

Introduction:

Approved by ACS Board: June 21, 2016

LEA: Adelante Charter School Contact: Juanita Hernandez, Principal jhernandez@sbunified.org 805-966-7392 LCAP Year 3: 2016-2017

Local Control and Accountability Plan and Annual Update/June 20, 2016

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p style="text-align: center;">Development of the LCAP</p> <p><i>Adelante Charter School serves students in grades K-6 and provides a Two-Way Immersion program utilizing the 90/10 model whereby Spanish, the target, is the language of instruction for 90% of the day in grades kindergarten and first.</i></p> <p><i>On April 22, 2014, Santa Barbara Unified School District approved the school's petition for renewal. As a result of the charter renewal process and in accordance with Education Code 47606.5, the school community/stakeholders engaged in a thorough process to revise the charter and develop student outcomes in order to improve the overall performance of all students including English learners, SED students and students with disabilities.</i></p> <p><i>The School Site Council/Curriculum Committee guided the process and included input from teachers and other staff, the Board of Directors, and parents. Stakeholder engagement for LCAP also included the review of and data from parent surveys, monthly parent meetings with the principal, a student survey, input from parents in the Parent Project class, and recommendations from technical assistance reports/audits from consultants with expertise in the two-way immersion model and in the delivery of instruction.</i></p> <p><i>The data reviewed also included STAR data, APRENDA data and the results of the school's summative assessments for reading, writing and mathematics.</i></p> <p><i>A key feature of the new charter includes the revised assessment benchmarks and tools for progress monitoring. The assessments indicators of growth and timeline are established for language fluency, math, science, social studies, PE, art music, STEM disciplines, culture/learning community and positive school environment.</i></p> <p><i>-SSC/Curriculum Meetings: 4/9/14 and 5/21/14</i> <i>-ACS Board Meeting: 5/12/14 and 6/12/14</i> <i>-Student School Climate Survey: 5/12/14</i></p> <p style="text-align: center;">Involvement Process</p> <p><i>The involvement process for the 2014-15 LCAP included the following involvement of stakeholders:</i></p> <p><i>The annual parent satisfaction was completed by 75% of the families of Adelante Charter School. The Curriculum Committee met monthly and recommended a revision in the format for the Thursday Professional</i></p>	<p>2014-15</p> <p>A review of input from stakeholders, the charter and school plan have resulted in the following goal areas for the LCAP over the next five years.</p> <ol style="list-style-type: none"> 1. <i>Improve the quality of and significantly increase the frequency of small group instruction at students' instructional level in order to better meet the instructional needs of the students and increase student achievement. Professional development will be provided in designing and managing effective/efficient small group instruction. Small group instruction will be monitored via review of lesson plans and classroom observations to insure implementation and to support staff in the implementation. Instructional assistants will also be trained to lead small group instruction. Student progress will also be monitored via classroom observations and the analysis of data from both formative and summative assessments with an emphasis on the regular review of student work. Instructional materials and supplies will also be purchased for classroom use targeting all content areas and student needs.</i> 2. <i>Continue to increase teacher and administrator content and pedagogical knowledge providing targeted professional training in the planning and delivery of instruction targeting English learners in order to impact the percentage of students who show growth on the CELDT and the reclassification rate. Teachers will continue to attend trainings addressing the implementation of the Common Core and ELD standards. Provide follow-up professional development for the implementation of GLAD and train any teachers new to the school Provide teachers foundational information for instructing English learners via the SIOP model and CDE's publication regarding research-based approaches and the soon to be published ELA/ELD Framework. Continue to provide supplemental instructional materials and supplies to support GLAD/SIOP implementation in every classroom.</i> 3. <i>Continue to improve the delivery of inquiry based instruction in both mathematics and science. In mathematics, the school has been able to provide math coaches and monthly professional learning with funding from Title I and grants. In order to continue to build capacity, the teaching staff will continue to be provided professional learning, planning time and work with coaches.</i> 4. <i>Provide <u>Parent Project</u> training in order to increase parent involvement and impact student engagement. These parents will then be involved in providing input into annual LCAP reviews. Also offer the Latino Literacy program to support literacy in the home.</i> 5. <i>Increase school connectedness and socio-emotional well-being of students</i>

Development time where teaching staff would have time for sharing best practices based on the professional development the staff has been implementing as part of the school transformation work. The recommendations by staff include additional time for collaboration with time to share and discuss the implementation of technology. The ACS Board of Directors is provided summaries of grade level/school wide assessment results and updates about student learning as they have teacher reports at every regular board meeting.

The parents of English learners are represented in the school Padres Adelante committee and are provided Parent Project training where they use information for increasing their engagement in the education of their children. The parents have requested that they continue to receive timely information regarding the reclassification process at the school and continue to receive the Parent Project training.

The PTSO of Adelante supports parent involvement and community involvement by organizing and sponsoring fundraising events throughout the school year to support the visual and performing arts programs (music, art and dance). The PTSO is committed to supporting classrooms when fundraising for the many fieldtrips that take students outside of the classroom (LEGOLAND, Monterey Bay Aquarium, WISHTOYO).

based on a student, parent and staff survey. For a school of our size, data beyond the CHKS will better inform the school. Based on this survey, the current TRIBES program may be modified to better meet the needs in the school. In addition, student attendance and on-time arrival rates will be improved as student and parent engagement are addressed.

Impact on LCAP 2015-16

Based on student results, we will continue to improve the quality of and significantly increase the frequency of small group instruction at students' instructional level in order to better meet the instructional needs of the students and increase student achievement. Small group instruction will be monitored via review of lesson plans and classroom observations to insure implementation and to support staff in the implementation. Instructional assistants will also be trained to lead small group instruction. Student progress will also be monitored via classroom observations and the analysis of data from both formative and summative assessments with an emphasis on the regular review of student work. Instructional materials and supplies will also be purchased for classroom use targeting all content areas and student needs. Release time will be provided for additional planning of reading and writing instruction. Teachers will be able to attend professional learning events that target instruction in reading, writing and for integrating science and language arts. Results for Reading in English: End of the year data for DRA- 67% of all students in grades 3-6 met or exceeded the grade level benchmark (ELs and EOs) as compared to 72% in 2013-14. 53% of the ELs met or exceeded the grade level benchmark in grades 3rd-6th compared to 46% in 2013-14. In the assessment for reading in Spanish, 52% of the students K-6 met or exceeded the grade level benchmark. In writing, we find that ~ 38% of the students score in the higher levels of writing in both English and Spanish.

