



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelante Charter School

CDS Code: 42767866118202

School Year: 2025-26

LEA contact information:

Javier Bolivar

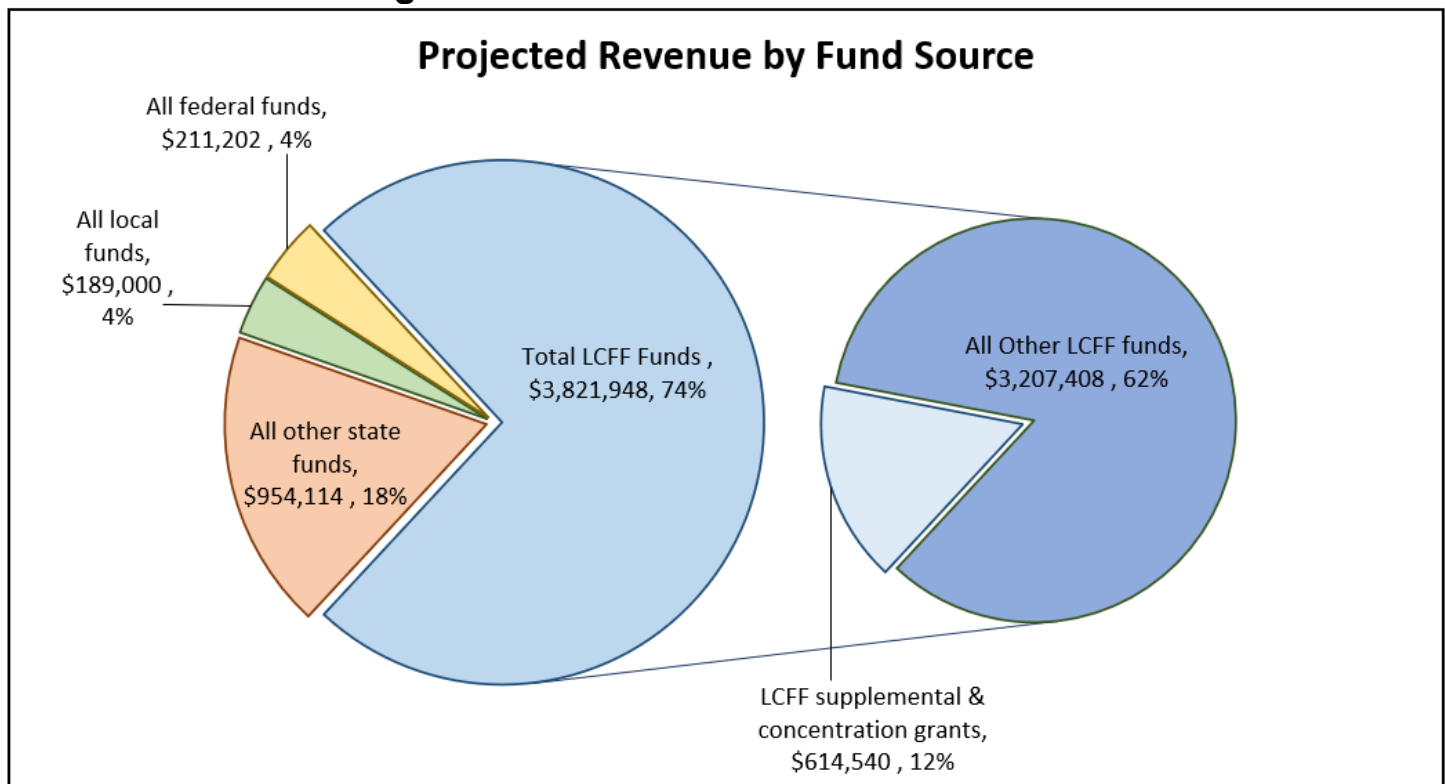
Executive Director/Principal

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(805)966-7392

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

Budget Overview for the 2025-26 School Year

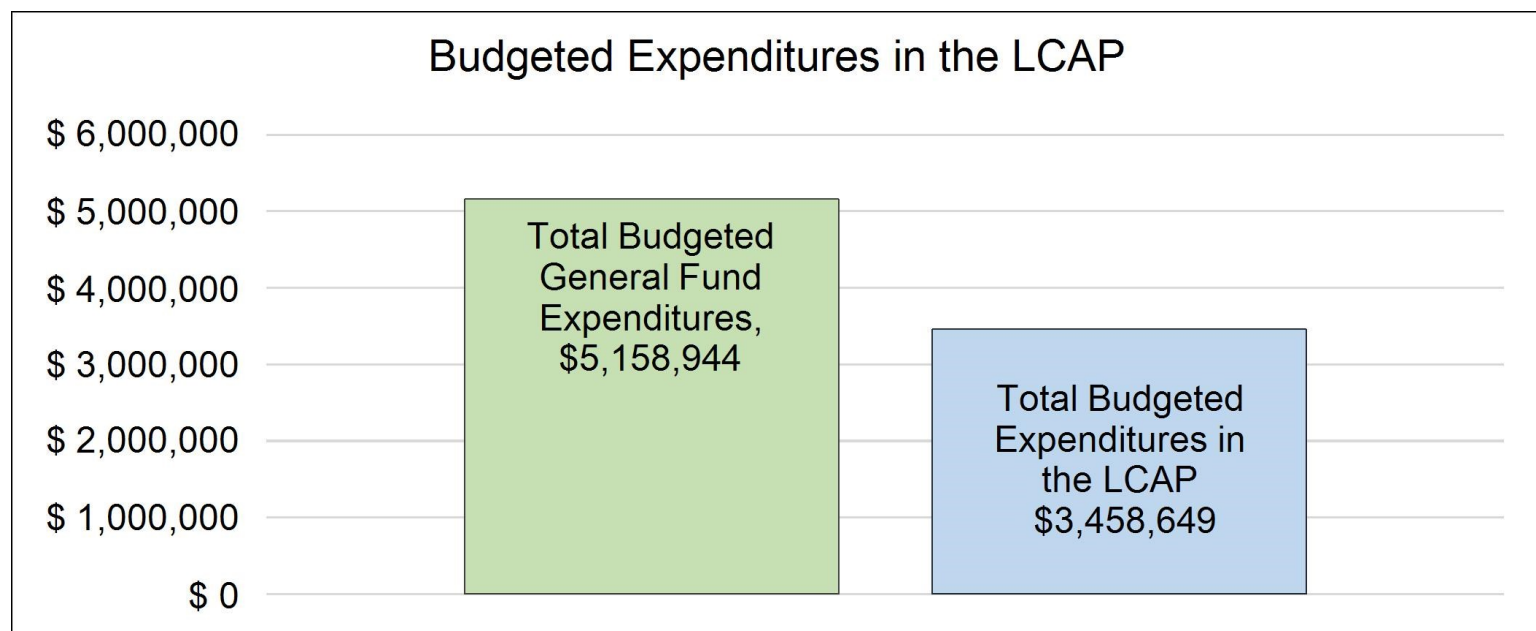


This chart shows the total general purpose revenue Adelante Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Adelante Charter School is \$5,176,264, of which \$3,821,948 is Local Control Funding Formula (LCFF), \$954,114 is other state funds, \$189,000 is local funds, and \$211,202 is federal funds. Of the \$3,821,948 in LCFF Funds, \$614,540 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Adelante Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Adelante Charter School plans to spend \$5,158,944 for the 2025-26 school year. Of that amount, \$3,458,649 is tied to actions/services in the LCAP and \$1,700,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

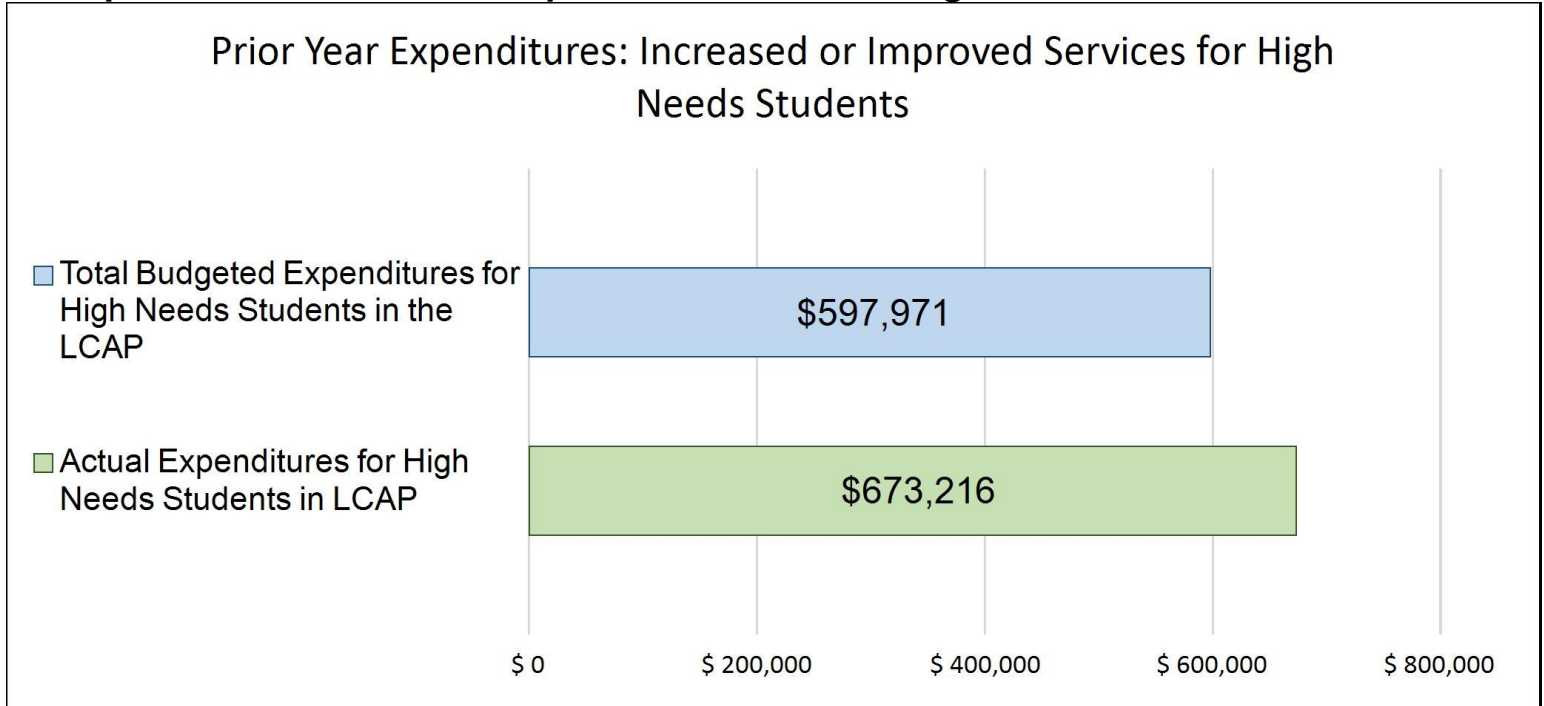
General fund expenditures not included in the Local Control and Accountability Plan (LCAP) include general operating expenses that are basic services provided such as costs of base programs, general cost for overhead, costs and contributions to programs not associated with LCAP goals and actions and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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Adelante Charter School is projecting it will receive \$614,540 based on the enrollment of foster youth, English learner, and low-income students. Adelante Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Adelante Charter School plans to spend \$614,540 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Adelante Charter School's LCAP budgeted \$597,971 for planned actions to increase or improve services for high needs students. Adelante Charter School actually spent \$673,216 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$75,245 had the following impact on Adelante Charter School's ability to increase or improve services for high needs students:



Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

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

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

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

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

Adelante serves 308 students. Student demographics for the 2024-25 school year:

- Hispanic/Latino: 83%
- Low Income/Socioeconomically- Disadvantaged (SED): 74%
- English Learners: 47.4%
- Students with Disabilities: 14%
- Homeless Youth: 17.6%
- White: 13.1%
- Two or More Races 1.3%
- African American <1%
- Asian <1%

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

Reflections: Annual Performance

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

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

Successes:

This has been a year of significant achievement and recognition for Adelante Charter School. We are honored to have been named a California Distinguished School, an affirmation of our commitment to educational excellence, bilingualism, and equity for all students. As a Dual Language Immersion (DLI) school, we are especially proud that our students are thriving not just in English, but also in Spanish. Our bilingual learners demonstrate that biliteracy and academic success go hand in hand. We are dedicated to supporting our most vulnerable students and we are so proud of the tremendous growth they are showing. There were no red indicators on the CA School Dashboard and we are seeing growth in all areas. Data tables are attached below, but here are a few highlights of the successes:

English Learner Success

Our English Learner Progress Indicator (ELPI) rate is 74.3%, one of the highest in the state for similar elementary schools.

English Learners made substantial growth in Distance from Standard:

- ELA: 25.2-point improvement

- Math: 22.9-point improvement

Reclassified Fluent English Proficient (RFEP) students showed remarkable outcomes:

- ELA: 27.3 -point improvement

- Math: 51.9-point improvement

These results confirm that students are not only becoming proficient in English but also achieving at high academic levels following reclassification—demonstrating the long-term benefits of DLI.

Students with disabilities showed extraordinary growth:

- ELA: 72.1 -point improvement

- Math: 29.3-point improvement

Positive Climate and Whole-Child Focus

- Suspension rates remained at 0% for all student groups.

- Chronic absenteeism decreased by 14.6% overall, including a 19% improvement for students with disabilities and a 15% improvement for English Learners.

- 100% of staff report that Adelante is a safe place for students.

Family, Student, and Staff Voice

- Our Emergent Bilingual Advisory Committee (EBAC) is thriving, with monthly meetings full of engaged families contributing ideas, asking questions, and partnering in their children's education.

- Family surveys show high levels of satisfaction with communication, cultural relevance, and support for bilingualism.

- Students report feeling known, safe, and proud of their bilingual identity.

- Staff highlight collaboration, clarity of purpose, and joy in teaching at Adelante.

At Adelante, we believe in the power of bilingualism, community, and joyful learning. These results reflect our dedication to academic rigor, language equity, and student well-being. Together, we are nurturing biliterate, empowered learners who are prepared to lead and thrive in two languages.

State assessments, SBAC: MEETING/EXCEEDING STANDARD:
(See Table Image Below)

We observed growth in the percentage of students meeting or exceeding standards across all areas, with the exception of the English Learner (EL) subgroup. However, it is important to highlight that the EL subgroup demonstrated improvement in Distance from Standard, signaling meaningful academic progress. Additionally, a significant number of EL students were reclassified as English Proficient in mid-May. For reasons currently unknown, their scores were not included in the EL data for one or both subjects, despite having completed the state assessments in April or early May. The EL subgroup showed a 6.4% to 7.1% decline in the percentage of students meeting or exceeding standards. Further investigation is underway to reconcile this discrepancy, especially in light of the strong ELPI growth and high reclassification rates. Preliminary analysis suggests that reclassified students who tested as ELs performed well, indicating that the reported decline may not accurately reflect the true progress of the broader EL population. The timing of reclassification likely played a role in how results were reported.

SBAC: DISTANCE FROM STANDARD:
(Table Image below)

All student subgroups at Adelante showed growth in both ELA and Math when looking at the Distance From Standard measure. Even where gains in the percentage of students meeting or exceeding standards (previous table) were modest, the data reveal a clear shift away from the lowest performance band. Fewer students are now scoring in the "standard not met" category. When compared to State and County data, Adelante students outperformed peers in every student group looking at Distance From Standard in Math, English Learner Progress, Chronic Absenteeism, and Suspension Rate. In ELA, Adelante students are performing on par with or better than State and County averages across all groups. And we're achieving this while delivering rigorous, high-quality instruction in two languages—a testament to the strength of our Dual Language Immersion program. While there are still cohorts in the upper grades that have struggled due to pandemic learning, our standardized test results demonstrate that we have recovered from the negative academic effects of the pandemic and our students are achieving at levels well above what they were pre-pandemic in ELA, Math and on the ELPAC.

ENGLISH LEARNER PROGRESS:As highlighted above, the 2024 Dashboard shows that 74.3% of English Learners at Adelante made expected progress toward English language proficiency, a remarkable 28.2% increase from the previous year. Combined with our 2023–24 reclassification rate of 19%, these outcomes reflect the strength of our Dual Language Immersion model and our intentional focus on both Designated and Integrated ELD, supported by cross-linguistic connections and a strong foundation in Spanish. This indicator is especially meaningful to us, as our school was founded to serve the needs and aspirations of emergent bilingual students and their families. Among similar elementary schools across the state, Adelante ranks among the highest in EL progress, an achievement we are incredibly proud of. We are committed to sustaining and building on this momentum, continuing to ensure that our English Learners thrive academically and linguistically in both languages.

