

**ADELANTE CHARTER SCHOOL
OF
SANTA BARBARA**

RENEWAL CHARTER 2019

**SUBMITTED TO
SANTA BARBARA UNIFIED SCHOOL DISTRICT
MAY 1, 2019
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*Adelante Charter School acknowledges the contributions of the Founding Members
of
César Estrada Chávez Dual Language Immersion Charter School*

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

The Charter Schools Act (Education Code Sections 47600, et seq.) requires each charter school to have a “charter” that addresses, at a minimum, the sixteen mandatory elements of the Act.

AFFIRMATIONS/ASSURANCES

- Adelante Charter School (“ACS” or “School”) shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute.
- ACS shall be non-sectarian in its programs, admissions policies, employment practice, and other operations.
- ACS shall not charge tuition.
- ACS shall admit all pupils who wish to attend the school subject only to capacity and program. If the number of pupils who wish to attend the ACS exceed the School’s capacity, attendance (except for existing pupils of ACS, their siblings and children of faculty) shall be determined by a public lottery.
- ACS shall not discriminate on the basis of actual or perceived race, ethnicity, nationality, religion, gender, sexual orientation, language, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with an individual who has any of the aforementioned characteristics.
- ACS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- ACS shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.
- ACS shall ensure that core teachers in the Charter School hold a California Multiple Subject Teaching Credential with BCLAD authorization, permit, or other document equivalent to that which a teacher in other public schools are required to hold. Only as allowed by Education Code Section 47605(1), flexibility will be given to non-core, non-college preparatory teachers.
- New teachers will participate in BTSA/Teacher Induction Program through the Santa Barbara County Education office, following the same requirements as the Santa Barbara School District.
- ACS shall at all times maintain all necessary and appropriate insurance coverage.
- ACS shall maintain a minimum reserve requirement for the school’s unrestricted ending fund balance of 3% or as delineated in the MOU. The reserve shall be calculated as a percentage of ACS’s total unrestricted expenditures.

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- ACS shall on a regular basis consult with its parents and teachers regarding the education programs.
- ACS shall operate a single charter school within the geographic jurisdiction of the District, and shall not serve grade levels not served by the District.
- ACS shall follow any and all federal, state, and local laws and regulations that apply to the charter school including, but not limited to the following:
 - ACS shall comply with applicable provisions of the Brown Act.
 - ACS shall meet or exceed the legally required minimum of school days (currently set by Title 5 of the California Code of Regulations Section 11960 at 175 days).
 - ACS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level, as required by Education Code Section 47612.5 (a)(1)(A)(D).
 - ACS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - ACS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - ACS shall comply with all applicable portions of the Elementary and Secondary Education Act.
 - ACS shall comply with the Public Records Act.
 - ACS shall comply with the Family Educational Rights and Privacy Act.
 - ACS shall comply with any and all State Board of Education regulations applicable to charter schools.
 - ACS shall comply with any jurisdictional limitations to locations of its facilities.
 - ACS shall submit to the District the annual LCAP
 - ACS shall comply with the National School Lunch Program if ACS receives funding under this program.
 - ACS's facilities shall meet state and local building codes, and federal requirements including the Americans with Disabilities Act.
- ACS shall continually strive for a healthy, collaborative, synergistic relationship with the District.

- Adelante Charter School and the Santa Barbara Unified School District shall comply with all applicable state and federal laws, this charter, the provisions of the MOU, Facilities Use Agreement, and Nutrition Services Agreement.

I. INTRODUCTION

Adelante Charter School offers a Two-Way Immersion (TWI) Spanish/English educational 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. Adelante provides a small-school environment with a family-like feel. Parent support and engagement is a critical component to Adelante's current and future successes. Adelante families have made a conscious decision to support their children as they develop into bilingual, biliterate, and multicultural learners.

Adelante Charter School has been in existence for almost 20 years with a history of strong support from families and the community. César Estrada Chávez Dual Language Immersion Charter School originally opened in the fall of 2000 as a response to the Santa Barbara School District's decision to dismantle bilingual education proceeding California's mandated changes after Proposition 227 passed. The charter school developers were comprised of a team of educators, parents, representatives of community-based organizations and civic leaders who were committed to outstanding long-term academic achievement, fluency and biliteracy for all students. César Estrada Chávez Charter School was granted a five-year charter on July 26, 2000 from the Santa Barbara School Board of Education. In the fall of 2000 the charter school opened with two classrooms and 40 students in grades kindergarten, first and second. The goal of the charter school was to provide a K-6 program.