2. Based on the review of CELDT scores and writing scores for EL students, we will continue to increase teacher and administrator content and pedagogical knowledge providing targeted professional training in the planning and delivery of instruction targeting English learners in order to impact the percentage of students who show growth on the CELDT and the reclassification rate. Teachers will continue to attend trainings addressing the implementation of the Common Core and ELD standards. Teachers will be provided follow-up professional development for the implementation of GLAD and teachers new to the school, will attend the 7 day training. Teachers will review foundational information for instructing English learners via the SIOP model and will utilize the CDE's publication regarding research-based approaches for meeting the needs of English learners. We utilize the soon to be published ELA/ELD Framework for

	<p><i>planning instruction. Teachers will continue to have access to supplemental instructional materials and supplies to support GLAD/SIOP implementation in every classroom.</i></p> <p><i>3. In response to the Common Core Standards, we will continue to improve the delivery of inquiry-based instruction in both mathematics and science with a focus on student responses. As the school has received a grant for mathematics, we will continue to provide math coaches and monthly professional learning. This “Math Initiative” will be supplemented with Title I funds and will focus on geometry. In order to continue to build capacity addressing other math units of Context for Learning, the teaching staff will continue to be provided professional learning, planning time and work with coaches. Supplemental funds will provide additional release time and coaching time for math and science and for addressing critical thinking. Staff will have the opportunity to attend math and science conferences along with conferences that support visual thinking and students’ ability to communicate their thinking.</i></p> <p><i>4. Provide <u>Parent Project</u> training for parents of ELs and continue to increase parent involvement and impact student engagement. These parents will continue be involved in providing input into annual LCAP reviews. Also offer the Latino Literacy program to support literacy in the home.</i></p> <p><i>5. Increase school connectedness and socio-emotional well-being of students based on a student, parent and staff survey. We will develop a student survey that is age appropriate and administer in the 3rd trimester. We will continue to provide regular engagement in TRIBES activities to build school community and conduct class meetings. In addition, student attendance and on-time arrival rates will be improved as student and parent engagement are addressed.</i></p> <p><i>6. In order to manage and effectively interpret the data, a clerk will assist in the collection of and reporting of the data that will be presented to the school community and used to celebrate progress and establish new goals.</i></p>
<p>Annual Update: 2014-2015 <i>On-going updates about the goals in the LCAP were discussed at the Curriculum Council meetings, staff meetings, PTSO meetings, Padres Adelante meetings, PTSO meetings and at Board of Directors meetings.</i></p> <p><i>A review of state assessments and the assessments as found in the charter inform the school of the following:</i></p> <ul style="list-style-type: none"> •22% of our English learners in grades 1st- 6th, increased at least one level 	<p>Annual Update: 2014-15 cont.</p> <ul style="list-style-type: none"> •APRENDA results of this school year: <ul style="list-style-type: none"> ○ 1st Total/Lectura Reading: 82% above the 50th NPR ○ 2nd 97% ○ 3rd 80% ○ 4th 62% ○ 5th 43% ○ 6th 58%

on the CELDT

- 31 students achieved RFEP status in 2014-15 compared to 8 students in 2013-14
- 75% of the parents completed the annual survey where overall, the responses are positive. Parents indicate that the mission of the school is clearly communicated and the school is committed to academic excellence for every child.
- The student survey asked students for ideas on improving the school. The most frequently stated recommendations included the addition of a dedicated park and/or additional playground equipment, improvement of the math program and to increase the number of fieldtrips.
- The Board of Directors, via the Strategic Plan, will continue to focus on strengthening the STEM program and increasing parent involvement. Another strategic planning session is set to take place in July 2015.
- The PTSO is committed to supporting an increase of fieldtrips and school assemblies.

School Average 70.3%

• CST Science results:

Adelante CST Science						
	2010	2011	2012	2013	2014	2015
Scores	# of students Tested					
	28	25	23	27	22	23
FBB	7%	16%	9%	0%	0%	9%
BB	29%	16%	26%	4%	9%	17%
B	29%	16%	30%	19%	14%	43%
P	25%	40%	26%	37%	50%	30%
A	11%	12%	9%	41%	27%	1%
Total Proficient and Advanced	36%	52%	35%	78%	77%	31%

- Adelante has 32% of their students scoring in ELA At or Above Proficient. When compared to other schools in the district with similar demographics Adelante has a higher number of students scoring At or Above Proficient in ELA.

• CAASPP Sub Groups: (These numbers are a result of comparing Adelante to 5 schools in SBUSD with similar demographics). These subgroups showed the highest performance:

- 3rd grade
 - ELA: students *Socioeconomically Disadvantaged* 76% At or Near Standards in Listening and 29% Above Standards in Writing
 - Math: Students Hispanic or Latino 59% At or Near Standards in Communication
 - 41% in Reasoning and in Concepts and Procedures.
 - Students in the Socioeconomically Disadvantaged scored 48% At or Near Standards in Concepts and Procedures.
- 4th grade

- ELA: students Hispanic or Latino
- 15% Above Standards in Reading and
- 59% At or Near Standards in Research.
- Students Socioeconomically Disadvantaged scored
- 17% Above Standards in Reading and
- 13% Above Standards in Listening.
- Math: students Hispanic or Latino scored the second highest score
- 50% in At or Near Standards in Problem Solving and Modeling/Data Analysis.
- Students who are Socioeconomically Disadvantaged scored the second highest score 48% in Problem Solving and Modeling/Data Analysis.
- 5th grade
 - ELA: Hispanic or Latino scored the
 - second highest 57% At or Near Standards in Research.
 - Students who are Socioeconomically Disadvantaged
 - scored the highest 33% in Above Standards in Listening.
 - MATH: students Socioeconomically Disadvantaged
 - scored the highest at 50% At or Near Standards in Problem Solving and Modeling/Data Analysis,
 - the second highest with 50% in Communicating and Reasoning.
- 6th grade
 - ELA: students who are Hispanic or Latino scored the highest in At or Near Standards in the areas of Reading (57%), Writing (74%), Research (78%)
 - and the second highest in Listening with (74%). Students who are English Learners scored the highest in Listening (71%), Writing (71%) and Research (76%) and the second highest in Reading (57%)
 - Math: students who are Hispanic or Latino scored the highest in At or Near Standards in Concepts and Procedures 39%.

