroup and there has been a steady decline in ELA scores since CAASPP was introduced in the '14 -'15 school year. As a dual language school, students at Adelante experience the challenge of learning in Spanish while still being tested in English. It is important to note that while the performance of EL students in ELA is in the red category, the English Learner Progress indicator on the CA School Dashboard has a performance level of high 59.6% - which is higher than any other school in Santa Barbara. We know that dual language education has been shown to be the most effective way to support EL students to attain high levels of proficiency in English. High levels of Spanish literacy will translate into high levels of English proficiency with time. We know our 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 EL students often outperform their English-only peers. Considering all of this, we still expect to see improvement in our ELA scores reflected in the upper grades with the understanding that biliteracy development is a K-12 experience. Improved biliteracy

instruction is not something that can be addressed at only one grade level or through extensive time spent on standardized test preparation in English. We began refining our biliteracy instruction, particularly how we teach foundational literacy skills during the fall of 2019 in response to the data. After a year in distance learning, we know there are legitimate concerns about missed opportunities for learning, particularly for our most vulnerable students who have been disproportionately affected by the pandemic. The need for high-quality biliteracy instruction is more important than ever before as our community recovers from the trauma of this year.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>Coherence across grades in biliteracy instruction in terms of essential components, pedagogy, instructional quality and materials.</p>	<p>Estrellita: K- (Aug - Nov.) Canciones y Cuentos:K (Dec.- Jun) 1st, 2nd, beginning of 3rd RazPlus, Epic:K-4th Book Clubs/News ELA/Science Texts: 4th-6th Inconsistencies across classrooms in terms of time devoted to literacy instruction and pedagogy.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Consistent use of CCSS-aligned curriculum. Applying what research shows us about effective reading instruction. Reading for meaning across the curriculum and interacting with complex text at all grades in both languages. Daily opportunities for all students to see themselves as successful readers and writers. Reading for pleasure is valued, visible and actively promoted at all grade levels.</p>
<p>CAASPP Results Grades 3-6 All students at Adelante are learning a language. We expect that students will</p>	<p>CAASPP 2019 ELA (test in English) All students - Distance from</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>CAASPP ELA +5 , Math +5 points per year toward standard for each</p>

<p>demonstrate grade-level proficiency in Language Arts, Math and Science in L1. Emergent 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. EO students will demonstrate grade-level proficiency in ELA(L1) with the goal of grade-level proficiency in SLA (L2) by the end of 6th grade.</p>	<p>standard 73.6 EL- Distance from standard 93.9 Students with disabilities - Distance from standard 122.3 Socioeconomically Disadvantaged - Distance from standard 93.9 Hispanic - Distance from standard 87.7 Homeless Students - Distance from standard 99.5 White - Distance from standard 3.3 No state-reported test administered in Spanish - this was going to take place in spring 2020. (CSA)</p>				<p>subgroup +10 for Students with Disabilities 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. CSA (Spanish) - Emergent Bilingual students show high levels of proficiency in L1, EO students show increased proficiency in L2 as they reach the upper grades</p>
<p>Robust Tier II intervention for students who need support in reading -ready for any student who needs it</p>	<p>Until now, Tier II supplemental instruction has not been coordinated very</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Tier II supports are in place for students who need them. The goal is to clear up</p>

delivered by someone skilled to help address these gaps in learning.

effectively. Started in January of 2018- the process for identifying students for additional support was unclear. Initial training in a Spanish intervention curriculum, Esperanza, took place for all K-3 teachers and a few intervention teachers who are no longer at the school. This year all the Reading Intervention teachers were trained in the use of instructional materials. Biliteracy Specialist hired to support Reading Intervention team and track data for progress monitoring. Systems for

misunderstandings and teach missing skills so that students no longer need the intervention. Intervention includes progress monitoring at least once a month and data is generated, communicated and response to data is clear. A highly skilled intervention team to support students to make expected progress.

	identifying students in need of additional supports and exit criteria are still unclear. Reading intervention through zoom has been difficult due to inconsistencies and				
Appropriately credentialed or qualified and trained teacher in every classroom.	All grade-level classroom teachers are appropriately credentialed	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All teachers appropriately credentialed and supported through job-embedded professional learning and ongoing instructional coaching.