César Estrada Chávez Charter School had its charter renewed for five additional years in 2005. The school grew faster than anticipated and critical elements of the two-way immersion model were not addressed. By 2009 student achievement data reflected the need for a drastic change in the instructional model and strong leadership to guide the efforts. In response to the data, a team began meeting to develop a new educational plan for César Estrada Chávez Charter School. In 2009 the Santa Barbara School District considered school closure due to low student achievement. The school was identified as the lowest performing school in the district and identified as a persistently low-performing school in California. After a tumultuous year and the threat of school closure, Adelante Charter School was established with a new charter, new instructional model, new instructional leader and strong collaboration with the Santa Barbara School District. Adelante Charter School is still deeply rooted in the original vision and mission of the previous César Estrada Chávez Charter School founders and the core values of César Chávez and continues to serve the students who reside in the Eastside community.

Adelante Charter School was granted a four-year charter after meeting specific conditions from the Santa Barbara School Board of Education and officially opened in the fall of 2010. Adelante implemented the 90/10 Two-Way Immersion (TWI) model where 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and First grade and the percentage of time in Spanish decreases as students move through the grades until they reach 5th and 6th grades where the time spent in Spanish and English is equal, 50/50. In the 2010-11 school year, the school applied for and received a three-year School Improvement Grant which provided the opportunity to address the core subject areas and improve parent involvement. The quality of teaching and learning was addressed as extensive professional development, resources and other school improvement efforts were supported. The staff became stronger, students were given access to quality instruction and resources, the learning environment improved significantly and parent involvement increased. Adelante showed significant growth during those four years. In 2014 the school was granted a five year charter which included a greater emphasis on Science, Technology, Engineering, Arts and Mathematics (STEAM) subjects. The entire school community has put forth great attention and effort as we focus on providing students a well-rounded, rigorous and research-based educational experience.

Adelante is proud to be a STEAM-focused school dedicated to educating the whole child. Science is the foundation for thinking and learning in every classroom and is taught entirely in Spanish K-5. Language and literacy are addressed through science. Students are engaged in the science and engineering practices on a daily basis and using academic discourse to clarify and expand their understanding of science concepts. 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 STEM subjects to cultivate both future interest and future aptitude in the STEM subjects. 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 incredible visual arts program and lift their voices together in Adelante's music program. All of this in two languages.

Families from all demographics in the community have a greater interest in Adelante. Enrollment has reached the maximum limit set by the Santa Barbara School District. There is an extensive waiting list for Kindergarten and First grade every year while Santa Barbara is beginning to experience declining enrollment. Adelante hopes to serve as a model for dual language programs in California with the new Global California 2030 initiative calling for half of all K-12 students to participate in programs leading to proficiency in two or more languages and three out of four students earning the State Seal of Biliteracy by 2040. It is an exciting time for bilingual education. Speaking another

language is now seen as an asset rather than a liability, yet high quality dual language education requires much more than merely hiring bilingual teachers. Adelante hopes to share the many lessons we have learned over the years with others.

ACS has operated as a responsible direct-funded charter school in designing its own long-term plans, engaging in curriculum development and student assessment, hiring, training and supervising staff, managing budget and fiscal operations, and maintaining the facility. As a united force, parent, staff and community partnerships contribute to the quality Two-Way Immersion program.

The California School Dashboard report, California's new accountability system, indicates Adelante's performance in the 2017-2018 school year as follows:

Chronic Absenteeism -green

Suspension Rate - blue

English Language Arts - orange

Mathematics - orange

Local Indicators - standard met

A detailed report is included for review (see Appendix A)

Curriculum Highlights, Family Engagement and Community Partnerships:

Increase in student enrolment from 238 in 2010 to 290 in 2019

Increase in the number of English Language Learners redesignated to R-FEP

Recognized as a Full Option Science System (FOSS) demonstration site for science taught in Spanish

Outstanding parent involvement/participation

Participation in the Computers for Families program

Latino Literacy Project

Providing parent workshops with PIDA (Parent Involvement through Dialogue and Action)

Recognition as an Ocean Guardian School

Downtown Holiday Parade awards

UCSB partnerships: *Adelante con tu futuro* – athletics, mathematics, and creative arts, Kids in Nature (KIN), SciTrek, School Kids Investigating Language in Life and Society (SKILLS) -

Wishtoyo Chumash Village, Malibu, CA

Catalina Island Marine Institute (CIMI)