•End of the year data for reading, writing and language acquisition was collected in June 2015. The staff will analyze their classroom and grade level data in the development of yearlong plans for 2015-16.

•Students began to use DREAMBOX in May 2015 to supplement mathematics and the staff will use student data to inform instruction and determine professional

	<p><i>development needs.</i></p> <ul style="list-style-type: none"> • 5th grade Physical Education Test Results: <ul style="list-style-type: none"> ○ 48% of students met all of the criteria
<p>Annual Update: 15-16</p> <ul style="list-style-type: none"> • October 2015 CELDT Results: <ul style="list-style-type: none"> ○ 22 students achieved RFEP status in 2015-16 compared to 32 in 14-15 and 8 students in 2013-14. # 3 of students going to jr. high not RFEP ○ 31% of our English learners in grades 1st- 6th, increased at least one level on the CELDT • New assessment for Spanish literacy 1st-6th grade is now LOGRAMOS as it is aligned with the Common Core Standards. • As all of the 2015-16 data will be available at the start of the school year for 2016-17, the staff will conduct a thorough analysis of the data and incorporate actions into the yearlong plans. The data will also be provided to the BOD and to the parent committees. 	<p>Annual Update: 15-16 cont.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter

schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's bud

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	Goal #1 :To provide high quality classroom instruction and curriculum with an emphasis on the STEAM subjects in the Two Way Immersion program, with interventions in place to address the academic needs of learners.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ 7_ 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify _____
Identified Need :	Students will be taught by qualified teachers that provide quality instruction in all of the content areas to increase student achievement.		
Goal Applies to:	Schools:	Adelante Charter School	
	Applicable Pupil Subgroups:	All students, English learners, Low Income pupils, RFEP students	
LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	The percentage of students who demonstrate growth and/or grade level proficiency in reading, writing, mathematics and science will increase 1% in the language of instruction according to the 90/10 two-way immersion model.		
Actions/Services		Scope of Service	Budgeted Expenditures
<p>1.SCIENCE Continue to provide students with a hands-on, inquiry-based science program FOSS K-5 and GEMS in 6th. Consumables will be replaced. A science coach will support teachers in the implementation and the collection of assessment data to monitor student learning. The lesson study model will be utilized where lessons are collaboratively planned and delivered, teachers receive feedback and student work is analyzed. Students will be provided the necessary instructional materials and supplies. Staff will have the opportunity to attend conferences and visit other exemplary classrooms/schools. A family night for science will be provided. Collaborations with UCSB, WYP, Explore Ecology and other agencies will continue to supplement science learning.</p>		School wide	\$3000 Parcel Tax for Replacement Materials
<p>2.TECHNOLOGY Students will have increased access to technology and will continue to develop key boarding skills. Students will develop confidence in the use of the technology in preparation of CAASPP testing. Purchase online reading/language arts and math programs in Spanish and English for students to use at school and at home. Increase access to technology in the primary grades (K-2) and provide PL for teachers.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$16,582.50 Parcel Tax for `K-2 iPADS, supplies and PL.

Actions/ Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.ENGINEERING Continue to define how engineering will be incorporated at the school by providing PD Thursday time for research and PL. opportunities. Also consider how to bridge science and mathematics with engineering. Purchase instructional materials.</p>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$3600 (\$300 per classroom) \$3,000 PL Thursdays (LCFF)</p>
<p>4. ART Continue to provide students with a visual arts and music program. An art IA will support the students and art teacher. The programs will reflect the mission of the school, the culture of the community and include those projects that are school traditions. Students will showcase their artwork at the annual art show and student music performances will be scheduled. Additional materials and supplies will be purchased.Actions/Services</p>	School Wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>ART: \$30,000 iCAN \$65,000 LCFF \$18,440 Parcel Tax for Music Teacher and Music Supplies</p>
<p>5. MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math of Contexts for Learning by providing opportunities to engage with a math coach utilizing a lesson study model where math lessons are planned, observed, student work is collected and analyzed to measure the effectiveness of instruction and determine student’s needs. The math coach will provide PL and staff will have the opportunity to attend math trainings to increase their expertise. Students will have increased access to math manipulatives to use at home for homework.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$4540 Parcel Tax Dreambox \$7250 (LCFF) \$1937.50 Parcel Tax for Math Coach \$4375 (LCFF)SUBS</p>

<p>6. Continue to implement Writer's Workshop K-6 and provide necessary instructional materials and supplies. Provide staff release time for planning and for translating lessons. Provide staff PL opportunities to strengthen implementation and scoring of student writing.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$16,000 (LCFF)</p>
<p>7. Increase the quantity and quality of small group instruction (differentiation) in the classroom to insure access of all students across all content areas. Staff will be provided planning time and professional learning opportunities to improve the delivery of instruction. Instructional assistants will support small group instruction in K and 6th and will be provided PL, as needed. Students will have increased access to books to read at home as homework.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$65,000 (LCFF) \$23,000 T1&III \$2,000 LCFF</p>
<p>8. Continue to use the TARGET STUDENT INTERVENTION model and provide additional interventions when small group classroom instruction needs to be supplemented. Train staff on the use of the intervention materials for English language arts. Parents will be informed in October of any academic concerns (Progress Report). Parents will be invited to attend training for working with small groups to support student achievement.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 PL Thurs (LCFF) \$15,000 (LCFF) \$12,000 Title I</p>
<p>9. To improve reading instruction and support struggling students, the staff will explore effective methods, strategies and programs by reviewing research and attending relevant conferences/workshops. Teachers will have release time to complete reading assessments and use the data to determine next steps. Additional reading materials will be purchased.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$5,000 PL Thurs (LCFF) \$3000 (LCFF) \$1000 (LCFF) Materials</p>