SUSPENSION RATES: 0%

WHOLE CHILD FOCUS: While focused on improving academic outcomes in ELA, Math, Science and ELPAC, Adelante has remained steadfast in our commitment to educating the whole child, nurturing not only academic growth, but also creativity, physical well-being, social-emotional skills, and cultural identity. Every student receives weekly classes in art, music, dance, and PE, ensuring regular opportunities for

creative expression and movement. This year, our calendar was filled with community-building events including our annual Día de Los Muertos celebration, Winter Show, and Jog-a-thon/Color Run. These events brought our community together in joyful, meaningful ways. Students also had a variety of enrichment opportunities beyond the classroom. Field trips played a key role in connecting learning to the world beyond school. All grade levels participated in experiences tied to curriculum and identity, including our 5th graders' overnight at Wishtoyo Chumash Village and our 6th graders' transformative trip to CIMI (Catalina Island Marine Institute). Visual and performing arts were celebrated throughout the year. Every student had at least two pieces of artwork showcased at a March Art Show at the Community Arts Workshop (CAW), our first time hosting at this inspiring off-site venue. Our second annual Talent Show featured students from Kinder through 6th grade and was so full of talent that we held it over two mornings. In May, our Performing Arts Showcase brought families together outdoors to witness each child perform in music and dance, concluding with a joyful all-school finale dance. We offered an after-school running club on early-release Wednesdays, Dance Team on Mondays, and spring play rehearsals leading up to a bilingual production of Willy Wonka Kids performed by students in grades 3–6 for a packed house.

To further support social-emotional learning, we welcomed storyteller and SEL specialist Michael Katz for a weeklong residency in grades K–5. His work helped establish shared language and routines focused on self-awareness and self-management, which continue to support a caring, emotionally intelligent school culture.

These experiences reflect Adelante's belief that every child deserves an education that celebrates their genius, joy, and identity in two languages and in community.

FAMILY ENGAGEMENT:

Identified Needs:

While we've seen tremendous growth in both ELA and Math, performance gaps between student groups persist. To truly close these gaps, our most vulnerable students must make the most accelerated progress. When examining Distance from Standard (DFS), our Homeless student subgroup showed the smallest gains: a 7.7-point increase in ELA and an 18.9-point increase in Math. In contrast, our White student subgroup made substantial gains, with a 77.9-point increase in ELA and an 86.5-point increase in Math, highlighting continued disparities. Our English Learners and Students with Disabilities were a central focus of this year's LCAP, and their progress reflects that intentionality. In 2024: Students with Disabilities made a 72.1-point gain in ELA and a 29.3-point gain in Math. English Learners saw a 25.2-point improvement in ELA and a 22.9-point improvement in Math. These results are encouraging, but we know more must be done. Moving forward, we remain committed to centering the needs of our most vulnerable students, including English Learners, Homeless youth, Low-Income students, and Students with Disabilities. Because these students often start farther from meeting standards, we must continue to intentionally accelerate their learning through targeted supports, responsive instruction, and systems that remove barriers to success.

CHRONIC ABSENTEEISM: We saw a decrease in chronic absenteeism across all student groups.

Schoolwide -- 10.7% (14.6% improvement)

Hispanic -- 11.3% (14.8% improvement)

Socioeconomically Disadvantaged -- 10.5% (17.5% improvement)

English Learners -- 8.7% (15% improvement)

White -- 10% (10.5% improvement)

Students with Disabilities -- 15.9% (19% improvement)

Homeless -- 6.8% (25.3% improvement)

We have put so much work into improving attendance for our students and it has really paid off. This has resulted in improved student outcomes in ELA and Math as well because we know if students are not present it is difficult to learn.

Adelante Charter School fully expended all of its Learning Recovery Emergency Block Grant (LREBG) funds, resulting in no carryover into the 2024–25 LCAP. These funds were critical in implementing targeted interventions and supports to accelerate learning and address the ongoing impacts of the COVID-19 pandemic. We hope similar funding opportunities will continue in future years to sustain and build on this vital work.

MEETING OR EXCEEDING STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	39.4%	8.3% improvement	41.3%	15.0% improvement
English Learners	7.1%	6.4% decline	14.3%	3.0% decline
Low-Income	28.2%	7.0% improvement	32.2%	10.2% improvement
RFEP	47.5%	17.9% improvement	40.0%	21.5% improvement
Hispanic	31.9%	6.3% improvement	35.6%	10.7% improvement
White	80.0%	23.7% improvement	70.0%	36.7% improvement
Students w/Disabilities	15.0%	15% improvement	20.0%	20.0% improvement

DISTANCE FROM STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	22.6 points below	27.5 points improvement	24.7 points below	25.8 points improvement
English Learners	59.4 points below	25.2 points improvement	52.8 points below	22.9 points improvement
Low-Income	42.7 points below	26.9 points improvement	37.1 points below	23.0 points improvement
RFEP	21.2 points below	27.3 points improvement	22.5 points below	51.9 points improvement
Hispanic	37.2 points below	26.1 points improvement	33.8 points below	22.4 points improvement
White	61.0 points above	77.9 points improvement	31.4 points above	86.5 points improvement
Students w/Disabilities	64.5 points below	72.1 points improvement	87.9 points below	29.3 points improvement
Homeless	77.3 points below	7.7 points improvement	65.3points below	18.9 points improvement

Reflections: Technical Assistance

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

During the 2024–25 school year, Adelante Charter School continued to benefit from Differentiated Assistance provided by the Santa Barbara County Office of Education (SBCEO). This ongoing partnership has supported our school in addressing performance indicators for students with disabilities, English Learners, and students experiencing homelessness, particularly in the areas of English Language Arts and chronic absenteeism. We are continuing to monitor those student groups that had red indicators on the 2023 CA School Dashboard. We are pleased that no student groups had red indicators this year.

Our team engaged in several key activities this year, including participation in the Summer Improvement Science Institute with UCLA professors at the end of June. A team of six members of our leadership team focused deeply on understanding and improving outcomes for our students with disabilities, using an improvement science lens to identify root causes and begin designing more effective, targeted supports.

Throughout the year, we maintained strong communication with SBCEO staff. A major highlight was a comprehensive data collaboration on October 30th, when a team from SBCEO—including the Executive Director, Santa Barbara County SELPA; Director of Literacy and Language Support; and Directors of School and District Support—joined our full staff to lead a deep dive into CAASPP and ELPAC data. This session focused on thoughtful exploration, discussion, and reflection around student performance, as well as alignment of standards, instruction, and assessment.

In addition, SBCEO staff provided direct support as we examined our newly implemented Universal Access time to better serve our most vulnerable students. These collaborative conversations helped us clarify the purpose of Universal Access, share strategies for meaningful small group instruction, offer suggestions for improvement, and areas of support to build staff capacity.

Over the past two years, Adelante has participated in the Inclusion Network through SBCEO, in collaboration with the Supporting Inclusive Practices (SIP) Project and Open Access. Our team—comprised of site leaders including the Special Education Director/Education Specialist, School Psychologist, Executive Director/Principal, Learning Innovation Specialist, two classroom teachers, and a Special Education teaching assistant—has developed a shared vision and is actively implementing an action plan aimed at better supporting our most vulnerable students. These students are also those who demonstrated performance gaps and received red indicators on the 2023 California School Dashboard.

-Our vision for Inclusion and UDL implementation is to create a supportive, inclusive environment where every student feels safe, accepted, and has a strong sense of belonging. With structures and resources in place to support diverse learning needs, the classroom will provide opportunities for students to develop academic, social, and communication skills to realize their highest potential. By offering self-regulating materials and fostering independence, we ensure that all students can thrive and actively participate in their learning journey.

Attendance has been another major area of focus. We launched a schoolwide campaign that included on-time and monthly attendance incentives and active family involvement. These efforts have had a direct impact, contributing to a notable increase in our overall attendance rate, especially among our previously identified subgroups. Each month our EBAC (Emerging Bilingual Advisory Committee) discusses the importance of attendance and reviews this data with the families.

As a result of these collective efforts, we have seen tremendous growth among our students with disabilities, English learners, and students experiencing homelessness. This progress reflects the power of intentional collaboration, data-informed practice, and shared leadership.

We are deeply grateful for the ongoing partnership and guidance from SBCEO, and we look forward to continuing this work as we strive to ensure every student at Adelante thrives—academically, socially, and as a proud bilingual learner.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Adelante Leadership Team (A teacher representative from most grade levels, SpEd teacher, Director, Innovation Learning Specialist)	In this second year of our LCAP cycle, we continued to involve all staff in regular planning and reflection. The Leadership Team met regularly to review data and guide next steps. We also continued Instructional Rounds for each grade level team and worked closely with SBCEO to support some of our data analysis and feedback sessions, adding valuable outside perspective. These ongoing efforts help keep our goals aligned and ensure staff voices are part of the process.
School Site Council/ Parent Advisory Council	School Site Council reviewed student outcome and parent, staff and student survey data and provided valuable input regarding school safety, family engagement ideas and social emotional support for students. Much of the focus for this group was on safety this year and updating areas of the Comprehensive Safety Plan. Feedback was gathered during meetings as well as through an LCAP feedback survey shared with all families.
Adelante Certificated Staff	California School Staff Survey prepared by WestEd was administered. Staff were presented Goals and Actions and given the opportunity to provide feedback and ask questions.
Adelante Classified Staff	California School Staff Survey prepared by WestEd was administered. Classified staff were presented Goals and Actions and given the opportunity to provide feedback and ask questions.
EBAC (Emergent Bilingual Advisory Committee)	This year, the Emergent Bilingual Advisory Council (EBAC) continued to be a strong partner in shaping our LCAP goals. Monthly meetings provided families with information on school programs, curriculum,

Educational Partner(s)	Process for Engagement
	and student supports. A major focus this year was helping families understand the reclassification process with over 100 people attending the workshop. The group has outgrown its current meeting space due to growing participation. EBAC once again led the design and distribution of a paper needs assessment survey, with a response rate of over 90%. Based on that input, they identified four key goals for our work with families which are noted below. EBAC presented on the three goals of the LCAP and were provided an opportunity to give feedback on each. This feedback is captured below.
Parents	This year, our monthly Café con el Director gatherings continued to be a meaningful space for families to hear updates, share input, and build community. The director used these meetings to share school goals and progress while listening to families' suggestions and concerns. There was a special sense of pride this year in celebrating Adelante's recognition as a California Distinguished School, an honor that reflects the dedication of our entire school community. Family input was gathered throughout the year through multiple surveys, including the CA School Parent Survey, and the LCAP/ School Effectiveness Feedback Survey. The draft LCAP was also shared publicly during a board meeting and later public hearing to ensure transparency and access for all stakeholders.
Adelante Board of Directors	Throughout the year, several Board presentations were held to review student achievement data and survey results. Student progress was closely monitored in both Spanish and English for reading and math. Regular LCAP updates, along with the Mid-Year Report, kept the Board informed and engaged in the process. A key improvement this year was the support from our new partnership with Parsec, which strengthened our data analysis and helped make presentations clearer and more actionable. The LCAP was also shared publicly through a formal hearing, with final approval during a public meeting, ensuring transparency and community involvement.

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

Much of the feedback we received this year affirmed that many actions in this LCAP have had a positive impact on student progress, particularly in areas like instructional support, language development, and family engagement. As a result, many of these successful actions will continue. One key shift this year was a stronger focus on the needs of students with disabilities. Based on input from both staff and families, we redesigned our master schedule to better align with student support services and include a universal access time for interventions. We will continue investing in professional development that equips staff with effective, inclusive instructional strategies. We have already secured a year-long contract to focus on Universal Design for Learning that will help all teachers to plan for learner variability and better support our students with disabilities. This will support all students.

Social-emotional learning will remain a priority, addressed through classroom instruction and supported by our school psychologist, our part-time school-based counselor contracted through Family Service Agency, and school psychologist interns. We will also partner with local nonprofits to provide targeted support for students with more intensive needs. We are still working on securing a family advocate position that will help connect families, especially those experiencing homelessness, with resources for basic needs, mental health, and parenting support. Currently our ELOP Director is supporting us with this. We will also be working with a local nonprofit to support our families as they navigate the difficulties of screen time and social media influence as it relates to mental health as well as directly with our 6th grade classes.

The Emergent Bilingual Advisory Council (EBAC) has played a central role in shaping our LCAP goals. With over 100 attendees at our reclassification workshop and a 90%+ response rate on the family needs survey, EBAC has highlighted both successes and areas for growth. Families expressed pride in Adelante's progress and recognition as a California Distinguished School. At the same time, they identified identified four key goals for our work with families:

1. Recommendation: Increase Family and Community Engagement by expanding parent leadership roles, workshops, and volunteer opportunities. Relaunch the Latino Family Literacy Project, a previously successful program that fostered community, parent leadership, and home-based reading support. Response: Adopted. This recommendation is addressed through Action 3.5: Family Engagement – EBAC Input in Decision-Making, which expands leadership development opportunities, increases free educational and social events for families, and includes the relaunch of the Latino Family Literacy Project to strengthen community ties and support early literacy at home.
2. Recommendation: Improve Communication and Access to Resources by strengthening multilingual communication and increasing understanding of school materials such as the parent handbook. Response: Adopted. Enhancements to Action 2.1: Communication and Family Input ensure that all communications are accessible in both Spanish and English, ParentSquare is used effectively as the main communication tool, and workshops are provided to help families better understand essential documents such as the parent handbook.
3. Recommendation: Support English Learner Families by offering clear and accessible information on EL identification, reclassification, and assessments through targeted workshops. Response: Adopted. This is directly supported by Action 3.5, which includes specific workshops on the ELPAC and reclassification process, as well as additional workshops explaining the structure and benefits of the Dual Language Immersion (DLI) program and how it supports English language acquisition. Families will also receive strategies to

support academic success at home, including a review of the English curriculum. Additionally, Action 3.1: EL Monitoring and Support to Reclassification ensures consistent tracking and timely intervention for English Learners.

4. Recommendation: Expand Awareness of Academic Programs by increasing outreach about available supports and boosting visibility beyond the current 79% awareness rate. Improve two-way communication about assessments and student progress. Strengthen partnerships with CAFE and enhance family understanding of academic data. Incorporate targeted tutoring for ELs into the afterschool program. Response: Adopted. Action 3.5 will offer educational workshops to raise awareness about academic supports and demystify assessment data. Our partnership with Parsec continues to enhance data analysis and accessibility for both families and staff. Action 3.4: Extended Learning and Enrichment prioritizes English Learners for afterschool tutoring and academic enrichment opportunities, with bilingual outreach to ensure families are aware and engaged.

This is a time of growth, collaboration, and renewed commitment to meeting the needs of all students and families in our community. ¡Sí se puede!

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

As noted in the "Reflections" section of this plan, data from the 2024 CA School Dashboard reflect significant growth across all student groups based on the "Distance from Standard (DFS)" measure. We also saw a notable increase in the percentage of students meeting or exceeding standards in both ELA and Math (see table below). We are incredibly proud of this progress and confident that this upward trend will continue, as we have established strong systems to support ongoing improvement.

Despite this growth, performance gaps remain, particularly for English Learners, homeless students, and students with disabilities. The achievement gap between low-income and non-low-income students remains close to 40% in both ELA and Math. These disparities underscore the urgent need to accelerate learning for our most vulnerable students.

The data point to a continued need for high-quality professional development, deeper collaboration, and intentional standards-based planning among educators. Additionally, sustained and targeted intervention support remains critical for students who are not yet meeting grade-level expectations.

We are especially encouraged by our English Language Progress Indicator, with 74.3% of English Learners making adequate progress in language acquisition. Our Reclassified Fluent English Proficient (RFEP) students also demonstrated strong gains: 47.5% met or exceeded standards in ELA (a 17.9 percentage point increase), and 40% did so in Math (a 21.5 point increase). Our dual language program is

fundamentally designed to support the success of English Learners, and their growth reflects our mission in action. We remain committed to monitoring the progress of our RFEP students to ensure they continue to thrive academically and linguistically after reclassification.

State assessments, SBAC: MEETING/EXCEEDING STANDARD:

	2024 ELA	CHANGE FROM 2023	2024 MATH	CHANGE FROM 2023
Overall	39.4%	8.3% increase	41.3%	15% increase
English Learners	7.1%	6.4% decrease	14.3%	3.0% decrease
Low-Income	28.2%	7.0% increase	32.2%	10.2% increase
Non Low-Income	69.1%	17.9% increase	66.7%	29.5% increase
Homeless	12.8%	7.9% increase	17.8%	5.9% increase
Students/Disabilities	15%	15% increase	20%	20% increase
Hispanic	31.9%	6.3% increase	35.6%	10.7% increase
White	80%	23.7% increase	70%	36.7% increase
Foster Youth	n/d		n/d	

California Science Test
Overall -- 22.5%
Low-Income -- 17%
Non Low-Income --NR
English Learners -- 0%
RFEP -- NR
Students with Disabilities -- N/R
Hispanic -- 17.15%
White -- N/R

We believe our vision for biliteracy is deeply aligned with what is best for our students, and the actions we are taking will help bring that vision to life. Every day at Adelante, incredible things are happening. Students are developing academic skills and growing as bilingual, biliterate, and bicultural individuals. As a dual language school, all students at Adelante are language learners, engaging meaningfully with both Spanish and English as they build the foundation for long-term success. Dual language education is widely recognized as the most effective model for supporting English Learners (ELs) in achieving high levels of English proficiency. Through sustained instruction in both languages, EL students build strong literacy skills in Spanish (L1), which over time transfer to English (L2). Our dual language immersion model is designed to support the long-term academic success of all students.