<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>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</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>
<p>Adelante has adequate facilities to implement a high-quality instructional program.</p>	<p>Limited facilities continue to be our biggest concern. Adelante has reached an agreement with SBUnified to</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Hopefully the space constraints will be resolved and Adelante will be able to move into the existing preschool space as planned.</p>

expand our facilities. We will be acquiring much of the preschool space that is currently adjacent to our campus. This will allow for more green space as well as additional classrooms and meeting rooms for Special Education and Reading Intervention. While the Adelante community is grateful these changes are planned, the process will take place over many years and the pandemic has slowed the progress of the preschool being relocated. Public Health guidelines for social distancing and the need for

	<p>outdoor learning spaces have complicated this matter- space has become our biggest constraint.</p>				
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Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	Coherence across biiteracy program K-6 with the most effective first instruction.	<p>Daily increased literacy instruction in every classroom and evidence of essential literacy practices.</p> <p>Improved progress monitoring in literacy development in both Spanish and English with clear expectations about the frequency of assessment based on student's reading level. Regular use of foundational skills screeners and running records as formative assessments.</p> <p>Additional early literacy (foundational skills and early reading) supports K-2 by providing additional paraeducators in each classroom. K-2nd part-time instructional aides, 3rd-grade additional push-in support - specifically for small group reading instruction in English and Spanish.</p> <p>Calibrate scoring of student writing across grade bands. Teachers look at student writing together and make instructional decisions based on student work. Spanish K-2/ English and Spanish side by side 3-6.</p> <p>Build metalinguistic awareness in all students so they can draw on the assets of their bilingual brains.</p> <p>Regular lesson study as a practice for improving instructional practice and improving instructional responses to student data. Elevate the status of voluntary reading and provide engaging, culturally responsive texts to all students.</p> <p>Attention to equity and social justice as a lens for all instruction.</p>	\$1,589,450	60 Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	Tier II Reading Intervention	<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. This was critical prior to COVID-19 and is even more urgent during the time of school closures and a year of distance learning, given the acknowledged disproportionate impact on specific student groups. The Tier II Intervention team will provide intensive reading support to students who have been identified as needing additional support. The Intervention team works closely with the classroom teacher to schedule time for small group or 1:1 support so as not to pull the student from core content or Tier I (classroom) literacy instruction. The Intervention team monitors progress and reports back regularly to the Counselor and classroom teacher. Progress monitoring of fluency and comprehension are administered to all students and more frequently to those receiving the targeted intervention.</p>	\$308,317.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #3	Professional Learning and Coaching for Teachers	<p>Professional Learning and Coaching support to support literacy and language development across the curriculum.</p> <p>All teachers will receive ongoing job-embedded professional learning and coaching support.</p> <p>Job-embedded, regular opportunities to learn through the Lesson Study model. Teachers plan instruction with the Instructional Specialist, co-teach the lesson, review student work and redesign the lesson in response to the student data before teaching it to the other classroom.</p> <p>Teachers address language, content and critical consciousness goals in their lesson planning as well as pedagogical decisions related to high expectations for learning, instructional clarity, success criteria, scaffolds to support student success.</p> <p>Thursday afternoons have been set aside for collaboration and additional professional learning.</p> <p>K-3 teachers supported in the area of teaching reading foundational skills and literacy development specific to Spanish literacy instruction.</p> <p>K-6 supported with Professional Learning in literacy instruction and literacy-based content instruction.</p> <p>Support for developing metalinguistic awareness in students and making cross-language connections in all curricular areas.</p> <p>Professional learning to support a better understanding of how general education teachers can support the Special Education staff and work collaboratively to improve outcomes for our students with disabilities sub group.</p>	\$86,872.10	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Improved Spanish Literacy Instruction	Professional learning to support improved Spanish literacy instruction. Addressing the unique differences in teaching reading in Spanish. Improved Spanish classroom libraries. Regular review of formative assessment data. Regular data-informed discussions related to literacy instruction in grade-level and cross-grade collaboration time. Classroom walkthroughs and peer observation for regular feedback.	\$86,872.10	Yes
Action #5	Improved Data Management and Assessment Data	Improved progress monitoring in literacy and math aligned to CAASPP. Implement a new assessment tool for tracking student growth. STAR reading (Spanish/ English and Math). CAASPP - Interim Assessment Blocks in Math and ELA for grades 3-6 Regular review of data with the Adelante Leadership Team and grade band teams with a focus on data-informed responses to better support all students to reach their full potential. Data disaggregated by subgroup to ensure that appropriate attention and support is provided to our most vulnerable student groups.	\$96,872.10	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	<p>Broad 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.</p> <p>Focus Goal: Attend to the social-emotional needs of all students while also developing their social and emotional competencies in the areas of self-awareness, self-management, responsible decision-making, relationship skills, social awareness. Improve our ability to assess the need for social-emotional supports after the trauma many students experienced because of the pandemic.</p> <p>Addresses the following:</p> <ul style="list-style-type: none">LCFF Priority 3: Parent Involvement (Engagement)LCFF Priority 5: Student Engagement (Engagement)LCFF Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CHKS	2019 - (2020 CHKS was taken during distance learning and questions were modified to reflect that - results are included later in this document, but for baseline results, the 2019	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase of 5% for students feeling a sense of connectedness and safety at school. Decrease of 10% for students reporting