Wilderness Youth Project- 6th grade

Annual Celebration of Latino Culture

Annual Día de Los Muertos community event

Annual Día de La Familia

Adelante Art Show

Performing Arts Showcase

Thursday morning Farmers Market on campus

Teachers present at ATDLE Conference

Rotary Club- Teacher of Excellence

UCSB and Antioch University bilingual teaching candidates consistently placed in classrooms

CALM-Classroom presentations and professional learning

Just Communities Central Coast - Professional learning

Channel Islands Regional Science Initiative (CIRSI) participant with UC Berkeley

Lawrence Hall of Science since 2016

Audacious Foundation Partner

Partnering with Santa Barbara Dance Institute

Financial support from the Wharton Foundation

Financial support from Montecito Bank and Trust

Financial support from iCAN

Village Properties Grants

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. – California Education Code Section 47605 (b)(5)(A)

MISSION

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

TARGET STUDENT POPULATION

Adelante Charter School educates nearly 300 students in a Two-Way Dual Language Immersion program housed in the Santa Barbara Unified School District utilizing the resources of the surrounding community, businesses, and colleges/universities. The program serves children in grades K-6 who live in the surrounding Santa Barbara Lower Eastside neighborhood and neighboring cities whose parents either work in Santa Barbara or choose the Two-Way Immersion program for their children. ACS is the only school in the Santa Barbara area at this time that offers instruction through two languages with the goal of bilingual proficiency by sixth grade for both English and Spanish speakers. ACS seeks to include students that represent the cultural, linguistic, and socioeconomic diversity of the communities served. The ideal language balance includes 1/3 Spanish dominant students, 1/3 bilingual students, and 1/3 English dominant students. Language dominance is determined through parent responses on the Intent to Enroll Form, the Home Language Survey and an initial language assessment administered by ACS.

ACHIEVING RACIAL AND ETHNIC BALANCE

ACS implements student recruitment strategies and a scheduled enrollment process that includes, but is not limited to, the following elements or strategies to help ensure a racial/ethnic and language balance among students that is reflective of the district. (Efforts to increase the enrollment of White students since the last renewal of the charter have proven to be very effective as evidenced by the school’s demographics and extensive waiting list).

An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.

The appropriate development of promotional and informational materials in both English and Spanish to appeal to both target language populations of the school.

The distribution of promotional and informational materials to a broad variety of groups represented in the community.

Outreach meetings in various areas of the community to reach prospective students and parents.

EDUCATIONAL PHILOSOPHY

The Adelante Charter School community believes ... the best setting for educating linguistic minority pupils - and one of the best for educating any pupil - is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement. (C. Glenn, 1990).

ACS is dedicated to inspiring each child to realize his/her unique potential. Central to the educational philosophy is the belief that children learn best when:

There are high standards and expectations for all.

They become active participants in, not mere recipients, of their education.

A positive school culture is developed that respects diversity and multiculturalism.

Parents and community are seen as essential partners.

The language and culture of all families are valued and embraced.

They are provided a positive, respectful learning environment, where students take responsibility for their actions, choices and learning.

Collaboration and positive interaction among peers is facilitated.

They are offered meaningful high-quality instruction.

They are given opportunities to use technology to access and share knowledge across the content areas.

Teachers reflect and differentiate instruction based on students needs.

Teachers are given time to reflect, collaborate and plan instruction based on formative assessment and student needs.

Teachers and staff are provided high-quality professional learning to ensure they are implementing best practices and current research.

PARENT INVOLVEMENT

Adelante Charter School philosophy affirms the vital role that parents play in the success of their child's education and the success of the school. Parents are seen as essential partners with the school, involved in every aspect including school governance.

Research suggests that when parents become involved in school activities, children's general school behavior improves (Levenstien, 1974), academic achievement increases (Walberg, 1984; Cummins, 1986), achievement gains are sustained (Goodson & Hess, 1975), and language performance improves significantly (Bermudez, 1988). Epstein of John Hopkins University found that family involvement in a child's education has a higher correlation with academic success than any other factor external to the school, including the educational status and socio-economic status of the family. Student performance is improved when parents are knowledgeable about the school and its programs, have timely information about their child's performance, frequently interact with the teachers, and are able to support their child at home.

To this end, parent participation in ACS programs and activities is strongly encouraged. All families are encouraged to volunteer in classrooms, provide yard supervision, chaperone field trips, improve and maintain the campus, provide specialized support, fundraise, serve on the Board of Directors, and help with internal communications. Parents have the option of providing service outside the school day as well. Parents are also encouraged to commit to the following:

Attend parent conferences, three each year.