Research consistently shows that the full benefits of dual language programs often become most apparent in the upper grades—typically by middle school—when emerging bilingual (EL) students frequently perform at or above the level of their English-only peers on standardized assessments. At Adelante, we expect students to demonstrate grade-level proficiency in Language Arts, Math, and Science in their home language (L1). For Emerging Bilingual students, this means reaching grade-level proficiency in Spanish Language Arts (L1), with the goal of attaining grade-level proficiency in English Language Arts (L2) by the end of sixth grade. For English-only students, we expect grade-level

proficiency in English Language Arts (L1) and the goal of reaching proficiency in Spanish Language Arts (L2) by the end of sixth grade as well.

While we recognize that biliteracy development is a K–12 journey, we are encouraged to see students already demonstrating grade-level proficiency in English as early as third and fourth grade. Our current fifth and sixth grade cohorts, those most impacted by the disruptions of the pandemic, have made tremendous gains this year. We are proud of their resilience and growth, and we look forward to celebrating their continued success as results become available.

Even when students are provided the best first instruction possible there will be some students who need additional support. This is particularly needed after the missed opportunities for learning during the pandemic. Adelante has worked very hard to have Tier II (intervention) supports in place for students who need them. The goal is to clear up misconceptions and teach missing skills so that students no longer need the intervention. Intervention includes progress monitoring every 6 weeks where data is generated, communicated, and response to data is clear.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard (SBAC) ELA Results Gr. 3-6	All students - 30.07% met or exceeded standard -54.1 points from standard EL- 13.46% met or exceeded standard - 84.6 points below standard Students with disabilities - 0% met or exceeded standard - 136.6 points below standard Socioeconomically Disadvantaged - 21.81% met or exceeded standard - 69.6 points below standard	All students 39.4% met or exceeded standard 22.6 points below standard English Learners 7.1% met or exceeded standard 59.4 points below standard		All students - 15 points from standard EL- 15 points below standard Students with disabilities -40 points below standard Socioeconomically Disadvantaged - 17 points below standard Hispanic - 10 points below standard Homeless Students - 15	All students +31.5 points from baseline English Learners + 25.2 points from baseline Students with Disabilities +72.1 points from baseline Socioeconomically Disadvantaged +26.9 points from baseline Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 25.56% met or exceeded standard - 63.3 points below standard Homeless Students - 81.0 points below standard White - 56.25% met or exceeded standard - 16.9 points below standard [2023 CA School Dashboard]	Students with disabilities • 15% met or exceeded standard -64.5 points below standard Socioeconomically Disadvantaged • 28.2% met or exceeded standard • 42.7 points below standard Hispanic • 31.9% met or exceeded standard • 37.2 points below standard Homeless Students • 18.52% met or exceeded standard • 77.3 points		points below standard White - 0 points below standard [CA School Dashboard]	+26.1 points from baseline Homeless students +3.7 points from baseline White +26.1 points from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below standard White 80% met or exceeded standard 61 points above standard [2024 CA School Dashboard]			
1.2	California School Dashboard (SBAC) Math Results Gr. 3-6	All students - 26.31% met or exceeded standard - 50.5 points below standard EL- 17.3% met or exceeded standard - 75.7 points below standard Students with disabilities - 0% met or exceeded standard - 116.2 points below standard Socioeconomically Disadvantaged - 22.02% met or exceeded standard - 60.1 points below standard Hispanic - 24.81% met or exceeded standard -	All students 41.3% met or exceeded standard 24.7 points below standard EL 14.3% met or exceeded standard 52.8 points below standard Students with disabilities 20% met or		All students - 15 points from standard EL- 25 points below standard Students with disabilities - 35 points below standard Socioeconomically Disadvantaged - 20 points below standard Hispanic - 17 points below standard Homeless Students - 20 points below standard White - 0 points below standard	All students +31.5 points from baseline English Learners + 25.2 points from baseline Students with Disabilities +72.1 points from baseline Socioeconomically Disadvantaged +26.9 points from baseline Hispanic +26.1 points from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		56.2 points below standard Homeless Students - 17.78% met or exceeded standard- 84.2 points below standard. White - 33.34% met or exceeded standard - 55.1 points below standard [2023 CA School Dashboard]	exceeded standard 87.9 points below standard Socioeconomically Disadvantaged 32.2% met or exceeded standard -37.1 points below standard Hispanic 35.6% met or exceeded standard -33.8 points below standard Homeless Students 22.22% met or exceeded standard 65.3 points below standard. White 70% met or exceeded standard		[CA School Dashboard]	Homeless students +3.7 points from baseline White +26.1 points from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			31.4 points above standard [2024 CA School Dashboard]			
1.3	California School Dashboard: English Learners Making Appropriate Progress in English Language Acquisition (ELPAC)	46.1% Making appropriate progress Progress level: High [2023 CA School Dashboard]	74.3% Making appropriate progress Progress level: Very High (Blue) [2024 CA School Dashboard]		56 +% Making appropriate progress Progress level: High to Very High (Green or Blue indicator) [CA School Dashboard]	
1.4	DRA/EDL - Local Reading Assessment Data	[Spring 2024 English Reading DRA] 3rd- 55% reading at spring target 4th- 64% reading at spring target 5th- 85% reading at spring target 6th- 83% reading at spring target [Spring 2024 Spanish Reading EDL]	[Spring 2025 English Reading DRA] 3rd- 56% reading at spring target 4th- 78% reading at spring target 5th- 78% reading at spring target 6th- 88% reading at spring target		[[Spring 2027 English Reading DRA] 3rd- 70% reading at spring target 4th- 70% reading at spring target 5th- 80% reading at spring target 6th- 80% reading at spring target	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kinder- 41% reading at spring target 1st- 53% reading at spring target 2nd- 62.5% reading at spring target 3rd- 57% reading at spring target 4th- 46% reading at spring target 5th- 65% reading at spring target 6th- 70% reading at spring target	[Spring 2025 Spanish Reading EDL] Kinder- 41% reading at spring target 1st- 69% reading at spring target 2nd- 64% reading at spring target 3rd- 50% reading at spring target 4th- 55% reading at spring target 5th- 61% reading at spring target 6th- 88% reading at spring target		[Spring 2027 Spanish Reading EDL] Kinder- 60% reading at spring target 1st- 65% reading at spring target 2nd- 70% reading at spring target 3rd-70% reading at spring target 4th-70% reading at spring target 5th-80% reading at spring target 6th-80% reading at spring target	
1.5	Biliteracy Trajectories - % of 6th grade students who receive the Biliteracy Attainment Recognition Award - A pathway to the Seal of Biliteracy awarded in high school.	Spring 2024 65% of 6th grade students received the Biliteracy Attainment Recognition	Spring 2025 63% of 6th grade students received the Biliteracy Attainment Recognition		Increase the % of 6th grade students who attain the award each year to a target of 75%.	
1.6	Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	9.2% [2022-23 CALPADS Reports 2.16 and 8.1]	16.2% [2023-24 CALPADS Reports 2.16 and 8.1]		17%-20% Reclassification rate Increase rate annually. [CALPADS Reports 2.16 and 8.1]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	STAR Assessments - Literacy and Math including EL Subgroup	Spring 2024 data: Early Literacy Spanish K- 1st 56% proficiency Emerging Bilinguals (EL) : 54% Proficiency Spanish Reading 2nd - 6th: All students 48% proficiency Emerging Bilinguals (EL) : 57% Proficiency Reading English 3rd - 6th (Winter due to CAASPP) All students Reading English: 33% proficiency Emerging Bilinguals (EL) Reading English: 22% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 65% proficiency Emerging Bilinguals (EL): 64% Proficiency	Spring 2025 data: Early Literacy Spanish K- 1st 58% proficiency Emerging Bilinguals (EL) : 60% Proficiency Spanish Reading 2nd - 6th: All students 52% proficiency Emerging Bilinguals (EL) : 55% Proficiency Reading English 3rd - 6th (Winter due to CAASPP) All students Reading English: 48% proficiency Emerging Bilinguals (EL) Reading English: 34% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 68% proficiency		Spring 2027 Star data: Increase the % Proficiency at each grade band and reduce the gap between all students and Emerging Bilinguals for every indicator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Emerging Bilinguals (EL): 64% Proficiency			
1.8	California Science Test: Percentage Meeting or Exceeding Standard	Overall -- 20.0% Low-Income -- 14.8% Non Low-Income -- 30.8% English Learners -- 16.7% RFEP -- 8.3% Students with Disabilities -- N/R Hispanic -- 17.1% White -- N/R	Overall -- 22.5% Low-Income -- 17% Non Low-Income -- NR English Learners -- 0% RFEP -- NR Students with Disabilities -- N/R Hispanic -- 17.15% White -- N/R		Increase the % of all students meeting or exceeding standard as well as in every subgroup, while reducing the gap between subgroups and overall performance.	
1.9	Every student has sufficient access to CCSS and NGSS aligned materials that also support their language and literacy development needs.	All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.	All classrooms have sufficient CCSS and NGSS-aligned instructional materials for all students.		All classrooms will have sufficient CCSS and NGSS-aligned instructional materials for all students.	
1.10	Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the ACS Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2023 Report to the ACS Governing Board]	MET -- Results reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2024 Report to the ACS Governing Board]		MET -- Results will be reported at the Board meeting at which the LCAP was adopted. All students will have access to a broad course of study. [June Report to the ACS Governing Board]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Tier II Interventions	% of students by grade level in need of intervention January, 2024: K= 20% based on initial screener 1st = 20% 2nd = 13% 3rd = 19% 4th = 30% 5th = 10% 6th = 12%	% of students by grade level in need of intervention January, 2025: K= 1st = 20% 2nd = 13% 3rd = 19% 4th = 30% 5th = 10% 6th = 12%		Spring 2027: Decrease the percentage of students requiring intervention at every grade level annually, with a particular focus on the upper grades. Early identification and intervention are crucial in averting future learning challenges.	
1.12	Appropriately Credentialed or Qualified and Trained Teacher in Every Classroom	California now requires the most recent data from the DataQuest (CALSASS) be reported, which is for the 2021-22 school year: 39.8% of classroom teachers in 21-22 SY were reported with clear credentials. All teachers had completed their credential and student teaching. This number represents the number of teachers who still needed to complete the	100% of classroom teachers have their credential and the Bilingual Authorization or BCLAD. There was an error in the reporting of our specialist teachers in CALPADS and therefore the CALSASS data reflects teachers not appropriately credentialed.		Met: Reported to Board 100% of teachers will be appropriately credentialed and assigned. [2024-25 DataQuest (CALSASS)]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Bilingual Authorization and that was completed the following summer.				
1.13	Teacher Retention Rate	86% retention rate for 2023-24	93% retention rate for 2024-25		100% retention rate for 2025-26	
1.14	Implementation of Standards for All Students and Enabling English Learners to Access CCSS and ELD Standards: Results of the State's Self-Reflection Tool Reported to the ACS Governing Board	State Standards were implemented in all classrooms	State Standards were implemented in all classrooms Results of the State's Self-Reflection Tool Reported to the ACS Governing Board		MET -- Results reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards [June, 2026, Report to Board]	

Goal Analysis [2024-25]

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

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

Everything is being implemented as planned. As a three-year plan we expect to see improved outcomes over the next two years as well.

-1.1 The planned instructional strategies are being implemented as expected, ensuring high- quality first instruction. Teachers are using common pedagogical practices, fostering student- centered discussions, integrating daily literacy instruction, and utilizing standards- aligned materials. Instruction is data-informed, equity-focused, and supports cross-language transfer. Ongoing professional learning will be provided to deepen the use of DOK tasks and questioning strategies and collaborative conversations as there remains variability in the implementation across classrooms.

-1.2 The early warning systems are being implemented as planned, ensuring timely identification and support for students, particularly those in the most vulnerable groups. Through MTSS, data-informed interventions address academic, social- emotional, and behavioral needs. The Tier II Intervention team provides targeted support within the school day, with progress monitored every six weeks to ensure timely adjustments and student success. We would like to provide more support in math and will have something in place for next year.

-1.3 Adelante is implementing rigorous and engaging instruction to support California State Standards and ensure students achieve biliteracy. Strategies in place include prioritizing oral language development, Designated ELD within thematic GLAD units, and utilizing GLAD strategies throughout the day. With support from the EWIG/EPiCC Grant we were able to send out teachers to many professional learning opportunities - GLAD en español, Literacy en español, Teaching for Biliteracy and in the summer there will be ELD training and Writing en español training. This has been a tremendous help to our school as we build the capacity of our staff. Classrooms feature text-rich environments with access to complex texts supported by visual and linguistic scaffolds. Teachers are focusing on close reading strategies in grades 3-6 after receiving support from SBCEO staff in January based on ELPAC results. Writing is integrated across the curriculum. An area we still need to address is assessing writing in both languages K-6 side by side to track biliteracy progress. Metalinguistic awareness is cultivated through contrastive analysis and cross-language connections, while non- transferable English foundational skills are now being taught starting in Kinder. Early literacy support, including paraeducators in K- 1, is in place, along with expanded classroom libraries featuring diverse, culturally responsive texts to foster engagement and belonging.

-1.4 Adelante teachers actively foster student discourse in math and science through Math Talks, sense-making discussions, and student-centered conversations. Formative assessments guide instruction, while hands-on and outdoor learning experiences deepen understanding and real-world connections.

-1.5 Adelante is using systematic progress monitoring and formative assessments, including Star, DRA/EDL, and CAASPP, interim assessments to support student success. Data is disaggregated to target vulnerable students, and regular data reviews, discussions, and instructional rounds guide decisions for continuous improvement, targeted support and interventions.

-1.6 Adelante has been focusing efforts on professional learning including Universal Design for Learning (UDL), the use of assistive technology, and trainings offered by SB SELPA on behavioral support and staff wellbeing. Ongoing support is in place through the Inclusion Network and SB SELPA. We've intentionally included Universal Access time in the master schedule for additional support. We're also in the process of building a Special Education Parent Advisory Group, conducting empathy interviews, and planning parent workshops that will be open to all families. These efforts are working toward formalizing the committee for the 2025-2026 school year and bringing workshops to the entire school.

-1.7 As planned, Adelante has updated obsolete devices and continues to maintain necessary platforms for online resources, ensuring increased access for high-needs students and students with exceptional needs to support academic gains and close achievement gaps on state and local assessments.

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

-1.9 Adelante supports a well-rounded experience with weekly dance, music, art, and PE classes. The end-of-year dance and music show, Willy Wonka musical are quickly approaching. Events already completed include Día de los Muertos and the Winter Show, Art Show and Talent Show. These productions highlight students' creativity and bring families together, fostering community pride.

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

social, emotional, and academic needs, while EL students receive Integrated and Designated ELD support to enhance their academic progress.

-1.11 TBD in June - one will be leaving to stay home with her baby.

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

For the 2024–25 school year, while most actions were implemented as planned, a review of the Annual Update Table reveals some material differences between budgeted and estimated actual expenditures. For example, Action 1.5: Progress Monitoring and Data Management had a planned expenditure of \$79,291, but the estimated actual expenditure was \$85,271, resulting in a variance of +\$5,980. This increase was primarily due to expanded progress monitoring for students requiring additional support and enhancements to our data management systems through our partnership with Parsec. These adjustments enabled us to respond more effectively to student needs in real time.

In Action 1.6: Monitoring and Supporting Students with Exceptional Needs, the planned expenditure was \$536,341, while the estimated actual expenditure was \$532,941, resulting in a - \$3,400 variance. This slight underspending occurred because a significant portion of progress monitoring for students with exceptional needs was captured under Action 1.5, which supported schoolwide data systems and tools. While services and supports for students with IEPs and other exceptional needs were fully implemented, strategic use of shared resources allowed us to maintain a high level of support while maximizing efficiency.

In Action 1.7: Technology, the estimated actual expenditure was \$7,693 less than the budgeted amount, as device updates had been recently completed and no major replacements were needed this year. Conversely, Action 1.8: Instructional Materials was over by \$8,618, as we strategically reallocated funds to purchase additional materials that better supported student learning needs. This shift allowed us to respond flexibly to classroom demands and ensure that students had access to high-quality, standards-aligned resources.

Another notable variance is found in Action 1.9: A Course of Study that Emphasizes the Whole Child, which had a planned expenditure of \$350,643, but an estimated actual expenditure of \$374,408 resulting in a + \$23,765 difference. This increase reflects Adelante's continued commitment to a robust whole child education, with expanded investments in arts education, physical education, and joyful movement through dance. Additional resources were allocated to support high-quality instruction in music, visual arts, and PE, as well as to enrich our dance program, hallmarks of Adelante's stellar and unique approach to nurturing the whole child. These enhancements ensure that students experience joy, creativity, and physical well-being as integral components of their school day.