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) 84% of 5th graders reported feeling safe at school all or most of the time 82% reported feeling connected to their school all of the time or most of the time, and 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

incidents of name-calling and mean jokes

Attendance	97%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	98% in 2023
Chronic Absenteeism	11.4% in 2018-2019 this was an + 2.5% Data was not reported in the 2019-2020 school year. We saw a decline in chronic absenteeism during the 20-21 school year while most students were in distance learning. Every effort was made to reach the child or parent every day.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decline by a minimum of 0.5%
Suspension Rate	0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain at 0% Clear guidelines on alternatives to suspension. Restorative practices in place
Social-emotional learning evidenced in	Teachers devote	[Intentionally	[Intentionally	[Intentionally	Social-emotional

every classroom.

instructional time daily to supporting the social and emotional needs of students. They incorporate lessons from the Tribes Learning Communities curriculum each week and the school counselor is giving weekly lessons that support social-emotional learning in the classrooms. Teachers have also received support from the school counselor and school psychologist with lesson suggestions as well as professional learning about using trauma-informed practices and supporting the

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learning is integrated into all learning experiences. Relationship-centered classrooms where community and trust are fostered. Social and emotional competence of students is fostered while addressing students' skills, knowledge and attitudes around CASEL's five SEL core competencies.

	social-emotional needs of students.				
Social-emotional screener	This will be introduced in the 21-22 school year- one tool being piloted during summer school.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Data indicate improved social-emotional wellbeing among students and staff.

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Social-emotional learning and student wellness	Support the social and emotional wellbeing of students and staff through close collaboration with the school counselor and school psychologist. Professional learning for staff directed at supporting the whole child to develop the skills, habits, and mindsets that enable self-regulation, interpersonal skills, perseverance and resilience as well as understanding the need for trauma-informed interventions. Partner with families to support student wellness through parent workshops. The Special Education Team will provide workshops to families on topics focused on special populations and students' social-emotional needs.	\$302,626.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	Provide Student Behavioral and Social-Emotional Support	Implement school-wide positive behavior interventions and supports including clear behavioral expectations. Anti-bullying work to improve student connection and a sense of safety on campus. Consistent implementation of Restorative Approaches that create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations.	\$27,454.60	Yes
Action #3	Targeted support for student re-engagement	Improved attendance for students who have been chronically absent. Monthly review of attendance data with the principal and counselor, outreach and possible home visits for students who are chronically absent, re-engagement team meets with family to identify solutions and potential supports.	\$32,580.70	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	<p>Broad Goal 3: Assure that every student experiences high-quality bilingual teaching, rigorous culturally responsive curriculum and continuous linguistic development K-6 monitored by multiple measures resulting in proficient bilinguals (demonstrating high levels of proficiency in both L1 and L2) and EL Reclassification by 6th grade.</p> <p>Focus Goal: Metalinguistic awareness and cross-language transfer in all content areas. Literacy-based ELD and improved progress monitoring of students' biliteracy trajectories.</p> <p>Addresses the following:</p> <ul style="list-style-type: none">LCFF Priority 2: Implementation of State Standards (Conditions of Learning)LCFF Priority 4: Student Achievement (Pupil Outcomes)LCFF Priority 7: Course Access (Conditions of Learning)LCFF Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Teachers need to continue the work they started around the importance of incorporating the contrastive analysis of languages and the use of cross-language connections. Many of the Adelante teachers were instructed under a paradigm of strict separation of languages where instructional methods mirror that of monolingual instruction. We know from research that bilingual brains do not work this way and with the goal of bilingualism, it is important to take into consideration a student's full linguistic repertoire and leverage the strengths in each language to support biliteracy development. Continued professional learning is needed to improve instruction as well as improved progress monitoring of Spanish and English (reading, writing, oracy) during the school year for emergent bilingual students as their biliteracy trajectories develop. While Adelante's English Learner Progress indicator on the CA School Dashboard has a performance level of high 59.6% as a result of a strong foundation in Spanish, we know if students are provided increased opportunities to develop metalinguistic awareness and cross-language transfer they will attain high levels of biliteracy. Ultimately, student achievement data (standardized test scores in English) will be directly affected by a strong foundation in L1 as well as metalinguistic awareness.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
ELPAC	2019 CA Dashboard 59.6% Making progress Progress level: High	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 5% growth to move to the "Very High" category
CAASPP ELA for ELs	2019 Distance from Standard 93.9	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	5 points toward standard each year (minimum +15 points)
DRA/EDL - Local reading assessment data	May 2021 English Reading	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	+5% reading at grade level in L1