<p>10. Inquiry-based teaching and learning will continue to be addressed as teachers implement the Common Core standards and Visible Thinking strategies to improve student discourse. Teachers will be provided PL opportunities, read professional literature and share effective practices.</p>	<p>School-Wide</p>	<p><input type="checkbox"/>_ALL OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$3,000 PL Thurs (LCFF) \$1300 Prof Materials (LCFF)</p>
<p>11. Improve classroom libraries by increasing the quantity and quality of books/magazines for students in all content areas. The ongoing development of reading skills will continue to be integrated with science, where textbooks and supplemental reading materials will be purchased.</p>	<p>School-Wide</p>	<p><input type="checkbox"/>_ALL OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$6,000 Title I</p>
<p>12 .Continue to provide students with a variety of learning experiences/fieldtrips/outdoor education to support the Common Core Standards, NGSS, the STEAM programs and the mission of the school. Parents will serve as chaperones to increase parent participation.</p>	<p>School-Wide</p>	<p><input type="checkbox"/>_ALL OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$6000 (LCFF) Field Trips \$6,000 Explore Ecology (One time money)</p>
<p>14. Visit one or two successful TWI schools.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>Travel Costs \$1000 Subs LCFF) \$1625</p>

GOAL:	#2 To engage students in their school experience and to engage parents in the educational experience of their students by providing a safe place for learning where students and parents are connected to the school.		Related State and/or Local Priorities: 1__x 2__ 3__x 4__ 5__x 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need :	Student achievement will increase for those students who have improved attendance and improved on time arrival. Their parents will increase their participation in the education of their students and provide input and ideas in a variety of ways.			
Goal Applies to:	Schools:	Adelante Charter School		
	Applicable Pupil Subgroups:	All students, English learners, Low Income Pupils		
LCAP Year 3: 2016-17				
Expected Annual Measurable Outcomes:	Student attendance will improve and on time arrival will increase; and parent participation will increase.			
1. Parents and students will be informed of the attendance policy and tardy policy via the Parent/Student handbook and classroom presentations. The handbook will be posted on the website, on Parent Square and hard copies will be available for parents in the office and at the annual registration day. Parents of students with attendance issues will receive attendance reports and information about the importance of good attendance. Information about SARB will be posted on the website and mailed to parents with the attendance letters. Students with improved attendance will be recognized at monthly assemblies and parents will be acknowledged for supporting these improvements.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with problematic attendance</u>	Budgeted Expenditures \$500 Printing \$2000 Staff Time (LCFF)	
2. Teachers will implement the TRIBES program in their classrooms to promote school community and conduct class meetings to provide students the opportunity to inform the teacher about challenges. Teachers new to the school will be trained in TRIBES. Materials will be purchased and parents will be informed of the TRIBES program on the website and newsletters. Teachers will continue to implement the ideas presented in the STAND Up to Bullying assembly provided in 15-16.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Budgeted Expenditures \$500 LCFF (Tribes) \$1300 Materials for Tribes (LCFF) \$2,000 LCFF (Assembly)	

<p>3. Padres Adelante meetings will be scheduled monthly to provide parents of English Learners with information about the ELD program, the CELDT test and other assessments.</p>	<p>School Wide</p>	<p>X ALL OR: __Low Income pupils <input checked="" type="checkbox"/>English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Padres Unidos \$2000 (Title I) \$1200 Interpretar (LCFF)</p>
<p>4. The Parent Coordinator will provide ongoing communication to parents about school meetings, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and a school newsletter. The Parent Coordinator will be part of the PTSO committee and Padres Adelante. The Parent Coordinator will continue to inform parents of the system for documenting parent participation hours and will modify the process so that parents have more options for reporting.</p>	<p>School Wide</p>	<p>X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 Staff (LCFF) \$600 Parent Square (LCFF)</p>
<p>5. Provide parents with training in order to support students in the classroom (2x's per year)</p>		<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500 (LCFF) \$200 (LCFF)</p>
<p>6. Provide parents with a progress report in October 2016 when there are academic concerns. Include information for parents to support student.</p>		<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$200 (LCFF)</p>

GOAL:	#3 To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the CELDT and achieve RFEP status at 5 th and 6 th grade.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Our students identified as English learners continue to need support in showing their learning on standardized tests and in writing.			
Goal Applies to:	Schools:	Adelante Charter School		
	Applicable Pupil Subgroups:	All students, English learners, Low Income Pupils		
LCAP Year 3: 2016-17				
Expected Annual Measurable Outcomes:	The percentage of students who demonstrate growth on the CELDT and other site based ELD assessments will increase by 1% and to increase the reclassification rate by 1%.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	1. Provide the staff with additional PL targeting the ELD standards during PD Thursday time and provide opportunities for staff to attend ELD workshops and/or work with a consultant. Replace consumables for AVENUES K-2.	School Wide	__ALL <hr/> OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$12,500 LCFF
	2. Continue to use the FLOSEM matrix to monitor the progress of English learners and have teachers analyze the data to include this data for planning instruction.	School Wide	__ALL <hr/> OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000
	3. The school's PADRES ADELANTE meetings will provide parents of English learners information about the Title III plan, the ELD program, the CELDT test, the education of ELs in the TWI setting, CAASPP, and other school assessments as outlined in the charter. The parents will be provided the Padres Adelante training of PADRES UNIDOS in order to build parent knowledge of the educational system. Parents will also be invited to attend the Latino Literacy training. Consultants, materials, childcare and snacks will be provided. (This also addressed in the previous goal). Continue to build leadership of parents of English Learners		<hr/> OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$7000