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

2024 Outcome Data Analysis – Adelante Charter School

Based on the 2024 data from the California School Dashboard, student performance continues to reflect the impact of our targeted actions to improve outcomes. The percentage of students meeting or exceeding standards in English Language Arts (ELA) rose to 39.4% overall, representing an 8.3% improvement over 2023. Gains were evident across nearly all student subgroups, including students with disabilities, reversing the declining trend observed last year. Compared to pre-pandemic levels, many subgroups have now surpassed their 2019 outcomes.

Among subgroups:

- Low-income students showed a 7.0% increase, bringing the percentage meeting or exceeding the standard to 28.2%.
- Reclassified Fluent English Proficient (RFEP) students demonstrated a remarkable 17.9% gain, reaching 47.5%. Additionally, there were a record number of students reclassified last year.
- Hispanic students improved by 6.3%, with 31.9% now meeting or exceeding standards.
- Students with disabilities saw a 15% improvement, reaching 15.0%, a significant turnaround from last year when none met standards.

The only subgroup with a decline was English learners, whose performance dropped by 6.4%, leaving just 7.1% meeting or exceeding the standard. However, it's important to note that several students were reclassified in May, but because they took the state test prior to reclassification, they were assessed as English learners and included in the count yet removed in the end from the reported EL subgroup data and they did well. This discrepancy likely contributed to the appearance of a sharper decline than what actually occurred and is being further investigated.

Using the “Distance from Standard” metric, we see:

- An overall improvement of 27.5 points from 2023, with students now 22.6 points below the standard in ELA.
- Students with disabilities made the largest gain with a 72.1-point improvement, now 64.5 points below.
- Low-income students improved by 26.9 points, and RFEP students by 27.3 points.
- Even English learners, despite a drop in proficiency rates, saw a 25.2-point improvement in their distance from standard.-

In Mathematics, results also showed encouraging recovery:

- The overall percentage of students meeting or exceeding the standard rose to 41.3%, a 15.0% improvement from the previous year.
- Low-income students increased by 10.2%, now at 32.2%.
- RFEP students saw the largest growth, jumping 21.5% to 40.0%. (Again, some of the recently reclassified students may have been included here)
- Students with disabilities also made significant gains, with a 20% increase, reaching 20.0%.
- English learners declined by 3.0%, now at 14.3%. (Same issue as found in ELA)

The “Distance from Standard” metric in math further reflects positive movement:

- Students overall improved by 25.8 points, now just 24.7 points below the standard.
- Students with disabilities made a 29.3-point gain, now 87.9 points below.
- RFEP students improved dramatically by 51.9 points.
- English learners improved by 22.9 points, despite the drop in those meeting the standard.

In Science, outcomes are more mixed:

Overall proficiency rose to 22.5%, a 2.5% gain from last year.

-English learners saw a 16.7% decline, with 0% meeting the standard. Similar to ELA, this subgroup includes very few students, and some who tested as English learners were later reclassified but removed from the reported EL subgroup data. This mismatch may have contributed to an inaccurate representation of performance and warrants further clarification.

-Low-income and Hispanic students showed slight gains, while data for RFEP and students with disabilities is limited due to subgroup size since only the 5th graders take the science test.

On chronic absenteeism, our efforts have resulted in substantial improvements:

-Overall rates dropped to 10.7%, a 14.6% improvement from 2023.

-All subgroups improved, with the homeless subgroup showing the largest gain, a 25.3% improvement.

-Students with disabilities also saw a 19.0% improvement in attendance.

Suspension rates remained at 0% across all subgroups, reflecting the success of restorative practices and our commitment to maintaining a supportive school climate.

Conclusion and Next Steps

-Reflecting on the 2024 results, Adelante has made significant strides in both English Language Arts and mathematics, with particularly notable gains among low-income students, Reclassified Fluent English Proficient (RFEP) students, and students with disabilities. The substantial reduction in chronic absenteeism and the continued absence of suspensions highlight a comprehensive, student-centered approach to fostering academic and social-emotional success. Despite this progress, persistent performance gaps remain for English learners, students experiencing homelessness, low-income students, and students with disabilities. As we refine our systems through strategic LCAP actions, we remain committed to addressing these disparities through responsive, equity-driven practices and by deepening our partnerships with families and community partners.

We are proud to see our vision coming to life with Adelante Charter School's recent recognition as a California Distinguished School, a reflection of our commitment to excellence. Adelante strives to be a model dual-immersion school, recognized at both 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 dedicated board of directors.

With this strong foundation and a steadfast commitment to inclusive and data-informed education, we are confident that Adelante is well-positioned to accelerate student growth and ensure that every learner has access to the opportunities and support they need to thrive in the years ahead.

Analysis of specific Actions for Goal 1

-Action 1.1 -Our intentional focus on Tier 1 (core) instruction across all classrooms—grounded in the analysis of student data—has proven highly effective. We are observing increased pedagogical consistency across grade levels, accompanied by a notable rise in instructional rigor. The implementation of Instructional Rounds has been instrumental in advancing this alignment, providing a structured platform for

professional collaboration, observation, and reflection. We have also made meaningful progress in promoting cross-language transfer, a critical component of dual-language instruction, and will continue to prioritize this area in the coming year to deepen its impact. Additionally, there has been a measurable increase in the use of constructive conversations and academic discourse in classrooms, supporting language development and critical thinking. This growth in student-to-student and teacher-student dialogue is encouraging and will remain a focal point as we refine our instructional practices moving forward.

-Action 1.2: Tier II Reading Intervention and Student Support

Our Tier II reading intervention has been highly effective in addressing the needs of students exhibiting early signs of reading difficulties. By prioritizing early identification through universal screeners and formative assessments, we have been able to deliver timely, targeted support that has resulted in meaningful academic gains for many students. Although budget constraints necessitated a reduction in dedicated intervention staff over the past two years, we responded with creativity and resilience—maximizing the capacity of our existing team to continue delivering interventions wherever possible. This adaptability speaks to the commitment and collaboration of our staff in ensuring student needs are met despite limited resources.

In support of students' overall well-being, we also partnered with Family Service Agency (FSA) to provide a school-based counselor two days per week. This, combined with services from our school psychologist, has helped us address the growing social-emotional needs of our student population. Looking ahead, we recognize the need to expand our intervention model to include mathematics, ensuring that students receive timely, structured support in both literacy and numeracy. This will be a priority as we continue to refine and strengthen our multi-tiered system of support.

-Action 1.3: Language and Literacy Development in Spanish and English

Our strategic emphasis on literacy instruction in both Spanish and English, along with integrating literacy across the curriculum, has contributed to meaningful academic gains schoolwide. A strengthened focus on both integrated and designated English Language Development (ELD) has been particularly impactful in supporting our English learner students, helping them achieve higher levels of proficiency. This is reflected in our ELPI (English Learner Progress Indicator) rate of 74.3%—one of the highest among elementary schools in the state, and a strong testament to the effectiveness of our program. Simultaneously, we have elevated the quality of Spanish language instruction by aligning it more closely with the rigorous expectations of the Common Core State Standards in Spanish. This has deepened students' academic language skills and improved overall biliteracy outcomes.

To further foster a culture of literacy, we have actively promoted voluntary reading opportunities. This year, we successfully hosted a Book Fair during parent conference week in March, which helped connect families and students with engaging texts in both languages. Looking ahead, we aim to expand partnerships with community resources, including the Eastside Library, to supplement our classroom libraries and increase access to high-quality reading materials for all students.

-Action 1.4: Math and Science Instruction

This action focuses on promoting student discourse in math and science, with an emphasis on encouraging sense-making conversations and structured math talks. Rebuilding these discussion-based practices has proven challenging since the pandemic, as many students have shown increased reluctance to share their thinking openly in class. However, we recognize that academic discourse is foundational to deep understanding, and it remains a priority not only in math and science but across all subject areas as we continue to strengthen Tier 1 instruction. This year, we placed additional emphasis on mathematical fact fluency at every grade level, recognizing it as a building block for more complex problem-solving. All of these collective efforts have contributed to tremendous growth in math performance, as reflected in our most recent assessment data. Looking forward, we will continue to build on these gains by expanding our focus on student discourse,

supporting teachers in facilitating rich, inclusive conversations, and introducing targeted intervention support to address unfinished learning and accelerate progress for all students.

-Action 1.5: Progress Monitoring and Data Management

This action has been highly effective in strengthening our data-informed instructional practices and supporting student growth. Since fall 2021, we have consistently utilized Star 360, a computer-based assessment tool, to monitor student progress in reading and math in both Spanish and English. These assessments have enabled us to identify students' strengths and areas for growth, provide targeted interventions, and communicate clearly with families about student progress. This year we enhanced our data systems by partnering with Parsec Analytics, which has significantly expanded our capacity to analyze and act on both state and local data. This partnership provides robust, user-friendly reports that empower school leaders and teachers to make timely, evidence-based decisions to support student learning. Additionally, we continue to use cross-grade writing calibration using on-demand prompts. This practice has been instrumental in creating a shared understanding of writing expectations across grade levels and has helped us identify schoolwide areas of instructional focus, rather than limiting conversations to individual classrooms. Regular data meetings are now a key part of our professional culture. During these sessions, we disaggregate student data by significant subgroups to identify patterns, monitor equity, and ensure that our strategies are inclusive and targeted. SBCEO was able to facilitate some of these meetings this year.

This comprehensive, schoolwide approach to progress monitoring and data management has proven foundational to our improvement efforts and will remain a critical component of our instructional system moving forward.

-Action 1.6 - Monitoring and Supporting Students with Exceptional Needs

To improve outcomes for students with exceptional needs and reduce achievement gaps, Adelante has strengthened its Multi-Tiered System of Support (MTSS) to ensure equitable access to the core curriculum. This year, we launched UDL and assistive technology training for all staff. However, the initial training did not fully meet expectations. In response, we are planning a more robust relaunch in Fall 2025, including coaching through Open Access via a grant-funded initiative. We will also incorporate a UDL lens into our Instructional Rounds to promote alignment and shared practices across classrooms. We've continued to build capacity through SBCEO's Inclusion Network (which includes a team of classroom teachers, the SpEd Director/Learning Specialist, School Psychologist, SpEd Assistant, Executive Director/Principal, and Learning Innovation Specialist) and SB SELPA trainings focused on behavior, de-escalation, and inclusive strategies. Additionally, we've integrated Universal Access time into the master schedule to ensure students receive consistent, targeted support. To enhance family partnership, we've launched a Special Education Parent Advisory Group and hosted inclusive parent workshops. We've also improved systems to ensure testing accommodations are honored throughout the school year, not just during assessments. These actions reflect our deepening commitment to inclusive, data-informed practices and will remain a priority moving forward.

-Action 1.7: Technology

Adelante continues to maintain a strong partnership with Charter Impact for IT support, ensuring that our technology infrastructure remains reliable and responsive to staff and student needs. This year, we completed a upgrade of outdated iPads and laptops, replacing devices that could no longer support essential applications. These updates have improved instructional efficiency and expanded students' access to digital learning tools.

An important area of ongoing development is the identification and integration of supportive and assistive technology to better serve students with disabilities. While progress has been made, this remains a key area of focus for this LCAP cycle as we work to ensure all students have the tools they need to fully access the curriculum.

-Action 1.8 - Instructional Materials

This year, teachers received a variety of instructional materials to support English Language Development (ELD), including sentence strips, chart paper, and colored rolls of paper—tools that promote structured language practice and visual support for emerging bilingual students. In addition, math manipulatives, leveled books and classroom sets of books were purchased to enhance hands-on learning and support differentiated instruction across grade levels.

Resources were also allocated to strengthen Tier II interventions, which have proven effective in targeting specific skill gaps and providing students with additional practice and support aligned to their academic needs. These investments have directly supported classroom instruction and intervention delivery, helping to create more equitable learning environments and better positioning students to meet grade-level expectations. This action will continue to evolve based on student data and identified instructional priorities.

-Action 1.9: A Course of Study That Emphasizes the Whole Child

This action has been highly effective in nurturing creative expression, physical well-being, and a sense of joy in every student. As a cornerstone of our educational philosophy, this whole-child approach is deeply embedded in our school culture and remains a non-negotiable priority, even amid budget constraints. Our commitment to the arts and student expression is evident in the vibrant performances, school-wide art show, talent show, and the daily integration of music, movement, and visual arts. These experiences not only enrich students' academic lives but also foster confidence, collaboration, and emotional well-being. This emphasis on creativity and joy continues to distinguish Adelante's program and will remain a defining feature of our curriculum as we move forward.

-Action 1.10 ELA Support for Homeless students and EL students - Required action

This action has been very effective as Adelante made significant progress in narrowing these achievement gaps, with homeless students improving by 72.1 points and English learners by 25.2 points in ELA Distance from Standard. Improved attendance has played a key role in this growth. To sustain these gains, we are addressing barriers to attendance, creating inclusive learning environments, and providing targeted literacy interventions and small group instruction. Students also have increased access to books at school and home to encourage independent reading. English learners receive both Integrated and Designated ELD (expanded in Goal #3), while homeless students benefit from counseling, mentoring, and community resources (detailed in Goal #2). These supports are essential in ensuring continued growth for these high-need student groups.

-Action 1.11 Retaining Highly Qualified Staff

A stable teaching staff is crucial for long-term progress, building trust, and maintaining instructional continuity. High turnover disrupts classroom culture, weakens collaboration, and hampers efforts to meet the needs of our most vulnerable students. Our students, especially Low-Income students, English Learners, Foster Youth, and students with disabilities, rely on consistent, well-trained educators. While we've retained nearly all our staff this year, the high cost of living in Santa Barbara could potentially cause educators to leave for higher-paying positions in nearby districts. This wage disparity threatens our ability to maintain program quality and consistency. Moving forward, we will continue to prioritize financial support for teachers. Our incredible teaching staff is the reason we are a CA Distinguished school.

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

There was a change in language to the goal to make it more specific to supporting our most vulnerable populations. This is a broad goal, but the change highlights the focus on equity.

- 1.1 - Partner with Open Access to receive professional learning around Universal Design for Learning and Inclusion practices. This will include coaching and the consultants will participate in our Instructional Rounds while visiting to provide feedback and support. On-demand writing tasks will be closer aligned to the CAASPP performance tasks as to better support student success on those rigorous tasks which include reading and analyzing multiple source documents. Also, a focus on using more of the Thinking Routines (Harvard Project Zero) to help facilitate higher order thinking and increased depth of knowledge.
- 1.2- Add an intervention tracking document for teachers to track and document the interventions they are doing in the classroom. These will be used in the SST process as well.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Most Effective Instruction	To support academic gains and close achievement gaps on state and local assessments, Adelante Charter School will implement rigorous and engaging curricula aligned with California State Standards. Teachers will prioritize differentiated small group instruction to address individual student needs, leveraging strengths and identifying areas for growth. This tailored approach will ensure each student receives the support necessary for a successful educational journey. The following instructional strategies will be employed to ensure students receive high-quality first instruction: -Higher-Order Thinking Skills: Implement DOK tasks and questioning practices that require students to engage in analysis, evaluation, logical reasoning, problem-solving, and justifying responses with evidence. -Pedagogical Consistency: Adopt common high-leverage pedagogical practices across the school that support the language demands of increasingly rigorous grade-level standards, as identified by the Leadership Team and discussed and developed with staff.	\$1,840,488.00	No