DRA
3rd-41% reading
at end of grade
level target
4th-57% reading
at end of grade
level target
5th-57% reading
at end of grade
level target
6th-57% reading
at end of grade
level target
May 2021
Spanish Reading
EDL
Kinder- 25%
reading at end of
grade level target
1st-16% reading
at end of grade
level target
2nd-24% reading
at end of grade
level target
3rd-36% reading
at end of grade
level target
4th-40% reading
at end of grade
level target
5th-46% reading
at end of grade
level target
6th-46% reading

by end of 3rd
grade each year
all students will
progress in
reading level by
at least 1 year's
growth

<p>at end of grade level target * After analysis most of the students reading below end of grade level targets are meeting the winter benchmark - data reveal that due to missed opportunities for learning these students are approximately one trimester behind in literacy. This was part of the reason we are implementing an extensive summer learning program.</p>				
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<p>Biliteracy Trajectories - Research-based ranges for (DRA2) English reading based on (EDL2) Spanish reading scores.* See Hopewell, S., Butvilofsky, S., & Escamilla, K. (2016).</p>	<p>(Spanish). (English) EDL2 DRA2 4-6 A-3 8-10 4-6 12-16 8-10 18-28 12-16 30-38 18-28 40 30-38 50-60 40+ Emerging bilingual (EL) students - Starting in the 2021-22 school year Adelante will assess all students K-6 in Spanish and English. Currently K-2 is only assessed in Spanish. Looking at 3rd-6th grade, 90% of students are reading within these research-based grade-level ranges for biliteracy.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>All students emerging bilingual (EL) students score at or above the corresponding range in English for biliteracy trajectory.</p> <p>Increase the % of students scoring above the projected DRA2(English) range based on their EDL2 (Spanish) scores by 5%.</p>
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<p>Metalinguistic awareness a focus in all instruction, Designated ELD consistent for all ELs</p>	<p>Inconsistent use of language transfer strategies - i.e. bridging, EI Dictado, etc through the grades. There is much more awareness of the need for contrastive analysis of language but it isn't always explicitly taught.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emerging bilinguals. Examples include color-coding language and explicitly teaching the 4+1 Language Domains. Teacher leaders become models for translanguaging and cross-language transfer, apply it to their practice and teach others.</p>
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Designated ELD	Professional learning to support Designated ELD instruction schoolwide. DELD by English proficiency level as well as attention to cross-language transfer	\$101,868.10	Yes
Action #2	Improved Data for tracking Biliteracy Trajectories	Improve systems for collecting and tracking data related to students' English language development and proficiency. Tracking all domains (4+1) -Oral language development, Reading, Writing, Metalinguistic Awareness	\$10,000.00	Yes
Action #3	Expanded Classroom Libraries	Classroom libraries will be expanded to include not only more books but books full of diverse stories that reflect students' backgrounds and cultures. Students seeing themselves in the stories they read can foster a sense of belonging, recognition, and most of all, validation. Also, learning about others' experiences and cultures builds empathy and curiosity. High-interest titles in both Spanish and English.	\$30,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 4	Broad Goal #4: Ensure all students experience not only being cared for but also caring for others while developing a love for humanity and the natural world with the capacity to understand and care about humans' relationship to all life on earth. Focus: Whole Child -Art, Music, Dance, PE /SEL, Core Values of César Chávez LCFF Priority 3: Parent Involvement (Engagement) LCFF Priority 5: Student Engagement (Engagement) LCFF Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Students need to see themselves in others. Students develop empathy and understanding of others and see their connection to all life on the earth. Students also thrive when they have opportunities to impact their community for good. This will happen with more intentional and coordinated use of Big Buddy/Little Buddy time centered on the Core Values of Cesar Chavez which was started before the pandemic. This goal will focus on social-emotional learning that is integrated into the curriculum in meaningful ways that also addresses the injustices many students are experiencing. Finally, the goal focuses on supporting the development of the whole child through creative expression in visual and performing arts and physical activity through physical education. This has been a wonderful opportunity to highlight the creative genius of each student for their families. It is also an opportunity for families to engage with the school.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>CHKS School connectedness</p>	<p>CHKS 2021 - Adapted for distance learning. The school connectedness area of the survey was not included since students took the survey during distance learning. Other indicators are as follows: 80% of responders report they experience caring adults at school all of the time or most of the time 89% of responders report adults at the school have high expectations for them all of the time or most of the time</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase school connectedness by 2%</p>
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<p>Coherence in SEL across grades</p>	<p>Tribes Learning Communities is used in every classroom and the school counselor taught weekly lessons in classrooms when we returned to in-person instruction. Teachers are still learning how to support and develop the core social-emotional competencies with their students.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Teachers feel confident to teach social-emotional learning throughout the school day. It is carefully integrated in all that we do as a school. Students learn about and develop the social emotional core competencies and this is evidenced in their overall wellbeing</p>
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Showcase for visual and performing arts	This had to be done virtually in 2020 and 2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	End of the year Art show and performing arts showcase where student creativity is shared with the Adelante community as well as the greater Santa Barbara community. An opportunity to bring families together to celebrate the genius of their children.
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Supporting the Whole Child	Learning is enhanced by physical activity, joy and opportunities for self-expression. Students at Adelante are supported with dance, music, art and physical education weekly.	\$68,398.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #2	Carefully designed Cross-grade learning/mentoring experiences	More intentional and coordinated use of Big Buddy/Little Buddy time. Older students mentor younger students in learning experiences. ie. learning about the core values of César Chávez, learning new technology, science content, garden, etc. Teachers plan together to create these experiences throughout the year. Cross-grade experiences also include a focus on SEL that is integrated into the curriculum in meaningful ways that also addresses the injustices students and communities are experiencing that may be the root cause of trauma.	\$0.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.02%	\$358,286.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