<p>4.The Testing Coordinator will provide ongoing communication to parents about their students status as English Learners.</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2500 (LCFF)</p>
<p>5.Provide teachers with CELDT scores at the start of the school year in order to plan instruction. Teacher will use CDE’s Released Test Questions to support ELD instruction in preparation for the CELDT test in October. Students will be informed of their CELDT Results in order to establish a goal. Kinder students’ initial CELDT assessment will be conducted in August 2016, prior to the start of the school year. The school testing coordinator will administer these individual assessments and score these assessments.</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3500 (LCFF)</p>
<p>6.Purchase instructional material and supplies for ELD instruction and to support the implementation of GLAD strategies.</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$6,000 (LCFF)</p>
<p>Conduct an assessment of services for English learners and request that ATDLE conduct the annual audit of the TWI program, presenting the information to the staff.</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2000/ATDLE Programmatic Audit (LCFF)</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Original GOAL from prior year LCAP:	ANNUAL UPDATE LCAP 15-16 #1 To provide high quality classroom instruction and curriculum with an emphasis on STEAM in the Two-Way Immersion program, with interventions in place to promote student success.		Related State and/or Local Priorities: 1__ x 2__ x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Adelante Charter School	
	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	<p>Expected Annual Outcomes: The percentage of students who demonstrate growth and/or grade level proficiency in reading, writing, mathematics and science will increase 1% in the language of instruction, according to the 90/10 two-way immersion program.</p>	Actual Annual Measurable Outcomes:	<p>•DRA/English reading results grades 3-6: 2015-16/ 58% or 77 students met the grade level benchmark. (This year, the staff revisited the procedures for using DRA and “recalibrated” in order to collect data representative of all DRA sections, not just reading fluency.) 2014-15 67% or 86 students met the grade level benchmark and all students demonstrated growth over the school year.</p> <hr/> <p>•EDL Spanish results grades K-6: 2015-16 53% or 143 students met the grade level benchmark. 2014-15 52% or 133 students met the grade level benchmark and 99% of the students demonstrated growth over the school year</p> <hr/> <p>•The results of the 2015-16 writing assessments in English show 52% of the students in grades 3-6 scored 2.5 or above. •2015-16: The results of the writing assessments show that K-6, 46% or 124 students scored 2.5 or above. 2015-16 writing assessments in Spanish 46% are at higher levels at their respective grade levels. 2014-15: ~38% of the students in grades K-6 score in the higher levels of writing. 35% of EL students K-5 scored in the higher levels of writing (3-5 on the writing rubric).</p> <hr/> <p>See data on page 6.</p>

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>#1. Increase the quantity and quality of small group instruction (differentiation) in the classroom to increase learning of all students across all content areas. Instructional assistants will support small group instruction. Staff will be provided planning time and professional learning opportunities to improve the delivery of instruction.</p>		<p>\$65,000 LCFF \$23,000 TI & TIII</p>	<p>Teachers continue to implement Guided Reading. Instructional assistants supported students in kindergarten, first grade and in the 5th grade class of 35 students. Teachers provided release time to conduct reading assessments and time on PD Thursdays for planning.</p>	<p>IA Support T1 = \$10,000 IA Support TIII= \$15,000 Sub Release time \$3000 T1 PD Thursday Estimated at \$20,000</p>
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> ALL			<u>X</u> ALL	
<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>			<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p>2. Purchase online reading/language arts and math programs in Spanish and English for students to use at school and at home. (i.e. Brainpop, RazKids, DREAMBOX)</p>		<p>\$4000 LCFF \$7500 Parcel Tax</p>	<p>The programs were purchased and the staff monitored student use of DREAMBOX and RazKids, increasing the number of students and the amount of time students were using the program. Newsela subscription purchased for use in 5th and 6th grade. Increased access to technology in the primary grades increased use. Students in the upper grades were frequently given access to RazKids to support their reading.</p>	<p>BrainPop \$5,112 LCFF Dreambox \$7250 (Parcel Tax)</p>

Scope of service: Schoolwide		Scope of service: Schoolwide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students not at grade level</u>	
3. Continue to implement Writer's Workshop K-6 and purchase needed instructional materials and supplies. Continue to provide release time for planning, collaboration, and translation of materials. Provide staff PL opportunities to strengthen implementation and collaboratively score the on-demand writing assessment.	\$16,000 LCFF	3. One teacher was accepted to attend the Writer's Workshop training at Columbia University. All teachers had access to the materials for Writer's Workshop and were provided additional funding to set up writing centers and purchase necessary materials to implement the program. Teachers were provided release time. Some collaboration took place in the scoring of student writing.	Teachers College (1) @ \$750 plus travel and hotel TBD (LCFF) Materials for Writers \$6000 (LCFF) Release time \$3,000(LCFF) PL Thursday: \$7,000 (LCFF)
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>4. Continue to provide teachers with PL in mathematics instruction to increase the quality of instruction where math coaches meet with grade level teams using the lesson study model – math lessons are planned, math lessons are observed, student work is collected and analyzed. The math coaches will also provide PL and staff will have the opportunity to attend math conferences, workshops and visit classrooms. Math coaches will support the on-going development of both formative and summative math assessments.</p>	<p>\$13,500 LCFF</p>	<p>In October 2015, PL was provided to support the new geometry unit. Staff paid a stipend. A math coach worked with the staff throughout the school year conducting Lesson Studies with analysis of student work. The math coach led the staff in the development of the K-6 Mathematical Models matrix. Student work was analyzed to improve instruction. The math coach led 4 PL Thursday sessions. Teachers were released to meet with the math coach. Additional math materials were purchased to supplement math instruction. Four teachers attended the CMA fall math conference.</p>	<p>Math Coach: \$10,000 Wharton Grant, \$6,000 Educ Eff funds Teachers workshops : \$2400 LCFF Math Materials \$2800 LCFF Subs for release time \$3200 (Ed Effective Fds) Math CMA conference: \$920 (LCFF)</p>
<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>5. Continue to provide students with a hands-on, inquiry based science program FOSS. Consumables will be replaced as needed and students will have access to on-line resources in the language of instruction. A science coach will support teachers in the implementation of FOSS via the lesson study model where lessons are planned collaborative, delivered and teachers are provided feedback that includes an analysis of student work. Students will be provided science notebooks and other instructional materials and supplies. Staff will have the opportunity to attend science workshops, conferences and visit other schools. The school will offer a STEAM or Science and Math family night where students and parents can engage in activities. Collaborations with UCSB and other agencies will continue to be supported.</p>	<p>\$10,000 Parcel \$10,00 LCFF</p>	<p>5.FOSS program implemented school wide and additional materials purchased. A science coach was not found. Students provided instructional materials and supplies. The family night was not offered due to scheduling conflicts with providers. Collaborations with UCSB, WYP, and other agencies continued. Students in grades K-2 engaged with the garden teacher of Explore Ecology. Science notebooks purchased for students in the KIN program.</p>	<p>Foss Kits: \$21,000 Parcel Tax/LCFF Explore Ecology Garden \$8,000 (1x State Funds)</p>												
<table border="1"> <tr> <td data-bbox="176 678 390 740">Scope of service:</td> <td data-bbox="390 678 869 740">Schoolwide</td> </tr> <tr> <td colspan="2" data-bbox="176 740 869 781"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2" data-bbox="176 781 869 943"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	Schoolwide	<input checked="" type="checkbox"/> ALL		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<table border="1"> <tr> <td data-bbox="1178 678 1404 740">Scope of service:</td> <td data-bbox="1404 678 1740 740">Schoolwide</td> </tr> <tr> <td colspan="2" data-bbox="1178 740 1740 781"><input checked="" type="checkbox"/> ALL</td> </tr> <tr> <td colspan="2" data-bbox="1178 781 1740 943"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ </td> </tr> </table>	Scope of service:	Schoolwide	<input checked="" type="checkbox"/> ALL		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:	Schoolwide														
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<input checked="" type="checkbox"/> ALL															
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____															
<p>6. Students will have increased access to technology and will continue to develop key boarding skills necessary for quality use of the classroom computers/tablets. Students will have access to key boarding programs. We also want students to be confident when using technology for the CAASPP.</p>	<p>\$18,000 LCFF</p>	<p>6. A computer cart/laptops purchased for the new 4th grade class and an upgraded cart was placed in the 5th grade. An iPad cart purchased for K-2 use. A computer cart and additional laptops purchased for the new 5th grade class and two laptops for teachers new to the school. Two teacher laptops replaced. Two new TV's and Apple TV's purchased for new classrooms. Two office computers replaced. Flash drives purchased for teacher computers. Misc. repairs at MacMechanic. In grades 3-6, every student has access to a laptop. Replaced headsets for CAASPP testing (90).</p>	<p>\$35,000 State 1X Money \$26,000 Parcel Tax \$18,000 LCFF</p>												