Action #	Title	Description	Total Funds	Contributing
		-Constructive conversations: Regular, meaningful classroom discourse that is student-centered and uses academic language and concepts learned - supporting students to develop their abilities to communicate effectively, justify their thinking with evidence, and engage thoughtfully with their peers, ultimately enhancing their overall academic and social-emotional growth. -Enhanced Literacy Instruction: Incorporate daily, integrated literacy instruction across the curriculum, ensuring the consistent application of essential literacy practices in every classroom. This includes evidence-based writing, close reading of complex texts, annotation, and multiple reads to deepen understanding and analysis. -Standards-Aligned Materials: Utilize CCSS- and NGSS-aligned materials in every classroom to support language and literacy development needs. Use science and social studies content to address literacy standards and support language development in both English and Spanish. -Data-Driven Learning: Learn directly from student data, using multiple points of evidence to inform instruction. Regular formative assessments, screeners, Star/DRA/EDL as well as on-demand writing assessments and interim assessments. -Equity and Social Justice: Apply a lens of equity and social justice to all instruction, ensuring inclusive and fair educational opportunities for all students. Cross-Language Transfer: Given that all students are acquiring proficiency in a new language, it's vital to utilize their existing language skills to aid learning. Expand the implementation of contrastive language analysis and language transfer across classrooms, leveraging students' complete linguistic repertoire to improve their educational experience.		
1.2	Tier II Intervention	To enhance academic achievement and narrow achievement disparities on standardized assessments, Adelante Charter School will implement academic and social-emotional early warning systems. These systems will promptly identify students in need of additional support, particularly focusing on historically underserved groups like Low-Income, Emerging Bilingual (EL) students, and those with exceptional needs.	\$56,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This is achieved through the implementation of a Multi-Tiered Systems of Support (MTSS), which integrates data and instruction to optimize student achievement while also addressing their social, emotional, and behavioral needs from a strengths-based perspective. Through early identification via screening and ongoing progress monitoring, the Tier II Intervention team will provide intensive interventions to students requiring additional support in order to reach academic benchmarks. These interventions will be seamlessly integrated into the school day and readily accessible to students in need. Progress will be monitored every six weeks, with data collected and communicated systematically to enable timely responses to student needs.		
1.3	Language and Literacy Development in Spanish and English	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will provide our students with rigorous and engaging instruction to support the implementation of California State Standards. The following strategies will be used to ensure students achieve biliteracy: • Prioritizing oral language development and fostering rich classroom discourse. • Implementing Designated English Language Development (DELD) aligned with thematic ELD units in science or social studies, employing high-leverage Project GLAD (Guided Language Acquisition Design) strategies. • Creating text-rich curriculum and learning environments that are visible and accessible to all students. • Providing students with access to rigorous, complex texts supported by appropriate linguistic scaffolds. • Integrating writing across the curriculum, as research indicates that writing instruction enhances reading fluency and comprehension. Assessing writing in both Spanish and English offers insight into students' progress toward biliteracy. • Cultivating metalinguistic awareness in all students to leverage the assets of their bilingual brains, including contrastive analysis of languages and cross-language connections. • Systematically teaching non-transferrable English foundational skills while leveraging transfer from Spanish.	\$46,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Offering additional early literacy supports, including para-educators in Kindergarten and 1st-grade classrooms. - Promoting voluntary reading and providing culturally responsive texts, expanding classroom libraries with diverse stories that reflect students' backgrounds and cultures. Reading stories that resonate with students fosters a sense of belonging, validation, and empathy, while also nurturing curiosity. High-interest titles are available in both Spanish and English.		
1.4	Math and Science Instruction	To facilitate academic progress and bridge achievement gaps on state and local assessments, Adelante Charter School is committed to providing mathematics and science instruction tailored to address the linguistic and contextual barriers faced by our Low-Income, English Learner students and students with exceptional needs. Our instructional approach includes: -Encouraging elevated student discourse regarding mathematical concepts and scientific contexts -Implementing Math Talks to foster interactive mathematical discussions (math language routines and tasks that facilitate deep mathematical thinking) -Ensure students meet grade-level math fluency standards (fast and accurate, not necessarily memorizing) supported by Math Talks -Facilitating science sense-making discussions to deepen understanding -Regular use of formative assessments, i.e cool down exercises, end of unit assessments in math, I-Checks in science -Maximizing outdoor learning opportunities to connect science concepts with real-world experiences -Promoting student-centered discussions to enhance engagement and comprehension -Establishing strong background knowledge and comprehension through hands-on activities and experiential learning strategies that bring academic content to life.	\$29,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Progress Monitoring and Data Management	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will implement systematic progress monitoring and regular review of formative assessment data with a focus on data-informed responses to better support students to reach their full potential. Utilizing a range of formative assessments, including Star Early Literacy, Star Reading, Star Math, number sense screeners, DRA/EDL. Additionally, the interim CAASPP assessments will be scheduled throughout the year and used for ELPAC, ELA, Math and Science to support student outcomes. To ensure consistency in scoring, student writing assessments will be calibrated across grade bands, with teachers collaboratively analyzing student work to inform instructional decisions. Data will be disaggregated by student group to provide targeted support to our most vulnerable student populations. Regular data-informed discussions on instruction will take place during grade-level and cross-grade collaboration time, complemented by classroom walkthroughs and instructional rounds. The Adelante Leadership Team and grade band teams will conduct regular data reviews to inform school-wide instructional strategies and interventions.	\$85,583.00	Yes
1.6	Monitoring and Supporting Students with Exceptional Needs	To enhance academic outcomes for students with exceptional needs and narrow achievement gaps, Adelante Charter School will implement a multi-tiered system of support to optimize access to the core curriculum. Additionally, we will offer professional development to empower staff in effectively supporting students with exceptional needs and facilitating their access to the core curriculum. This includes: -Implementing Universal Design for Learning (UDL) guidelines for all staff which can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities -Utilizing Assistive Technology to ensure accommodations are consistently met	\$569,964.00	No

Action #	Title	Description	Total Funds	Contributing
		-Continued participation in the Inclusion Network through SBCEO - team of teachers, SpEd Director/Specialist and Instructional Specialist -Providing ongoing professional learning opportunities through SB SELPA (understanding behavior, de-escalation, UDL) -Allocating dedicated Universal Access time in each class within the master schedule for support -Establishing a Special Education Parent Advisory Committee -Conducting parent workshops focused on Special Education, but open to all families -Improve support for students during testing, ensuring accommodations are honored throughout the academic year.		
1.7	Technology	To support academic gains and to close achievement gaps on state and local assessments, ACS will update obsolete devices and continue necessary platforms for online resources that increase access for high needs students and students with exceptional needs.	\$24,765.00	No
1.8	Instructional Materials	To bolster academic progress and narrow achievement disparities on state and local assessments, Adelante Charter School will purchase supplementary materials and intervention resources. These will be aimed at aiding high-needs students and those with exceptional requirements who exhibit performance gaps compared to their peers at local and state levels.	\$14,500.00	Yes
1.9	A Course of Study that Emphasizes Educating the Whole Child	Learning is enhanced by physical activity, joy and opportunities for self-expression. In order to support the evidence-based academic impacts on student learning, and to engage students in a well-rounded school experience, students at Adelante are supported with dance, music, art and physical education weekly. These enriching experiences culminate in an annual Art Show, Performing Arts Showcase, and Musical Theatre. These productions showcase students' creativity to the Adelante and broader Santa Barbara communities. These events bring families together to celebrate the unique talents of their children, fostering a sense of community and pride.	\$349,604.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	ELA Support for Homeless students and EL students - Required action	To support academic gains and to close achievement gaps on state and local assessments for our Homeless students and English learners in ELA, Adelante will first assist our EL and homeless student populations in overcoming attendance barriers. Chronic absenteeism is impeding their post-pandemic recovery and educational progress. We will work to create an inclusive learning environment where these students feel valued and connected, as well as provide targeted literacy interventions and small group instruction. We will ensure access to books both in-school and at home to encourage reading practice beyond class time. We will also offer comprehensive support services, including counseling, academic mentoring, and community resources, to address the social, emotional, and academic needs of homeless students (addressed in Goal #2). EL students will have access to both Integrated and Designated ELD (addressed more specifically in Goal #3)		No Yes
1.11	Retain Highly Qualified Educational Staff	To sustain the post-pandemic progress and address persistent inequalities, Adelante must ensure a high-quality, stable educational staff. It's essential that our staff can learn, build on prior knowledge, become increasingly self-efficacious, and implement initiatives consistently over time. Retaining such staff is crucial for improving the quality of instruction for our Low-Income students, English Learners, Foster Youth, and students with disabilities. However, the high cost of living in Santa Barbara has recently led to teachers leaving Adelante for neighboring districts or entirely moving out of the area. This trend is exacerbated by prospective teachers declining job offers with us in favor of significantly higher salaries nearby. The ability to earn more while staying in the region threatens to undermine our program and erase the gains we've made, leading to instability and negatively impacting instructional continuity. High turnover rates during the LCAP cycle make the successful implementation of planned actions exceedingly difficult. Adelante believes it is crucial for the success of our Low-Income students, English Learners, Foster Youth, and students with disabilities to have a stable, high-quality, and well-trained educational staff. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development achieve positive outcomes. When	\$30,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our well-trained teachers or support staff leave for higher salaries elsewhere, or when top candidates decline our job offers for better compensation in neighboring districts, our students, particularly Low-Income students, English Learners, Foster Youth, and students with disabilities suffer the most. Retaining staff is essential to continuing to improve the quality of instruction for our unduplicated pupils.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88% @5th 68% @6th report having caring adults in school. [June, 2024, Local Indicators Report to the ACS Governing Board]	school all of the time or most of the time. 68% @5th 71% @6th report having caring adults in school. [June, 2025, Local Indicators Report to the ACS Governing Board]		time or most of the time. Caring adults in school 100% [June, 2027, Local Indicators Report to the ACS Governing Board]	
2.2	CA Healthy Kids Survey: School Safety % of Students Feeling Safe at School	MET -- Results reported 76% @5th 81% @6th report they feel safe at school. 96% @5th 84% @6th reported that teachers treat students with respect all of the time or most of the time. [June, 2024, Local Indicators Report to the ACS Governing Board]	MET -- Results reported 73% @5th 75% @6th report they feel safe at school. 86% @5th 80% @6th reported that teachers treat students with respect all of the time or most of the time. [June, 2025, Local Indicators Report to the ACS Governing Board]		MET -- Results reported Feel safe at school 100% 100% will report that teachers treat students with respect all of the time or most of the time. [June, 2027, Local Indicators Report to the ACS Governing Board]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Staff Surveys CSSS - CA School Staff Survey	60% response rate 100% report that Adelante is a safe place for students. 95% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 80% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work.	74% response rate 100% report that Adelante is a safe place for students. 100% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 91% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work. [2025 School Staff Survey]		80% response rate 100% report that Adelante is a safe place for students. 100% of respondents reported they agree or strongly agree that the school is a supportive and inviting place for students to learn. 100% of respondents report they agree or strongly agree that the school is a supportive and inviting place for staff to work.	
2.4	CA School Parent Survey	100% report that Adelante is a safe place for their child. 98% report that Adelante has adults	48% response rate 99% report that Adelante is a safe place for their child. 99% report that Adelante has		100% report that Adelante is a safe place for their child. 100% report that Adelante has adults who really	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		who really care about students. 95% say that Adelante treats all students with respect. 95% report that the school actively seeks the input of parents before making important decisions. 93% of responders say that teachers communicate with parents about what students are expected to learn in class. [2024 School Parent Survey]	adults who really care about students. 99% say that Adelante treats all students with respect. 89% report that the school actively seeks the input of parents before making important decisions. 92% of responders say that teachers communicate with parents about what students are expected to learn in class. [2025 School Parent Survey]		care about students. 100% say that Adelante treats all students with respect. 100% report that the school actively seeks the input of parents before making important decisions. 100% of responders say that teachers communicate with parents about what students are expected to learn in class. [2027 School Parent Survey]	
2.5	Attendance Rate	22-23 school year 92.52% ADA			26-27 school year 97% ADA	
2.6	Suspension Rate	Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English Learners -- 0% White -- 0%	Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English Learners -- 0% White -- 0%		Schoolwide -- 0% Hispanic -- 0% Socioeconomically Disadvantaged -- 0% English Learners -- 0% White -- 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -- 0% Homeless -- 0% [2023 CA School Dashboard]	Students with Disabilities -- 0% Homeless -- 0% [2024 CA School Dashboard]		Students with Disabilities -- 0% Homeless -- 0% [2026 CA School Dashboard]	
2.7	Chronic Absenteeism	Schoolwide -- 25.3% Hispanic -- 26.1% Socioeconomically Disadvantaged -- 28.0% English Learners -- 23.7% White -- 20.5% Students with Disabilities -- 34.9% Homeless -- 32.1% [2023 CA School Dashboard]	Schoolwide -- 10.7% Hispanic -- 11.3% Socioeconomically Disadvantaged -- 10.5% English Learners -- 8.7% White -- 10% Students with Disabilities -- 15.9% Homeless -- 6.8% [2024 CA School Dashboard]		Schoolwide -- 10% Hispanic -- 10% Socioeconomically Disadvantaged -- 10% English Learners -- 10% White -- 10% Students with Disabilities -- 10% Homeless -- 10% [2026 CA School Dashboard]	
2.8	SAEBRS: Developed for use in universal screening for behavioral and emotional risk.	SAEBRS 23-24 (Teacher Response) Spring 24 Low Risk 85% Some Risk 13% High Risk 2% +4% change of students above benchmark from Fall to Spring mySAEBRS (Student Response 2nd-6th) Low Risk 78% Some Risk 16%	SAEBRS 24-25 (Teacher Response) Spring 25 Low Risk 84% Some Risk 14% High Risk 1% +4% change of students above benchmark from Fall to Spring		Decrease the % of students in the "high risk" category each year. Increase those in the Low Risk category.	

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

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

Goal Analysis [2024-25]

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

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

2.1 -We are effectively implementing this action through consistent, bilingual communication and multiple opportunities for family engagement. Staff are bilingual in Spanish and English, and all communications via Parent Square, board meetings, in-person events, and key documents are accessible in both languages. Families receive weekly updates, monthly newsletters, and paper copies as needed. Parent-teacher conferences occur three times a year, with the final one being student-led. We actively seek family input through surveys, focus groups, and participation in groups such as EBAC, PTSO, SSC, and the newly forming Special Education Advisory Group. Engagement is further supported through Parent Education workshops, monthly Café con el Director, informational nights and school events.

2.2- Adelante is moving forward with the planned initiatives to support students' social-emotional well-being. SEL is embedded into daily classroom routines and reinforced through restorative practices, small group interventions, and the presence of a school-based counselor provided by Family Service Agency. Students also benefit from nature-based learning experiences on campus and through field trips and overnight experiences in 4th and 6th grades. This year, students in grades K–2 participated in a weeklong mindfulness storytelling residency with Michael Katz (storyteller extraordinaire) in the fall, while students in grades 3–5 participated in the spring. These experiences help establish a shared language, helpful tools for self regulation and focus and consistent expectations across grade levels. Teachers received ongoing support in SEL implementation, including professional development from SB SELPA focused on behavior support, de-escalation strategies, and effective redirection techniques.

2.3 -As planned, Adelante is implementing school-wide positive behavior supports, including a behavior expectation matrix and a student-modeled video introduced at the beginning of the year and revisited regularly. Restorative practices in the classroom and small group support led by the school psychologist help build empathy and foster accountability. Although wellness coaches from FSA were unavailable this year, a school-based counselor is on campus twice a week to support student well-being. Opportunities to nurture connection and empathy are integrated throughout the school day, including through our school garden, Big Buddy/Little Buddy activities, Wilderness Youth Project, Tribes Learning Communities lessons, and a shared focus on César Chávez's Core Values.

2.4 - As planned, Adelante offered parent workshops on the CAASPP, ELPAC, and the reclassification process. Staff continue to support families, with the parent liaison actively sharing information and resources. Although a part-time family advocate was not possible due to funding constraints and staffing limitations at FSA, the agency has provided resources and information that have been communicated to families. Additional family workshops are already in development for next year. Preparations are underway for the Play and Performing Arts Showcase, and the recent Art Show—along with past events like Día de los Muertos and the Winter Show—has fostered student creativity and strengthened family engagement.

2.5 - Adelante is successfully implementing its planned attendance interventions, with current attendance at 95% and a dramatic improvement over previous years. Monthly data reviews, targeted family outreach, and support meetings continue to address chronic absenteeism. Incentives such as weekly raffles and monthly student rewards for “On Time Tickets” have been well received by students and help reinforce positive attendance habits. Ongoing communication with families emphasizes the importance of regular, on-time attendance as a key factor in student success.

2.6 -Adelante is implementing this targeted support system as planned, with noticeable improvements in attendance among students experiencing homelessness and students with disabilities—two groups previously identified with higher rates of chronic absenteeism. Staff continue to monitor attendance closely and address barriers through targeted interventions such as transportation assistance and access to uniforms. While concerns remain that fears related to the current political climate and potential threat of deportation may impact some students' attendance, Adelante remains deeply committed to supporting all families through these challenges with compassion and support.

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

For Goal 2, all actions were implemented as planned, with no major changes; however, actual expenditures exceeded budgeted amounts due to increased engagement and student support efforts. In Action 2.5: Improved Attendance, spending was \$4,955 over budget, reflecting our intensified focus on reducing absences through outreach, incentives, and systems for monitoring daily attendance. Similarly, Action 2.6: Reduce Chronic Absenteeism for Homeless Students and Students with Disabilities exceeded its budget by \$2,464 as we increased targeted supports. These investments led to notable improvements in overall attendance, which not only supports stronger academic outcomes but also positively impacts our school's funding, as we rely on Average Daily Attendance (ADA). Additionally, Action 2.4: Support for EBAC was over by \$5,833 as the group grew in size and scope throughout the year, an exciting development that reflects stronger family engagement. Though actual costs were higher, the increased impact in these areas was well worth the investment.

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

Adelante has made strong progress toward meeting Goal 2, as demonstrated by high levels of satisfaction and confidence from both parents and staff. Parent survey results reflect a deep sense of trust and partnership, with 99% affirming that Adelante is a safe place for their child, that staff care deeply about students, and that all students are treated with respect. Additionally, 89% of parents feel the school actively seeks their input in decision-making, and 92% report consistent communication from teachers about student learning.

Staff survey data mirrors this positive trend, with 100% of respondents reporting that Adelante is a safe place for students and a supportive, welcoming environment for learning. Furthermore, 91% of staff agree or strongly agree that the school is also a supportive and inviting place

to work. Together, these results affirm that Adelante is successfully cultivating a culture of safety, inclusion, and collaboration for students, families, and educators alike.