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

The services for foster youth, English learners and low income students are being increased by at a minimum of 14%. There is a focus on our Emerging bilingual (EL) students in the area of literacy instruction and Designated ELD. There are increased services addressing student mental health and social-emotional learning.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
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1	1	Coherence across biiteracy program K-6 with the most effective first instruction.		Yes	Schoolwide	EL, Foster/Homeless, Low income	Adelante Charter	Aug 2021 - June 2022
1	2	Tier II Reading Intervention		Yes	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless Youth	Adelante Charter	Aug 2021 - June 2022
1	3	Professional Learning and Coaching for Teachers		Yes	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless	Adelante Charter	August 2021 - June 2022
1	4	Improved Spanish Literacy Instruction		Yes	Schoolwide	EL Students	Adelante Charter School	August 2021-June 2022
1	5	Improved Data Management and Assessment Data		Yes	Schoolwide	EL, Low income, foster/homeless	Adelante Charter School	August 2021-June 2022

2	1	Social-emotional learning and student wellness		Yes	Schoolwide	EL, Foster/Homeless, SED	Adelante Charter	Aug 2021 - June 2022
2	2	Provide Student Behavioral and Social-Emotional Support		Yes	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless Youth	Adelante Charter	Aug 2021 - June 2022
2	3	Targeted support for student re-engagement		Yes	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless	Adelante Charter	August 2021 - June 2022
3	1	Designated ELD		Yes	Schoolwide	EL	Adelante Charter	Aug 2021 - June 2022
3	2	Improved Data for tracking Biliteracy Trajectories		Yes	Schoolwide	EL	Adelante Charter	Aug 2021 - June 2022
3	3	Expanded Classroom Libraries		Yes	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless	Adelante Charter	August 2021 - June 2022
4	1	Supporting the Whole Child		Yes	Schoolwide	EL, Foster/Homeless, SED	Adelante Charter	Aug 2021 - June 2022