Scope of service: Schoolwide		Scope of service: Schoolwide	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Strengthen the engineering experiences of students by increasing the materials and supplies for students and provide PL for teachers.	\$6600 LCFF	7. Engineering materials purchased for 8 classrooms.	\$4375 (LCFF)
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
8. Inquiry based teaching and learning will continue to be addressed as teachers implement the Common Core standards and Visible Thinking strategies to improve student discourse. Teachers will be provided PL opportunities, read professional literature and share effective practices.	\$10,000 LCFF	8.The math coach addressed student discourse within the inquiry based mathematics program. Teachers attended a wide variety of PL where implementation of the Common Core standards were addressed.	\$5,000 PD Thursdays (LCFF) Add PL Money
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>9. Improve classroom libraries by increasing the quantity and quality of books/magazines for students in all content areas. The on-going development of reading skills will continue to be integrated with science and textbooks and supplemental materials will be purchased.</p>	<p>\$6000 Title I</p>	<p>Additional science books were purchased along with a variety of books to increase classroom libraries.</p>	<p>\$6500 Title 1</p>
<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>10. Students who are at-risk of not meeting grade level standards will receive before and/or after school support. Staff providing the support will be compensated. Parents of these students will receive a Progress Report in October and will be informed of the interventions available. Students will also be recommended for SES Title I tutoring. Students who are at the basic level will be served as “Target Students” (from STRATEGIC SCHOOLING) where they are provided intensive, focused interventions and experience immediate results and increased motivation. The interventions and results are documented in the “Target Student Report”.</p>	<p>\$15,300 LCFF \$12,000 Title I</p>	<p>10. Some staff provided before and after school support (80 of the students attend that afterschool A-OK program and received homework support). One teacher provided MINECRAFT and Scratch Club afterschool. Parents received Progress Reports in October. Students provided SES tutoring per teacher recommendation and parent requests, when possible. Teachers identified “target” students 3 times during the school year.</p>	<p>\$24,000 Title I SES Tutors After School target students \$10,000 (Title I)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>11. To improve reading instruction and support struggling students, the staff will explore effective methods, strategies and programs by reviewing research and attending workshops and conferences.</p>	<p>\$5,000 LCFF</p>	<p>11. The staff continued to implement GLAD strategies to support comprehension. Four teachers completed GLAD training. Four teachers and the principal attending the ATDLE conference (two-way immersion) June 27-29 in Sacramento. Staff continues to implement guided reading.</p>	<p>Glad Training \$4000 Title i \$4000 LCFF ATDLE August workshop \$1800 June conference:\$ 2300 Ed Eff Funds</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>12. Increase the quantity of learning experiences/fieldtrips/outdoor education for students at all grade levels to support the Common Core, NGSS and the STEAM focus and the mission of the school.</p>	<p>\$8,000 LCFF</p>	<p>12. The field trip budget (\$5800) was supplemented and most classes conducted additional fundraising activities to fund.</p>	<p>\$5600/New 1X Funding for Fieldtrips \$740 TI for Outdoor notebooks</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>13. An art teacher and instructional assistant will provide art instruction to the kindergarten classes. The iCAN program provides art instruction for students in grades 1-6. A music teacher will provide students K-6 with the music program. The instruction will support the Common Core and the mission of the school. Students will showcase their art at the annual art show and student performances will be scheduled at school assemblies and school events. Additional materials and supplies will be provided including instruments.</p>	<p>\$18,000 Parcel \$5,000 LCFF</p>	<p>13.Students in kindergarten were taught by an art teacher from the Children’s Creative Network. The school funded the IA for the kindergarten students. An art teacher and IA funded by iCAN served the students in grades 1-6. An art show was held off campus and the school rented the facility. Students K-6 received art instruction from a music teacher from the Children’s Creative Network. Assemblies for students in the area of dance, music, and storytelling were provided.</p>	<p>Art & Music Program : \$22,000 IA Art \$5,000 Supplies Art and Music: \$1500 \$500 Rent for show (LCFF) ____Assemblies (LCFF)</p>
<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>WHAT CHANGES IN ACTIONS, SERVICES, AND EXPENDITURES WILL BE MADE AS A RESULT OF REVIEWING PAST PROGRESS AND OR CHANGES TO GOALS?</p> <p>The math results of the 14-15 CAASPP were lower than the ELA scores so we will continue to strengthen the math program with the support of the math coach and use of the supplemental materials purchased in the 15-16 school year (TERC). We will use a detailed process for the analysis of data based on the work of Mike Schmoker. Staff will be provided all of their 14-15 and 15-16 data to establish goals for their own professional development and to make adjustments in their instruction. Students will be provided supplemental learning experiences and materials and the students who are consistently struggling will receive support during small group instruction. We will actively recruit parents to support small group instruction in the classroom. Continue to use all sections of the DRA and EDL to monitor achievement in reading. Continue to implement Writer’s Workshop with fidelity. Continue to provide opportunities for PL regarding a quality Two-way Immersion program. Collect and analyze FOSS <i>I-CHECKS</i> at the end of each module in 15-16 to monitor student learning. Provide release time for teachers to plan science instruction and again search for a science coach. Visit classrooms and/or schools that are successfully implementing the TWI program. Continue to create a school culture that is positive with respect to standardized testing and insure that test-taking skills are on-going throughout the school year.</p>			