Student survey results further illustrate Adelante's progress toward fostering a safe, inclusive school climate aligned with Goal 2. A strong majority of 5th and 6th grade students report positive experiences at school:

- 81% of 5th graders and 72% of 6th graders feel connected to school most or all of the time.

- 68% of 5th graders and 71% of 6th graders say they have caring adults at school.

- 73% of 5th graders and 75% of 6th graders report feeling safe at school.

- 86% of 5th graders and 80% of 6th graders say teachers treat students with respect most or all of the time.

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

2.1 – Family Engagement and Communication

This action has been highly effective, with strong survey data indicating families feel well-informed and valued. Bilingual communication, regular updates, and a variety of engagement opportunities have led to consistent, meaningful participation in school events and advisory groups.

2.2 – Social-Emotional Learning and Mental Health Support

Adelante's SEL initiatives have effectively fostered a supportive school climate through daily routines, counseling, and nature-based experiences. However, recent student survey data highlight areas for improvement. Increases in reported sadness, particularly among 5th graders, and declines in reported happiness indicate a need for enhanced mental health support, targeted check-ins, and emotional regulation tools. Additionally, significant drops in sleep habits, suggest a need for continued family education on sleep hygiene and healthy routines. Lastly, the data also show a decline in the perception of caring adults and SEL support, pointing to the need for strengthening student-staff relationships and reinforcing SEL practices to ensure consistent impact across all grade levels.

2.3 – Schoolwide Positive Behavior Supports

This action has been highly successful, as evidenced by Adelante's 0% suspension rate and a campus culture that prioritizes empathy, accountability, and student connection. Behavior expectations, restorative practices, and enrichment activities contribute to a safe, respectful learning environment.

2.4 – Parent Education and Enrichment Opportunities

This action is being effectively implemented. Adelante has offered workshops on CAASPP, ELPAC, and reclassification to support families in understanding key assessments, and the parent liaison has actively shared community resources in lieu of a dedicated family advocate. While FSA was unable to provide a part-time advocate due to funding and staffing limitations, their resources have still been shared with families. Events like the Art Show, Winter Show, Día de los Muertos, and the upcoming Performing Arts Showcase and Musical/Play have successfully engaged families in celebrating student creativity and well-being.

2.5 – Attendance Interventions

Adelante's attendance interventions have been very effective, with current schoolwide attendance at 95%—a dramatic improvement over previous years. Incentives, family outreach, and regular data review have positively impacted student attendance habits and reduced chronic absenteeism. The Santa Barbara South County Attendance Team was formed this year, and brings together representatives from small schools and districts to support improved student attendance. The team has started hosting Student Attendance Review meetings to help

families address attendance barriers, with support from community agencies such as Santa Barbara County Behavioral Health. Members also share resources to strengthen attendance efforts across schools. Adelante has participated in planning, attending meetings, and submitting referrals, and we look forward to continuing this important work.

2.6 – Targeted Supports for Student Groups

This action has been implemented successfully, with noticeable improvements in attendance for students experiencing homelessness and students with disabilities. Staff responsiveness and targeted supports have addressed barriers to attendance while maintaining a strong commitment to equity and family trust.

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

In response to the data around student mental health we are planning to partner with UCSB to have two part time school psychologist interns who will be supporting our students with social and emotional needs in addition to the part time school based counselor. Also, family workshops on the dangers of social media use and supports for how to set limits. Additionally, we will begin holding monthly assemblies to gather the whole school with a focus on the core values of César Chávez and building community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Communication and family input	Effective communication with Adelante families in their home language is crucial for building and maintaining strong, trusting relationships. We will ensure frequent and open communication through various means, including: Bilingual Staff and Dual Language Program: Our bilingual staff, including all classroom teachers, can communicate with families in both Spanish and English. All communication via Parent Square is sent in both languages. Board meetings are conducted bilingually with simultaneous interpretation available for anyone who is not bilingual. Provide workshops to empower parents with the skills and knowledge needed to effectively use Parent Square for communication and staying informed about school activities.	\$55,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monthly Café con el Director: These meetings provide families with an opportunity to connect with the director, learn about school events, ask questions, and raise concerns. Regular Teacher Communication: Teachers regularly communicate with families through Parent Square and weekly bulletins (paper copies provided as needed) and hold parent-teacher conferences three times a year, with the final conference being student-led. Monthly Newsletters: Sent to all families, these newsletters highlight teaching and learning activities at each grade level. Simultaneous Interpretation and Translation: We provide simultaneous interpretation for in-person gatherings and translate key planning documents and executive summaries to ensure all families have access to important information. Soliciting family input through communication is crucial for building a strong school community and ensuring that the needs and perspectives of families are heard and addressed. This will be accomplished through surveys, focus groups, gatherings, and committees - EBAC, PTSO, SSC, SpEd Advisory Group. By leveraging these communication strategies, we aim to foster a supportive and inclusive environment for all our families.		
2.2	Social-emotional supports	Adelante teachers will prioritize the well-being of all students, fostering a caring and nurturing community where each student feels recognized, valued, and experiences a strong sense of belonging. Our classrooms will be relationship-centered, fostering community and trust, rooted in the core values of César E. Chávez: accept all people, celebrate the community, respect life and the environment, non-violence, innovation, preference to help the most needy, knowledge, sacrifice, service to others, and determination. Fostering a growth mindset and	\$53,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		empathy for others. Teachers will dedicate daily instructional time to support students' social and emotional needs, incorporating lessons from the Tribes Learning Communities curriculum and/or other social-emotional learning (SEL) curriculum each week. Social-emotional learning will continue and increasingly integrate into every learning experience. Research suggests that a spending time in nature is linked to cognitive benefits as well as improved mood, mental health and emotional wellbeing. Adelante prioritizes connecting student learning with the natural world as much as possible. Additionally, our 6th grade students will participate in monthly nature immersion experiences with our longtime partner Wilderness Youth Project and 5th grade will go to Wishtoyo Chumash Village and grades Kinder - 5th will participate in garden education. All adults on our campus will support the social and emotional well-being of students and staff through close collaboration and a unified approach using restorative practices, students with greater needs will have the opportunity to meet individually or in small group support with the school psychologist. Adelante will also partner with local nonprofit organizations to secure a school-based mental health therapist to assist students with severe mental health needs. The therapist will be contracted to work collaboratively with school staff to support students. Teachers will receive ongoing support with lesson suggestions for SEL from the school psychologist and professional development from Santa Barbara SELPA focused on understanding behavior and implementing strategies for de-escalation and restorative practices. Professional learning will also focus on supporting the whole child, helping to develop skills, habits, and mindsets that foster CASEL's five SEL core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.		

Action #	Title	Description	Total Funds	Contributing
2.3	Positive Behavior Supports	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Adelante will implement school-wide positive behavior supports including clear behavioral expectations and anti-bullying work to improve student connection and a sense of safety on campus. Adelante created a behavior expectation matrix that is used throughout the school and will be supported throughout the year. A video is currently being produced with students modeling these expected behaviors that will be used to reinforce the expectations for years to come. We know that clear behavior interventions along with consistent implementation of restorative practices will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations. The School Psychologist will work with targeted small groups of students who need additional support in this area. Additionally, Adelante will contract with a local nonprofit who will provide certified wellness coaches to further support students with moderate behavior and mental wellness issues. Students need to see themselves in others to develop empathy and understanding of others and see their connection to all life on earth. Students also thrive when they have opportunities to impact their community for good. This will happen with more intentional and coordinated use of the school garden and the Big Buddy/Little Buddy time as well as a focus on the Core Values of César Chávez.	\$50,000.00	Yes
2.4	Family Education and Access	The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."	\$30,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ACS will partner with families to support student wellness and academic progress through the following initiatives: -The Special Education Team will provide parent workshops available to all families on topics focused on special populations and students' social-emotional needs. -Adelante will also partner with local nonprofit organizations to secure a family advocate who can connect families with resources in the community related to basic needs as well as parenting classes and mental health support. -Adelante will extend its collaboration with local nonprofit organizations to offer educational workshops addressing the impact of social media on children, internet safety, and navigating the digital landscape with children. -Parent education workshops will be organized to enhance understanding of assessment reports for Star, CAASPP, and ELPAC, alongside strategies for supporting children's learning at home. -Furthermore, Adelante will involve families in nurturing their child's creative expression through various events such as the end-of-the-year Art Show, Día de Los Muertos event, Winter Show, Performing Arts Showcase, and the Adelante Musical Theatre. These events, fostering visual and performing arts as well as physical activity through dance, celebrate the unique creativity of each student and foster meaningful engagement opportunities for families within the school community and beyond.		

Action #	Title	Description	Total Funds	Contributing
2.5	Improved Attendance	Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates for all students, and particularly where we see large discrepancies i.e. between all students and Homeless students and students with disabilities by continuing the following attendance interventions: conducting monthly review of attendance data with the principal and family liaison, outreach and possible home visits for students who are chronically absent, meetings with families to identify solutions, remove barriers and provide and potential supports. Continue the following attendance incentives as well: weekly attendance raffle for students who have no absences or tardies, monthly classroom attendance rewards. Ongoing communication with families to emphasize the importance of regular attendance.	\$38,565.00	Yes
2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Adelante Charter School will implement a comprehensive support system to reduce chronic absenteeism among students with disabilities and homeless students through dedicating staff time to monitor attendance, identify barriers, and provide targeted interventions for students. Whether that be transportation assistance (bus passes), additional uniforms if laundry is a barrier, or support with student engagement or mental health. We will work to get at the root causes of the absences and support families and students as needed to improve attendance.	\$13,007.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CAASPP ELA, Math, and Science for English Learners	ELA - 84.6 points from standard; 13.46% meeting/exceeding standard Math - 75.7 points from standard; 17.3% meeting/exceeding standard Science (5th grade only) - 16.7% meeting/exceeding standard [2023 CA School Dashboard/CAASPP]	ELA English learner students 59.4 points below standard; -7.1% meeting/exceeding standard Math 52.8 points below standard -14.3% meeting/exceeding standard Science (5th grade only) 0% meeting/exceeding standard [2024 CA School Dashboard/CAASPP]		ELA - 30 points from standard; % meeting/exceeding standard exceeds state results. Math - 50 points from standard; % meeting/exceeding standard exceeds state results. Science (5th grade only) - 25% meeting/exceeding standard [2026 CA School Dashboard/CAASPP]	
3.3	Reclassification Rate	9.2% [2022-23 CALPADS Reports 2.16 and 8.1]	16.2% [2023-24 CALPADS Reports 2.16 and 8.1]		Increase rate annually and maintain a rate of 17%-20% [2025-26 CALPADS Reports 2.16 and 8.1]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	STAR Assessments - Literacy and Math (EL group)	Spring Star 2023 data: Early Literacy Spanish K- 1st --56% proficiency Emerging Bilinguals (EL) : 54% Proficiency Spanish Reading 2nd - 6th 48% proficiency Emerging Bilinguals (EL) : 57% Proficiency Reading English (winter due to CAASPP) 3rd - 6th 33% proficiency Emerging Bilinguals (EL) Reading English: 22% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) -- 65% proficiency Emerging Bilinguals (EL): 64% Proficiency	Spring 2025 data: Early Literacy Spanish K- 1st 58% proficiency Emerging Bilinguals (EL) : 60% Proficiency Spanish Reading 2nd - 6th: All students 52% proficiency Emerging Bilinguals (EL) : 55% Proficiency Reading English 3rd - 6th (Winter due to CAASPP) All students Reading English: 48% proficiency Emerging Bilinguals (EL) Reading English: 34% Proficiency Math Spanish 1st - 6th (taught in Spanish K-6) All students 1st - 6th: 68% proficiency Emerging Bilinguals (EL): 64% Proficiency		Spring Star 2027 data: Increase the % attaining proficiency in each category annually as well as decrease the gap in performance between the EL subgroup and overall student performance.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Biliteracy Trajectories - % of 6th grade students who receive the Biliteracy Attainment Recognition Award - A pathway to the Seal of Biliteracy awarded in high school.	Spring 2024 65% of 6th grade students received the Biliteracy Attainment Recognition	Spring 2025 63% of 6th grade students received the Biliteracy Attainment Recognition		Increase the % of 6th grade students who attain the award each year.	
3.6	EBAC Annual Family Survey	90 families responded School Culture: Students are safe at this school. -89% Home /School Communication: Someone always speaks the parents' language in the school office. -98% Standards and Assessment: Parents are informed of their children's academic progress.-90% Standards and Assessment: I understand what it means to be an English learner student.65% - Yes, always, 17% Most of the time, 14%	103 Responded > 90% participation rate School Culture: Students are safe at this school. - 96% Home /School Communication: Someone always speaks the parents' language in the school office. -100% Standards and Assessment: Parents are informed of their children's academic progress.-97.8% Standards and Assessment: I		100% participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sometimes, 4.5% Never Standards and Assessment: I understand my English learner child's ELPAC (English Language Proficiency Assessment for California) test results.- 46% Yes, always, 22% Most of the time, 17% Sometimes, 16% No	understand what it means to be an English learner student. -97.8% Yes Standards and Assessment: I understand my English learner child's ELPAC (English Language Proficiency Assessment for California) test results.- 92% Yes			

Goal Analysis [2024-25]

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

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

3.1 – EL Monitoring and Support to Reclassification- Adelante regularly reviewed ELPAC and local assessment data to monitor EL progress, identify students nearing reclassification, and ensure RFEPs continued to thrive. Leadership and grade-level teams used this data to guide targeted instructional decisions.

3.2 – Professional Learning - Focused on Language Development- Many of our teachers participated in GLAD training over the summer, and new teachers engaged in intensive GLAD en español sessions during the school year, made possible through grant-funded professional learning via SBCEO. With all teachers now GLAD-trained, this framework serves as a cornerstone of our ELD program. Professional learning was further strengthened through a 3rd-grade Lesson Study, differentiated trainings, and targeted support in Spanish literacy instruction. Teaching for Biliteracy workshops, instructional coaching, and cross-language strategies provided additional support, enabling staff to deliver high-quality instruction for English Learners and dually identified students.

3.3 –Access to rigorous core academic content in Spanish and English- ELs received daily Designated and Integrated ELD instruction, differentiated by proficiency level. Language bridging tools (e.g., color coding, sentence frames, The Bridge) were implemented schoolwide, and student progress was closely monitored through interim assessments and regular data reviews.

3.4 – Extended Learning and Enrichment- EL students were prioritized for after-school, AOK, and summer programs, with full access to weekly enrichment classes and performance opportunities. Communications were bilingual and interpretation was provided to ensure families were included and supported.

3.5 – Family Engagement - EBAC input in decision making-The EBAC continued to meet regularly with elected officers and active participation from approximately 40 families, fostering strong parent leadership and advocacy. Parents participated in the CAFE parent conference in Bakersfield and made key recommendations to strengthen engagement, communication, education, and holistic family support. Additionally, a workshop focused on ELPAC and reclassification had over 100 people in attendance.

3.6 – Dual Language Immersion Program- Adelante implements a robust Two-Way Dual Immersion Program in Spanish and English, focused on bilingualism, academic achievement, and sociocultural competence. Grounded in pedagogical equity, skilled bilingual educators, active family involvement, and strong leadership, the program included enriching experiences like educational field trips to support language development and close academic gaps for EL and low-income students.

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

There were no material differences between budgeted and actual expenditures for the year. Actual expenditures slightly exceeded projections due to increased costs associated with staffing (e.g., salaries, benefits, and substitutes). However, all planned actions and services were fully implemented as intended, and no changes were made to the scope or delivery of those actions.

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

Adelante Charter School's implementation of Goal #3 in 2024–25 was highly effective. This is reflected in our outstanding 74.3% ELPI score, exceeding the state's green benchmark, and growth in DFS (Distance from Standard) across all tested areas, indicating improved academic performance among English Learners. Our focus on high-quality language instruction, data-informed decision-making, and family partnerships directly contributed to these gains. At the same time, we recognize that significant performance gaps remain, especially for students at the lower levels of English proficiency and those who are dually identified. Continued professional learning, differentiated supports, and targeted interventions will be critical to closing these gaps. Below is a summary of each action's implementation and impact.

Action 3.1 – EL Monitoring and Support to Reclassification-Regular review of ELPAC and local assessment data helped us identify students close to reclassification and ensure RFEP students maintained progress. These practices, coupled with the implementation of the interim ELPAC and improved test administration systems, led to more consistent tracking and timely support, contributing to our increased reclassification rate and strong ELPI outcome.

Action 3.2 – Professional Learning: Focused on Language Development-This action was highly effective in strengthening instruction for English Learners and dually identified students. The universal implementation of GLAD strategies across classrooms has led to more consistent, language-rich instruction. Teachers report greater confidence in supporting language development, and classroom observations show increased use of academic language scaffolds. The focus on Spanish literacy and biliteracy strategies has contributed to improved student outcomes in both languages, as reflected in our ELPI growth and gains in academic performance.

Action 3.3 – Integrated and Designated ELD - Disaggregated Data, Supplemental Materials-Designated and Integrated ELD instruction were implemented across classrooms. Tools such as the Language Function Wall, differentiated sentence frames, and small group instruction based on proficiency levels supported language growth. Regular data analysis guided instruction, and supplemental materials enhanced access for high-needs students. These strategies contributed directly to increased language proficiency and academic performance.