4	2	Carefully designed Cross-grade learning/mentoring experiences		Yes	Schoolwide	EL, Socioeconomically Disadvantaged Foster/Homeless Youth	Adelante Charter	Aug 2021 - June 2022
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Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
95.60%			\$1,271,682.60				
100.00%			\$281,039.00				
100.00%			\$86,872.10				
100.00%			\$86,872.10				
89.68%			\$96,872.10				
63.65%			\$110,000.00				
100.00%			\$27,454.60				
100.00%			\$32,580.70				
85.27%			\$91,580.10				
0%			\$10,000.00				
0%			\$0.00				
100.00%			\$28,403.00				
0%			\$0.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Coherence across biiteracy program K-6 with the most effective first instruction.		\$1,271,682.60	\$0.00	\$0.00	\$317,768.00	\$1,589,450.60
1	2	Tier II Reading Intervention		\$281,039.00	\$27,278.00	\$0.00	\$0.00	\$308,317.00
1	3	Professional Learning and Coaching for Teachers		\$86,872.10	\$0.00	\$0.00	\$0.00	\$86,872.10
1	4	Improved Spanish Literacy Instruction		\$86,872.10	\$0.00	\$0.00	\$0.00	\$86,872.10
1	5	Improved Data Management and Assessment Data		\$96,872.10	\$0.00	\$0.00	\$0.00	\$96,872.10
2	1	Social-emotional learning and student wellness		\$110,000.00	\$145,949.00	\$0.00	\$46,677.00	\$302,626.00

2	2	Provide Student Behavioral and Social-Emotional Support		\$27,454.60	\$0.00	\$0.00	\$0.00	\$27,454.60
2	3	Targeted support for student re-engagement		\$32,580.70	\$0.00	\$0.00	\$0.00	\$32,580.70
3	1	Designated ELD		\$91,580.10	\$0.00	\$0.00	\$10,288.00	\$101,868.10
3	2	Improved Data for tracking Biliteracy Trajectories		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3	Expanded Classroom Libraries		\$0.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00
4	1	Supporting the Whole Child		\$28,403.00	\$0.00	\$39,995.00	\$0.00	\$68,398.00
4	2	Carefully designed Cross-grade learning/mentoring experiences		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,123,356.30	\$203,227.00	\$39,995.00	\$374,733.00	\$2,741,311.30

Total Personnel	Total Non-Personnel
\$2,496,310.20	\$245,001.10

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Coherence across biiteracy program K-6 with the most effective first instruction.	Schoolwide	EL, Foster/Homeless, Low income	Adelante Charter	\$1,271,682.60	\$1,589,450.60
1	2	Tier II Reading Intervention	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless Youth	Adelante Charter	\$281,039.00	\$308,317.00
1	3	Professional Learning and Coaching for Teachers	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless	Adelante Charter	\$86,872.10	\$86,872.10
1	4	Improved Spanish Literacy Instruction	Schoolwide	EL Students	Adelante Charter School	\$86,872.10	\$86,872.10

1	5	Improved Data Management and Assessment Data	Schoolwide	EL, Low income, foster/homeless	Adelante Charter School	\$96,872.10	\$96,872.10
2	1	Social-emotional learning and student wellness	Schoolwide	EL, Foster/Homeless, SED	Adelante Charter	\$110,000.00	\$302,626.00
2	2	Provide Student Behavioral and Social-Emotional Support	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless Youth	Adelante Charter	\$27,454.60	\$27,454.60
2	3	Targeted support for student re-engagement	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless	Adelante Charter	\$32,580.70	\$32,580.70
3	1	Designated ELD	Schoolwide	EL	Adelante Charter	\$91,580.10	\$101,868.10
3	2	Improved Data for tracking Biliteracy Trajectories	Schoolwide	EL	Adelante Charter	\$10,000.00	\$10,000.00
3	3	Expanded Classroom Libraries	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless	Adelante Charter	\$0.00	\$30,000.00
4	1	Supporting the Whole Child	Schoolwide	EL, Foster/Homeless, SED	Adelante Charter	\$28,403.00	\$68,398.00

4	2	Carefully designed Cross-grade learning/mentoring experiences	Schoolwide	EL, Socioeconomically Disadvantaged, Foster/Homeless Youth	Adelante Charter	\$0.00	\$0.00
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Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,123,356.30	\$2,741,311.30

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects

statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based

on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

LCAP Highlights - Identify and briefly summarize the key features of this year’s LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also

include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as

reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions

above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in

the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

These actions are being provided on an LEA-wide basis and we expect/hope that all students

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to

meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-personnel:** This amount will be automatically calculated.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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).
- **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.