Original GOAL from prior year LCAP:	ANNUAL UPDATE LCAP 15-16 #2 To provide high quality classroom instruction and curriculum in ELD so that English learners become English proficient and achieve reclassification status.		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Adelante Charter School		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	English Learners		
Expected Annual Measurable Outcomes:	Expected Outcomes: The percentage of students who demonstrate growth on the CELDT and other site based ELD assessments will increase by 1% and to increase the reclassification rate by 1%		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Provide the staff with additional PL targeting the ELD standards during PD Thursday time and staff development days; and by attending relevant	\$12,500	1. Professional Learning was provided at the start of the school year, before the arrival of the students. Teachers reviewed the grade level standards and material and provided planning time. A consultant from ATDLE led the training. Teachers attending the ATDLE conference of June 2016 will also have additional PL experiences.	PD Thursday : \$5,000 Staff Dev Workshops \$3,000	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

2. Use FLOSEM to monitor progress of ELs in the acquisition of English.	\$3,000	2. All teachers completed the FLOSEM for English learners. The data demonstrates that most students made progress over the course of the school year. The testing coordinator is compiling data for each teacher to review at the start of the school year/August 2016.	\$2000 Testing Coordinator (LCFF)
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Provide teachers with CELDT scores at the start of the school year in order to plan instruction. Teachers will use CDE’s Released Test Questions to support ELD instruction in preparation of the CELDT test in October. Students will be informed of their results to that they can establish a goal.		3. All teachers were provided with the CELDT scores of their students in order to plan instruction. Teachers used the RTQ’s and prepared the students for the CELDT as they conducted “test chats” with students and selected 1-2 nemesis standards from the CELDT blueprints as the instructional focus. Need to insert the CELDT data	\$1200 Cedit Testing Staff Time (LCFF)
Scope of service: School Wide		Scope of service: School Wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students not at grade level</u>	
4. Purchase instructional materials and supplies for ELD instruction and to support the implementation of GLAD strategies.	\$6,000 LCFF	4. Teachers were provided supplemental funding to purchase materials for GLAD and ELD.	\$6000 State 1x Money
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

WHAT CHANGES IN ACTIONS, SERVICES AND EXPENDITURES WILL BE MADE AS A RESULT OF REVIEWING PAST PROGRESS AND OR CHANGES TO GOALS?

Schedule a follow-up with GLAD trainers and continue to have teachers new to the school attend GLAD training. Provide PD in the SIOP model to review the foundations of an effective ELD program. Continue to monitor the progress of English learners in their primary language, Spanish, and support students who are not performing at high levels. Continue to provide the parents of English learners with information regarding the TWI program and the academic achievement of this sub-group. Provide the staff with information regarding the needs of students who achieve RFEP status. Attend the ATDLE Conference in 2016-17 for PD specific to the instructional program and English learners.

Original GOAL from prior year LCAP:	ANNUAL UPDATE LCAP 15-16 #3 To engage students in their school experience and to engage parents in the educational experience of their students by provided a safe place for learning where students and parents are connected to the school.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4__ 5__ 6__ 7__ 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Adelante Charter School	
	Applicable Pupil Subgroups:	All Students, English Learners, Low Income Pupils	
Expected Annual Measurable Outcomes:	Expected Annual Measurable Outcomes: Student attendance will improve and on time arrival will increase; and parent participation will increase.	Actual Annual Measurable Outcomes:	The parents of students with chronic absences and/or late arrival issues were sent letters from the school. As a result of this communication with the parents, 62% of these students improved attendance and arrival time the remainder of the school year. Of these students, student learning increased. For those students who continued to struggle academically despite improved attendance, the SST team was able to refer the students for academic testing to see if they qualified for Special Education services.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Parents and students will be informed of the attendance policy and tardy policy via the Parent/Student handbook and classroom presentations.	TBD	1. The handbook was updated and posted on the school website and distributed at the annual school registration event where parents who preferred a hard copy were able to take one. Copies were also available in the school office. A letter/letters to parents with attendance issues were sent along with the information from the District Attorney regarding the SARB process.	\$500 staff time (LCFF) \$200 Printing (LCFF)
Scope of service:		Scope of service:	
<u>X</u> ALL		<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2. Teachers will implement the TRIBES program in their classrooms to promote school community and conduct class meetings to provide students the opportunity to inform the teacher about challenges. Teachers new to the school will be trained. Materials will be purchased and parents will be informed of the TRIBES program on the website and newsletters.	\$1000	2. TRIBES was again implemented school wide. Teachers new to the school completed the on-line training. A bullying assembly for students, parents and teachers was also conducted to address concerns about bullying on the campus providing everyone with additional tools for addressing any bullying behavior	\$750.00 (Ed Eff Funds)
Scope of service:		Scope of service:	
<u>x</u> ALL		<u>x</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)	