Action 3.4 – Extended Learning and Enrichment- Extended learning opportunities prioritized ELs for enrollment in after-school programs, AOK, and summer learning. Weekly enrichment classes in the arts, physical education, and music were accessible to all ELs, and interpretation services ensured inclusive family participation. These offerings supported students' academic growth, language development, and social-emotional well-being.

Action 3.5 – Family Engagement: EBAC- The EBAC grew to approximately 40 active families, hosting regular meetings with elected officers and participating in the CAFE Parent Conference in Bakersfield. Their recommendations strengthened family engagement, communication, and parent education. Over 100 participants attended the ELPAC and reclassification workshop, demonstrating strong outreach. EBAC has become a trusted leadership partner, presenting regularly to the Board and shaping school-wide practices. Their input has helped to shape the actions in this goal.

Action 3.6 – Dual Language Immersion Program- Our Two-Way Dual Immersion Program continues to be the foundation of our school's approach to bilingualism, biliteracy, and academic excellence. With a focus on pedagogical equity, skilled bilingual staff, active parent involvement, and strong leadership, the program supported ELs in closing achievement gaps. Culturally enriching field trips and instructional practices emphasized cross-language transfer and metalinguistic awareness, reinforcing our commitment to an inclusive, high-quality dual language model.

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

Adelante will launch an expanded Biliteracy Pathway Awards program to celebrate and reinforce students' progress toward bilingualism and biliteracy. Recognition will begin in Kindergarten, continue with a milestone award in 3rd grade, and culminate in our existing 6th grade recognition. These awards will be based on students' academic achievement in both Spanish and English. By introducing these recognitions earlier, we want to deepen family awareness of our commitment to bilingualism, biliteracy, and high academic excellence in both languages. This initiative also supports long-term goal setting, helping students and families understand the pathway toward earning the State Seal of Biliteracy in high school and the steps required to achieve it.

In response to feedback from EBAC, we are also excited to relaunch the Latino Family Literacy Project. This program was highly effective in the past, fostering community, parent leadership, and providing families with tools to support reading at home. Additionally, we will partner with our ELOP (Expanded Learning Opportunities Program) director to bring targeted tutoring into our afterschool program, with a focus on supporting English Learners in English language development. To further engage and empower families, we will offer family workshops that explain how our Dual Language Immersion (DLI) program supports English acquisition. These workshops will include a review of the English curriculum and provide strategies for supporting students' academic success at home.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	EL Monitoring and Support to Reclassification	Adelante Charter School will regularly review language proficiency data with the Leadership Team and grade level teams, focusing on identifying effective strategies to support Emerging Bilingual (EL) students. This will include targeted actions to help students reach reclassification criteria and ongoing progress monitoring for RFEP (Reclassified Fluent English Proficient) students. By analyzing data, identifying trends, and implementing effective interventions, we aim to enhance the academic success and language proficiency of our Emerging Bilingual students. The Leadership Team, along with the Instructional Specialist and Testing Coordinator, will be tasked with monitoring the progress of English Learners (ELs) toward achieving English proficiency. This will include analyzing performance on the ELPAC, as well as progress on local assessments such as Star Reading, DRA, and ELPAC Interim assessments. The team will review this data regularly to identify students who qualify for reclassification and to track the progress of RFEP (Reclassified Fluent English Proficient) students. This focused monitoring will ensure targeted support and interventions are provided to help all EL students succeed. ELPAC assessment team will administer ELPAC assessments under the direction of the Testing Coordinator. Annual targets will be set on the master calendar for on-demand writing assessments, interim and summative ELPAC assessments, and reclassification. Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emerging bilinguals (ELs). Examples include a focus on language functions and accompanying inherent academic language, color- coding language, differentiated sentence frames, and explicitly teaching/identifying the 4+1 Language Domains (Reading, writing, listening, speaking and metalinguistic awareness).DELD is differentiated by English language proficiency level and attention is given to cross-language transfer.	\$13,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Learning - Focused on Language Development	To enhance student outcomes in language acquisition and academic performance and to close achievement gaps on state and local assessments, Adelante will offer comprehensive professional learning. This training will support Integrated and Designated ELD instruction school wide, as well as Spanish and English literacy instruction, ensuring a robust approach to language development and academic success. -GLAD Training /Refresher: Ensure all educators are proficient in GLAD strategies to support language development. -Lesson Study in ELD: Focus on California ELD Standards through repeated practice, reflection, and collaborative improvement opportunities. -Outreach/Networking: Engage with other dual-language programs and professional organizations, including school visits and CAFE participation. -Differentiated Professional Learning: Implement book studies and varied professional learning tailored to staff needs. -Instructional Coaching/PLCs: Provide ongoing instructional coaching and support through Professional Learning Communities. -K-3 Literacy Support: Offer targeted support for teaching reading foundational skills in both Spanish and English with a focus on supporting the English foundational skills that are not transferred from Spanish. -K-6 Literacy Support: Enhance literacy instruction and literacy-based content instruction across all grade levels. -Metalinguistic Awareness: Develop students' metalinguistic awareness and cross-language connections in all curricular areas. -Work closely with Special Education staff to improve outcomes for dually identified EL students and students with disabilities. -Provide ongoing support for both Spanish and English literacy instruction to ensure continuous improvement.	\$10,571.00	Yes
3.3	Access to rigorous core academic content in Spanish and English	-Ensure all EL students receive Integrated and Designated ELD support to access grade-level standards-based content in English as well as regular use of bridging languages. -Support students to communicate using precise academic language in English justifying opinions, reasoning and solutions with evidence. -Disaggregate EL subgroup data to provide targeted attention and support. -Reduce the performance gap between EL and EO students in upper grades as proficiency in English increases with more time in English instruction.	\$53,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Purchase supplemental and intervention materials, such as books, math manipulatives, etc, to support high-needs and exceptional students demonstrating achievement gaps.		
3.4	Extended Learning and Enrichment	-Ensure EL students are prioritized for extended learning opportunities, including after-school programs, AOK programming and summer Extended Learning Programs. -Provide a whole-child education that enhances learning through physical activity, joy, and opportunities for self-expression. At Adelante, all students benefit from weekly classes in dance, music, art, and physical education, supporting both academic achievement and a well-rounded school experience. -These activities culminate with an end-of-year Art Show, Performing Arts Showcase, and Musical Theatre. EL students will have equal access to these opportunities, with all communication provided in both Spanish and English and interpretation available at all events, fostering an inclusive environment where the talents of all students are recognized and celebrated.	\$65,000.00	Yes
3.5	Family Engagement - EBAC input in decision making	The Emergent Bilingual Advisory Council (EBAC) will continue to operate with elected officers and regular meeting dates, fostering strong parent leadership focused on removing educational barriers, understanding achievement data, and navigating the steps and significance of attaining reclassification as Fluent English Proficient (RFEP). There are currently approximately 20 families actively participating in EBAC. Parents were able to participate in the CABA parent conference and brought back Key recommendations from EBAC include: -Ongoing Support for EBAC: Ensure continuous support for the council to maintain its impactful work, Provide incentives to improve parent participation and attendance. -Family Engagement: Offer more free educational and social events for families, not tied to fundraisers. -Family Engagement: Access to communication and surveys via paper not just Parentsquare,	\$26,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Parent Education: Provide parent education on the ELPAC, the reclassification process, and its implications, also support for families with duly identified students in SpEd. -Educational Workshops: Organize educational workshops for families, such as reinstating the Latino Literacy program to help support reading at home and increase access to books and materials. -Conference Participation: Support EBAC parents in attending the CABA annual conference and the conference for parents, accompanied by Adelante staff. -Holistic Support: Provide support for the social, emotional, academic, and wellness needs of families. These initiatives will empower parents and foster a collaborative environment, enhancing the educational experience for emergent bilingual students.		
3.6	Dual Language Immersion Program	In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our Emerging Bilingual (EL) and Low- Income students, and those statewide, Adelante Charter School will provide a Two-Way Dual Immersion Program in Spanish and English. The purposes of the program will be: 1. To promote high levels of oral language proficiency and literacy in both Spanish and English. 2. To achieve proficiency in all academic subjects, meeting or exceeding school and state standards. 3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community. The Two-Way Dual Immersion Program will be implemented with the four factors that contribute to the success and sustainability of dual language programs. These are: (a) pedagogical equity, (b) effective bilingual teachers, (c) active parent participation, (d) knowledgeable leadership and continuity. The Dual Immersion Program will be implemented to reflect the above principles and practices. The program will include culturally enriching		Yes

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$614,540	\$31,188

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.160%	0.000%	\$0.00	19.160%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Tier II Intervention Need: Looking at the California School Dashboard's "Distance from Standard" metric for ELA and math, which measures how far, on average, students are from the lowest possible score for Standard Met, there remain disparities in outcomes for low income students, English learners, homeless students and students with	Adelante Charter School's Tier II intervention, delivered through a robust Multi-Tiered System of Support (MTSS), is intentionally designed to serve unduplicated pupils by providing targeted, data-informed academic and social-emotional supports. This action is implemented LEA-wide because our data consistently show that unduplicated students are disproportionately represented across all tiers of intervention and in every grade level. A schoolwide MTSS framework ensures that:	CAASPP, EDL/DRA, STAR, SAEBS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disabilities when compared to overall students and non-low income students. While there has been tremendous growth in large part due to the interventions we put in place, much more work needs to be done to support these subgroups. Scope: LEA-wide	(1) Early identification systems flag struggling students before their needs escalate, (2) Resources, including intervention personnel, targeted instructional materials, and staff training in differentiated practices, are implemented strategically across the school to build collective capacity, avoiding separate or stigmatizing supports, and (3) A consistent, high-quality intervention model is accessible to all students, ensuring that unduplicated pupils receive equitable opportunities for accelerated growth regardless of classroom placement. This comprehensive, schoolwide approach ensures that supplemental funds are used to build systems that disproportionately benefit our highest-need students, offering them timely, individualized, and culturally responsive interventions that go beyond what is provided through our classroom instruction. It is the most effective and equitable way to close persistent achievement gaps and ensure every student thrives. The goal is to ensure that targeted intervention is readily available for any student who needs it, delivered by skilled staff who are prepared to address specific learning gaps, and that dedicated time within the school day is protected for this support. We are seeing encouraging growth among students receiving these interventions and will continue to closely monitor their progress to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensure sustained improvement and equitable outcomes.	
1.3	Action: Language and Literacy Development in Spanish and English Need: Persistent disparities exist in ELA and Math outcomes for low-income students, English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students. Scope: LEA-wide	Adelante Charter School's instructional staff will engage in targeted professional development to enhance literacy and language instruction. This professional development will use student data to inform instructional decisions and expand teachers' strategies to meet diverse student needs. All teachers will receive ongoing, job-embedded professional learning and coaching support, including participation in Instructional Rounds. Wednesday afternoons will be dedicated to collaboration and additional professional learning. These sessions will focus on designing and delivering lessons based on state-adopted frameworks, standards, and best instructional practices. High-quality Tier I instruction in language development and literacy will support all students, especially English learners and those who are struggling. To maximize the impact on academic outcomes, this initiative will be implemented schoolwide.	EDL/DRA, Star, CAASPP, ELPAC
1.4	Action: Math and Science Instruction Need: Persistent disparities exist in ELA, Math and Science outcomes for low-income students, English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students. Overall all students are making tremendous gains in math but we also want to close the gaps and focus on acceleration for the most vulnerable.	Implementing best practices in math and science instruction, particularly those fostering student discourse and sense-making, aims to narrow performance gaps between our unduplicated students and their peers. Teachers are dedicated to delivering mathematics and science instruction that addresses linguistic and contextual barriers for our Low-Income, English Learners, and students with exceptional needs. These strategies aim to minimize disparities by meeting students where they are and supporting them to achieve higher academic levels. This initiative will be	CAASPP, Star