<p>3. Padres Adelante meetings will provide parents of English learner's information about the ELD program, the CELDT test, and other assessments. The parents will be provided Parent Project and Latino Literacy training. Consultants, materials, childcare and snacks will be provided. An interpreter will be present at Board meetings.</p>	<p>\$1,970 LCFF \$2,000 Title I</p>	<p>3.</p> <ul style="list-style-type: none"> • Parent Project training (9 weeks) was provided as was childcare, at the Padres Adelante meetings. Materials were printed for the training. • Parents of English learners were mailed the CELDT scores. • The Latino Literacy training was not offered as another parent training was offered (PIDA). • The PIDA training was provided where six of the thirteen parents that participated were parents of English learners. • An interpreter was available at most of the board meetings. • An interpreter was available at the bullying assembly. 	<p>\$5401/Parent Project Training - Santa Barbara Foundation/Title I & State Mandate</p> <p>\$6226.25 PIDA/One Time</p> <p>\$240/Interpreter (LCFF)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>4. The Parent Coordinator will provide on-going communication to parents about school happenings via posted and mailed notices, Parent Square, email, the website and a school newsletter. The Parent Coordinator will be part of the PTSO committee and Padres Adelante. The Parent Coordinator will inform parents of the new system for documenting parent participation hours: parents will receive a form on a monthly basis where they note the way they participated and the amount of time they contributed.</p>		<p>4. Parent Coordinator communicated with parents as noted. Newsletter from school office sent twice. Parents used the new form for reporting parent participation hours. The hours increased from 5,175 to 6,797.5</p> <ul style="list-style-type: none"> • The Parent Coordinator attended most of the PTSO meetings, supporting the parents by preparing agendas and other materials. The school secretary prepared the financial reports of the fundraising events. • The Parent Coordinator created the new form for documenting parent participation hours. • 6797 parent participation hours were reported in the 2015-16 school year. 	<p>Staff time and materials \$800 (LCFF)</p> <p>\$600 Parent Square Subscription</p>

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other		
<input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Subgroups:(Specify) _____		

We will continue to monitor student attendance and communicate with parents per the attendance policy. The school conducted its own CHKS survey and the results were positive in all areas. Parent participation increased this year and the next step is to increase parent participation in the classrooms where parents are leading small group instruction. Parents will be provided training for working with small groups. Parents requested additional supervision during recess and the primary recesses will have an additional adult next year and we will ask the PTSO to assist in the recruit of parents during recess times. The Parent Coordinator will provide training for parents. Noon duty supervisors will also receive training at the start of the school year.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 236,570	for 2016-2017
<p>The calculated amount of Supplemental funds for the 2016-17 for Adelante Charter School is \$236,570. Adelante Charter School offers a Two-Way Immersion (TWI) Spanish/English educational K-6 program committed to cultivating academic excellence in both languages, celebrating multiculturalism, innovation, creativity and the arts, while also promoting the development of a learning community in which students and adults use effective communication, conflict resolution, and problem solving skills to prepare for success in the 21st century global economy. We implement the 90:10 TWI model in which 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and 1st grade. From 2nd -4th grades, instructional time in English increases year after year until they reach 5th – 6th grades where Spanish and English are used equally, in a 50/50 ratio. We provide a small-school environment where families find that the staff knows their children. Our positive school culture is supported in all classrooms through the use of the program TRIBES Learning Community. The family-school partnership is a critical component to our current and future successes. All of our families make a conscious decision to support their children as they develop into bilingual, biliterate, and multicultural learners. We provide multiple avenues of support for both English and Spanish-speaking parents. As a language-focused school, Adelante’s academic program strongly emphasizes the development of literacy: listening, speaking, reading and writing in two languages. Literacy activities are woven into all subjects in the curriculum. All classrooms support daily free voluntary reading, as well as structured language arts instruction with an emphasis on reading and writing across the curriculum. Our teachers have recently adopted Columbia University Teachers College renowned writing curriculum* across all grade levels. As we strengthen the implementation of the Common Core State Standards, we continue to advance our strong curriculum in the STEAM subjects. Our science and mathematics* programs emphasize hands-on, student-centered learning, relevant real world problem solving, inquiry, and consistent opportunities for interaction with the natural world. Adelante provides students early exposure to and repeated experiences in Science, Technology, Engineering, Art & Mathematics subjects to cultivate both future interest and future aptitude these important subjects. Students at all grade levels participate in numerous fieldtrips including overnight excursions to the Monterey Bay Aquarium, Sacramento, California, Wishtoyo Chumash Village in Malibu, California and to the Catalina Island Marine Institute. Our sixth graders are able to cultivate their wonder of the natural world through our partnership with Wilderness Youth Project (WYP), which takes half of the class into nature every other week. Local partnerships with organizations</p>		

such as UCSB’s Cheadle Center for Biodiversity and Ecological Education (Kids in Nature: “KIN”), SciTrek, and Multicultural Education for Resource Issues Threatening Oceans (“MERITO Academy”) provide field experiences where children work with researchers who serve as mentors and guide their young minds through the scientific process. Adelante promotes health, wellness, and nutrition through gardening activities and in our vigorous physical education program. Adelante’s strong commitment to arts education is demonstrated as students train their minds and bodies with in-school dance instruction, express their creativity in our visual arts program, and lift their voices together in Adelante’s popular music program*. The supplemental funds will provide students with additional support in some classrooms where instructional assistants provide additional small group instruction. Teachers will be engaged in high quality and frequent professional learning opportunities and increased opportunities for collaboration in the language arts, mathematics and science. Experts or coaches will work with teachers in math and science via the lesson study model. Students and teachers will have increased access to technology along with increased instructional materials and supplies to implement our quality programs and strategies. Parents of English learners will be offered the Padres Adelante training to increase their knowledge of the educational system and the Latino Literacy training to enhance their engagement with respect to literacy.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

11.97	%
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The percentage of by which services for unduplicated students will be increased and improved as compared to the services provided to all students in 2015-16 will is 10.74%. Increased and improved services in areas of academics (reading, writing, math, science) and all programs will provide continuing support and outreach to unduplicated pupils. The proportionality percentage increase is addressed in areas of EL and Low Income.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).