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	implemented across the entire school to maximize its impact on academic outcomes.	
1.5	Action: Progress Monitoring and Data Management Need: Persistent disparities exist in ELA and Math outcomes for low-income students, English learners, homeless students, and students with disabilities when compared to the overall student population and non-low-income students. Scope: LEA-wide	Monitoring student learning ensures that the varying needs of unduplicated students are not overlooked and that the school schedule supports multiple interventions for individual students or groups of students. This approach allows us to disaggregate data by subgroups and language of instruction, ensuring targeted and effective support. To maximize the impact on academic and social-emotional outcomes, this initiative will be implemented schoolwide.	Star, EDL/DRA, SAEBRS, CAASPP
1.8	Action: Instructional Materials Need: Unduplicated pupil student groups may need varying types of instruction as there are currently gaps in proficiency for these subgroups. Scope: LEA-wide	To support academic gains and to close achievement gaps on state and local assessments, Adelante Charter School will purchase supplemental and intervention materials to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. To maximize the impact on academic outcomes, this will be implemented schoolwide recognizing that our unduplicated pupils show the largest gaps in performance.	CAASPP, Star, DRA/EDL
1.10	Action: ELA Support for Homeless students and EL students - Required action	To support academic gains and to close achievement gaps on state and local assessments for our Homeless students in ELA Adelante will	Star, CAASPP, DRA, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Chronic absenteeism is impeding their post-pandemic recovery and educational progress. Red indicator in ELA for Homeless students and EL students on 2023 Dashboard. There has been much improvement and there were no red indicators on the 2024 Dashboard. Scope: LEA-wide	take a comprehensive approach to addressing the disparities. We will first assist our homeless student population in overcoming attendance barriers. We will work to create an inclusive learning environment where these students feel valued and connected, as well as provide targeted literacy interventions and small group instruction. We will ensure access to books both in-school and at home to encourage reading practice beyond class time. We will also offer comprehensive support services, including counseling, academic mentoring, and community resources, to address the social, emotional, and academic needs of homeless students	
1.11	Action: Retain Highly Qualified Educational Staff Need: Looking at the California School Dashboard's "Distance from Standard" metric for ELA and math -which measures how far, on average, students are from the lowest possible score for Standard Met—there remain disparities in outcomes for low income students, English learners, homeless students and students with disabilities when compared to overall students and non-low income students. While there has been tremendous growth in large part due to the interventions we put in place after the pandemic, much more work needs to be done to support these subgroups Scope: LEA-wide	To sustain progress and address persistent inequalities, Adelante must ensure a high-quality, stable educational staff. It's essential that our staff can learn, build on prior knowledge, become increasingly self-efficacious, and implement initiatives consistently over time. Retaining such staff is crucial for improving the quality of instruction for our Low-Income students, English Learners, Foster Youth, and students with disabilities. However, the high cost of living in Santa Barbara has recently led to teachers leaving Adelante for neighboring districts or entirely moving out of the area. This trend is exacerbated by prospective teachers declining job offers with us in favor of significantly higher salaries nearby. The ability to earn more while staying in the region threatens to undermine our program and erase the gains we've made, leading to instability and negatively impacting instructional continuity. High turnover	Retention rate of staff, CAASPP, ELPI, Reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rates during the LCAP cycle make the successful implementation of planned actions exceedingly difficult. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. The "Teacher Retention Data: Average Yearly Turnover" will be annually reported in the Annual Update to this action. In order to maximize the impact on academic outcomes for all students, this action will be implemented schoolwide, recognizing that our unduplicated pupils show the largest gaps in performance.	
2.1	Action: Communication and family input Need: EBAC survey reveals that communication has improved greatly. Areas we will focus on next year are understanding the parent handbook and increasing awareness of all the programs offered at the school. We are committed to providing opportunities for two-way communication to ensure opportunities for family input and engagement.	Effective communication with Adelante families in their home language is crucial for building and maintaining strong, trusting relationships. In our most recent EBAC survey with a 90% response rate, 100% of families responded that "Someone always speaks the parents' language in the school office". We will continue to ensure frequent and open communication through various means as well as continue to support the various forums for gathering input from families i.e. PTSO, SSC, EBAC. In order to maximize the impact for all students and families, this action will be implemented schoolwide,	Family surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: Social-emotional supports Need: Survey results from staff, parents, and students highlight a growing need for social-emotional supports since the pandemic and the rise of social media use. According to the latest CHKS results, 18% @5th grade and 12% @ 6th grade reported feeling frequent sadness all the time or most of the time. Scope: LEA-wide	Adelante teachers will prioritize the well-being of all students, fostering a caring and nurturing community where each student feels recognized, valued, and experiences a strong sense of belonging. Additionally, there will be supports in place for students to meet with a counselor or the school psychologist.	CHKS, Parent and Staff surveys
2.3	Action: Positive Behavior Supports Need: Survey results from staff, parents, and students indicate a need for positive behavior supports. In a school that prioritizes equity and sociocultural competence it is imperative that students feel safe at school and free from name calling and bullying behaviors. 24-25 CHKS results reveal that 73% of 5th graders and 75% of 6th graders feel safe at school.	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Adelante will implement school-wide positive behavior supports including clear behavioral expectations and anti-bullying work to improve student connection and a sense of safety on campus. We know that clear behavior interventions along with consistent implementation of restorative practices will create opportunities to develop and promote empathy and accountability through inclusive, collaborative, supportive, and reflective conversations. Additionally, families will be supported with workshops on social media and how to set limits with children.	CHKS, Parent and Staff surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	55% of 5th graders and 54% of 6th graders reported having mean rumors spread about them. 36% of 5th graders and 33% of 6th graders report experiencing cyberbullying. Scope: LEA-wide		
2.4	Action: Family Education and Access Need: Survey results and feedback from families through various committees indicate a need for more education workshops and access to local resources. Scope: LEA-wide	The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." ACS will partner with families to support overall academic and social-emotional outcomes. Workshops will focus on: -Understanding of assessment reports for Star, CAASPP, and ELPAC, alongside strategies for supporting children's learning at home. This was highly successful this year and will continue with the added layer of classes for supporting literacy at home. -Addressing the impact of social media on children, internet safety, and navigating the digital landscape with children. -The Special Education Team will provide parent workshops available to all families on topics	Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		focused on special populations and students' social-emotional needs. Additionally, Adelante will partner with local nonprofit organizations to connect families with resources in the community related to basic needs as well as parenting classes and mental health support.	
2.5	Action: Improved Attendance Need: Chronic absenteeism was a huge problem during and after the pandemic. When students are not present, they miss out on essential learning opportunities and fail to connect with their peers and teachers. This lack of attendance impedes their academic progress and hinders their social and emotional development, making it crucial to address absenteeism to ensure all students can thrive. Our attendance incentives and communication about the importance of regular attendance have really helped to improve our ADA. Since this was a red indicator on the 2023 Dashboard it was required. There were no red indicators on the 2024 Dashboard because of these efforts and we will continue to implement them. Scope: LEA-wide	Recognizing the link between better attendance and success in school, Adelante Charter School will address chronic absenteeism rates for all students, and particularly where we see large discrepancies i.e. between all students and Homeless students and students with disabilities by continuing the following attendance interventions: conducting monthly review of attendance data with the principal, school psychologist and family liaison, outreach and possible home visits for students who are chronically absent, meetings with families to identify solutions, remove barriers and provide and potential supports. To maximize the impact on academic and social-emotional outcomes, this initiative will be implemented schoolwide.	Attendance data, Chronic Absenteeism
2.6	Action:	Adelante Charter School will implement a comprehensive support system to reduce chronic	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action) Need: We have made tremendous improvements in this area for our Homeless students. In the 23-24 school year 6.8% were chronically absent this was a 25.4% decrease from the prior year! For our students with disabilities 15.9% were chronically absent which was a decrease of 19% from the prior year. Overall, we are below the 2019 rate for chronic absenteeism! Scope: LEA-wide	absenteeism among students with disabilities and homeless students through dedicating staff time to monitor attendance, identify barriers, and provide targeted interventions for students. Whether that be transportation assistance (bus passes), additional uniforms if laundry is a barrier, or support with student engagement or mental health. We will work to get at the root causes of the absences and support families and students as needed to improve attendance. By removing barriers and getting at the root causes attendance can be improved and we are already seeing that happen.	
3.1	Action: EL Monitoring and Support to Reclassification Need: EL performance gaps in ELA, math, science. ELPAC outcomes, reclassification rates low Scope: LEA-wide	Adelante Charter School will regularly review language proficiency data with the Leadership Team and grade level teams, focusing on identifying effective strategies to support Emerging Bilingual (EL) students. This will include targeted ELD support to help students reach reclassification criteria and ongoing progress monitoring for RFEP (Reclassified Fluent English Proficient) students. Consistent use of Designated ELD instructional time, school-wide bridging activities across disciplines to support students' metalinguistic awareness and build on the linguistic assets of Emerging Bilinguals (ELs). By analyzing data, identifying trends, and implementing effective interventions, we aim to enhance the academic success and language proficiency of our Emerging Bilingual students, preparing them for reclassification.	ELPAC, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	Action: Professional Learning - Focused on Language Development Need: Performance gaps indicate the need for further professional learning. As a dual language program, every student is learning a language and must be supported with strategies that make the language of instruction more accessible. Scope: LEA-wide	To enhance student outcomes in language acquisition and academic performance and to close achievement gaps on state and local assessments, Adelante will offer comprehensive professional learning. This training will support Integrated and Designated ELD instruction school wide, as well as Spanish and English literacy instruction, ensuring a robust approach to language development and academic success. To maximize the impact on academic outcomes, this initiative will be implemented schoolwide.	CAASPP, Star, DRA/EDL
3.3	Action: Access to rigorous core academic content in Spanish and English Need: The need for equitable, dual-language academic instruction that supports bilingualism and biliteracy, ensuring that all students, especially English Learners, can access and succeed in grade-level content Scope: LEA-wide	To support improved student outcomes in both Spanish and English, Adelante will ensure all EL students receive Integrated and Designated ELD support to access grade-level standards-based content in English as well as regular use of bridging languages. Teachers will also support students to communicate using precise academic language in English justifying opinions, reasoning and solutions with evidence.	
3.4	Action: Extended Learning and Enrichment Need:	Adelante will ensure EL students are prioritized for extended learning opportunities, including after-school programs, AOK programming and summer Extended Learning Programs. Adelante will also provide a whole-child education that enhances	Family surveys, Attendance in programs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To fully benefit from a broad course of study, students need access to experiences that inform and complement their school learning. Low-income students, English learners, and foster youth often lack access to enrichment opportunities outside the school environment, which could significantly increase their engagement and achievement. According to EdSurge (October 2020), "wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from \$3,536 to \$8,872), while low-income families' expenditures remained stagnant at around \$1,000." This disparity highlights a clear gap in access to essential summer enrichment activities that can enhance academic achievement, social behaviors, cultural capital, and critical thinking skills for disadvantaged students. Scope: LEA-wide	learning through physical activity, joy, and opportunities for self-expression.	
3.6	Action: Dual Language Immersion Program Need: The Dashboard analysis shows significant growth in the English Learner Progress Indicator (ELPI), with an increase from 29.5% in 2022 to 46.1% in 2023 and 74.3% in 2024! resulting in a green indicator on the Dashboard. This demonstrates considerable progress in supporting our English Learners. However, in English Language Arts (ELA), the	In a 2019 study of dual immersion learners in elementary schools (Serafini, Rozell, and Winsler), researchers found that English learners in two-way immersion programs acquired English faster and achieved higher academic performance, including better math and reading scores, than those in other teaching models. These students also met English proficiency criteria and exited E.L. status earlier. Our experience shows that our most academically successful students are truly bilingual. Recent research (Barac, Moreno, Bialystok, 2016; Adesope, Lavin, Thompson,	CAASPP, ELPI, reclassification rate, ELA, Math, Science for EL subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	"Distance from Standard" for the EL subgroup was -59.4 points below standard. In 2023 this was a red indicator on the Dashboard and qualification for Differentiated Assistance from SBCEO. This is a subgroup that is closely monitored and we will continue to support. Scope: LEA-wide	2010; Grundy and Timmer, 2016) indicates that dual immersion programs can improve focus, working memory, and reading comprehension for all students, benefiting Low-Income students lagging in ELA and math. We expect similar results for our English Learners and Low-Income students, including higher state ELA and math assessment scores and faster English language acquisition, narrowing achievement gaps. Since we are a dual language program, this initiative will be implemented schoolwide to maximize the impact on academic outcomes.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	Action: Family Engagement - EBAC input in decision making Need: EBAC Needs Assessment Survey results reveal that the work we have been doing with EBAC is highly effective. Parents learned about the ELPAC and the reclassification process as well as CAASPP ELA and Math assessments. They have been supported with Special Education information as well. For the 25-26 school year the needs are to continue parent education workshops and parent	Adelante is committed to partnering closely with our Spanish-speaking families the following initiatives will empower parents and foster a collaborative environment, enhancing the educational experience for emergent bilingual students.	EBAC Annual Needs Assessment Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	leadership, Latino Literacy classes, communicate more broadly about the programs available through the school and help families to better understand the parent handbook. Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,207,409	\$614,540	19.160%	0.000%	19.160%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,035,966.00	\$259,691.00	\$0.00	\$162,992.00	\$3,458,649.00	\$3,096,832.00	\$361,817.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Most Effective Instruction	All	No					\$1,840,488.00	\$0.00	\$1,758,015.00			\$82,473.00	\$1,840,488.00	
1	1.2	Tier II Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$56,806.00	\$0.00	\$56,806.00				\$56,806.00	
1	1.3	Language and Literacy Development in Spanish and English	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$46,434.00	\$0.00	\$46,434.00				\$46,434.00	
1	1.4	Math and Science Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$0.00	\$29,146.00	\$29,146.00				\$29,146.00	
1	1.5	Progress Monitoring and Data Management	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$73,748.00	\$11,835.00	\$85,583.00				\$85,583.00	
1	1.6	Monitoring and Supporting Students with Exceptional Needs	Students with Disabilities	No					\$414,964.00	\$155,000.00	\$269,211.00	\$259,691.00		\$41,062.00	\$569,964.00	
1	1.7	Technology	All	No					\$0.00	\$24,765.00	\$14,765.00			\$10,000.00	\$24,765.00	
1	1.8	Instructional Materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$0.00	\$14,500.00	\$14,500.00				\$14,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	A Course of Study that Emphasizes Educating the Whole Child	All	No					\$349,604.00	\$0.00	\$349,604.00				\$349,604.00	
1	1.10	ELA Support for Homeless students and EL students - Required action	Students with Disabilities English Learners Low Income Homeless and EL Students	No Yes	LEA-wide	English Learners Low Income										
1	1.11	Retain Highly Qualified Educational Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$30,630.00	\$0.00	\$30,630.00				\$30,630.00	
2	2.1	Communication and family input	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$20,630.00	\$35,000.00	\$55,630.00				\$55,630.00	
2	2.2	Social-emotional supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$53,550.00	\$0.00	\$53,550.00				\$53,550.00	
2	2.3	Positive Behavior Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.4	Family Education and Access	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$20,630.00	\$10,000.00	\$11,744.00			\$18,886.00	\$30,630.00	
2	2.5	Improved Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$38,565.00	\$0.00	\$38,565.00				\$38,565.00	
2	2.6	Reduce Chronic Absenteeism for Homeless students and	Low Income	Yes	LEA-wide	Low Income	All Schools		\$13,007.00	\$0.00	\$13,007.00				\$13,007.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Students With Disabilities. (Required Action)					Specific Schools: Adelante Charter									
3	3.1	EL Monitoring and Support to Reclassification	English Learners	Yes	LEA-wide	English Learners	All Schools		\$13,913.00	\$0.00	\$13,913.00				\$13,913.00	
3	3.2	Professional Learning - Focused on Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Adelante Charter		\$0.00	\$10,571.00				\$10,571.00	\$10,571.00	
3	3.3	Access to rigorous core academic content in Spanish and English	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Adelante Charter		\$53,233.00	\$0.00	\$53,233.00				\$53,233.00	
3	3.4	Extended Learning and Enrichment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	
3	3.5	Family Engagement - EBAC input in decision making	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Adelante Charter		\$20,630.00	\$6,000.00	\$26,630.00				\$26,630.00	
3	3.6	Dual Language Immersion Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,207,409	\$614,540	19.160%	0.000%	19.160%	\$644,371.00	0.000%	20.090 %	Total:	\$644,371.00
								LEA-wide Total:	\$617,741.00
								Limited Total:	\$26,630.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Tier II Intervention	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$56,806.00	
1	1.3	Language and Literacy Development in Spanish and English	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$46,434.00	
1	1.4	Math and Science Instruction	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$29,146.00	
1	1.5	Progress Monitoring and Data Management	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$85,583.00	
1	1.8	Instructional Materials	Yes	LEA-wide	English Learners Low Income		\$14,500.00	
1	1.10	ELA Support for Homeless students and EL students - Required action	Yes	LEA-wide	English Learners Low Income			
1	1.11	Retain Highly Qualified Educational Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$30,630.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Specific Schools: Adelante Charter		
2	2.1	Communication and family input	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$55,630.00	
2	2.2	Social-emotional supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$53,550.00	
2	2.3	Positive Behavior Supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$50,000.00	
2	2.4	Family Education and Access	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$11,744.00	
2	2.5	Improved Attendance	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$38,565.00	
2	2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Yes	LEA-wide	Low Income	All Schools Specific Schools: Adelante Charter	\$13,007.00	
3	3.1	EL Monitoring and Support to Reclassification	Yes	LEA-wide	English Learners	All Schools	\$13,913.00	
3	3.2	Professional Learning - Focused on Language Development	Yes	LEA-wide	English Learners	All Schools Specific Schools: Adelante Charter		
3	3.3	Access to rigorous core academic content in Spanish and English	Yes	LEA-wide	English Learners	All Schools Specific Schools: Adelante Charter	\$53,233.00	
3	3.4	Extended Learning and Enrichment	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter	\$65,000.00	
3	3.5	Family Engagement - EBAC input in decision making	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Adelante Charter	\$26,630.00	
3	3.6	Dual Language Immersion Program	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Adelante Charter		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,350,612.00	\$3,409,355.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Most Effective Instruction	No	\$1,811,325.00	\$1,812,649
1	1.2	Tier II Intervention	Yes	\$55,792.00	\$56,714
1	1.3	Language and Literacy Development in Spanish and English	Yes	\$27,518.00	\$27,499
1	1.4	Math and Science	Yes	\$25,400.00	\$24,769
1	1.5	Progress Monitoring and Data Management	Yes	\$79,291.00	\$85,271
1	1.6	Monitoring and Supporting Students with Exceptional Needs	No	\$536,341.00	\$532,941
1	1.7	Technology	No	\$23,833.00	\$16,140
1	1.8	Instructional Materials	Yes	\$14,223.00	\$22,841
1	1.9	A Course of Study that Emphasizes Educating the Whole Child	No	\$350,643.00	\$374,408
1	1.10	ELA Support for Homeless students and EL students - Required action	No Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Retain Highly Qualified Educational Staff	Yes	\$20,233.00	\$20,233
2	2.1	Communication and family input	Yes	\$60,233.00	\$61,972
2	2.2	Social-emotional supports	Yes	\$51,000.00	\$52,796
2	2.3	Positive Behavior Supports	Yes	\$50,000.00	\$52,425
2	2.4	Family Education and Access	Yes	\$30,233.00	\$36,066
2	2.5	Improved Attendance	Yes	\$38,039.00	\$42,994
2	2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Yes	\$12,830.00	\$15,294
3	3.1	EL Monitoring and Support to Reclassification	Yes	\$12,865.00	\$11,025
3	3.2	Professional Learning - Focused on Language Development	Yes	\$10,829.00	\$10,847
3	3.3	Access to rigorous core academic content in Spanish and English	Yes	\$49,751.00	\$55,650
3	3.4	Extended Learning and Enrichment	Yes	\$65,000.00	\$69,396
3	3.5	Family Engagement - EBAC input in decision making	Yes	\$25,233.00	\$27,425
3	3.6	Dual Language Immersion Program	Yes		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$603,092	\$603,028.00	\$635,452.39	(\$32,424.39)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Tier II Intervention	Yes	\$55,792.00	\$42,026.00	0	0
1	1.3	Language and Literacy Development in Spanish and English	Yes	\$27,518.00	\$27,499.00	0	0
1	1.4	Math and Science	Yes	\$25,400.00	\$24,769.00	0	0
1	1.5	Progress Monitoring and Data Management	Yes	\$79,291.00	\$60,042.35	0	0
1	1.8	Instructional Materials	Yes	\$14,223.00	\$22,841.00	0	0
1	1.10	ELA Support for Homeless students and EL students - Required action	Yes				
1	1.11	Retain Highly Qualified Educational Staff	Yes	\$20,234.00	\$20,233.00	0	0
2	2.1	Communication and family input	Yes	\$60,233.00	\$123,971.63	0	0
2	2.2	Social-emotional supports	Yes	\$51,000.00	\$52,796.00	0	0
2	2.3	Positive Behavior Supports	Yes	\$50,000.00	\$17,424.52	0	0
2	2.4	Family Education and Access	Yes	\$15,619.00	\$11,066.00	0	0
2	2.5	Improved Attendance	Yes	\$38,039.00	\$67,994.14	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Reduce Chronic Absenteeism for Homeless students and Students With Disabilities. (Required Action)	Yes	\$12,830.00	\$81,294.45	0	0
3	3.1	EL Monitoring and Support to Reclassification	Yes	\$12,865.00	\$11,024.78	0	0
3	3.2	Professional Learning - Focused on Language Development	Yes				
3	3.3	Access to rigorous core academic content in Spanish and English	Yes	\$49,751.00	\$20,650.00	0	0
3	3.4	Extended Learning and Enrichment	Yes	\$65,000.00	\$34,396.00	0	0
3	3.5	Family Engagement - EBAC input in decision making	Yes	\$25,233.00	\$17,424.52	0	0
3	3.6	Dual Language Immersion Program	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$603,092		0.000%	\$635,452.39	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(q\)](#) and [EC Section 52066\(q\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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