Attend Back to School Night.

Bring their child to school on time and pick-up their child on time.

ACS is fortunate to have exceptional parent participation and positive feedback regarding satisfaction of the school. Adelante seeks and encourages input from families in school decision making. Parent involvement is a signature strength of the school. Parent leadership at Adelante is developed and honored and reflects the demographics of our student population. Parents see themselves as partners in the educational process. We could not offer all that we do to our students without the tremendous support of families. Adelante has worked to strengthen the parent leadership developed through PIDA (Parent Involvement through Dialogue and Action), Latino Literacy and PTSO (Parent, Teacher, Staff Organization).

Opportunities for parent engagement are as follows: Classroom volunteers, field trip chaperones, Back to School Night, Celebration of Latino Culture, Día de Los Muertos, Adelante Winter Show, Parent Teacher Conferences, Jog a Thon, State of our School/Open House address, Adelante Art Show, Día de La Familia, Dance and Music Show of the Year,

Student-led Conferences, School Site Council, Classroom Lead Parents, PIDA, PTSO, Garden Committee, Adelante Board of Directors.

Each year Adelante administers a school satisfaction survey to parents and guardians to aid in decision-making. The key findings from the survey are presented at multiple stakeholder meetings. The survey was developed through a collaborative process with multiple stakeholders represented and has been used annually since 2010. Adelante also administered the 2018-2019 California School Parent Survey (CSPS) in order to include more standardized questions. CSPS data indicate that 99% of responders (56% response rate) agree or strongly agree that the school allows input and welcomes parents' contributions and 96% of responders agree or strongly agree that the school actively seeks the input of parents before making important decisions. Additionally, 98% of responders agree or strongly agree that Adelante is a safe place for students. Adelante School Satisfaction survey data (disaggregated for Spanish and English-speaking families with a 70% response rate) show that parents continue to be overwhelmingly satisfied with their child's educational experience at Adelante. This year 100% of Spanish-speaking responders and 94% of English-speaking responders state that they have a positive association with the school and are pleased to have their child enrolled at Adelante.

EDUCATION FOR THE 21ST CENTURY

The 21st century is characterized by an expanding, technology driven, complex and changing global community. Responsible and effective citizens need to communicate clearly and work cooperatively with others from diverse backgrounds. They need highly developed problem solving skills and the oral, written, cross-cultural and interpersonal skills to effectively communicate in more than one language. A World-Class Education has to be in more than one language.

As educated persons in the 21st century, students need to be college and career ready after high school. ACS prepares students for success in the secondary schools by providing them with:

- **Academic Excellence**

Adelante Charter School is focused on developing a school climate of achievement where students are recognized for their hard work and success while maintaining high expectations for all learners. Teachers are trained and supported in effective and innovative instruction. Students, families, and ACS staff work together to nurture a school culture that recognizes the benefits of and satisfaction that comes from learning as well as an expectation of learning and achievement for all.

- **Bilingualism and Biliteracy**

All students will become effective communicators who demonstrate proficiency in reading, writing, listening, speaking and presenting information in English and Spanish. Students develop high levels of literacy in both languages through the

Common Core State Standards, Next Generation Science Standards and adherence to the Guiding Principles in Dual Language Education. ACS believes that being bilingual and biliterate benefits all students and, in turn, their local and global communities.

- **Multicultural Competence**

Students will demonstrate high levels of cross-cultural understanding, appreciate key aspects of the culture of their second language and their own. They will be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

- **Language, Culture and Identity**

Language and culture research suggests that cultural diversity has significant implications for the processes of becoming and being literate. The research explores these connections by analyzing the relationship between literacy and cultural identity in a multiethnic society such as the United States. Ferdman, (1990) asserts that literacy is culturally framed and defined; therefore, members of different cultures will differ in what they view as literate behavior. This, in turn, can influence how individuals engage in literacy acquisition and activity. He further argues that the type and content of literacy education that individuals receive can influence their cultural identity. He concludes by arguing that the connections between literacy and culture must be fully acknowledged and better understood in order to achieve the goal of literacy acquisition for all. Furthermore, Suarez Orozco, (2003) asserts that a strong identity is a precursor for student achievement when language and culture is valued. Teachers at Adelante have this concept in mind and work to make literacy interactions authentic, relevant and meaningful.

- **Social Skills and Social Responsibility**

ACS fosters a strong sense of responsibility, confidence, self-direction, and the leadership skills necessary for success in the classroom and beyond. Students are encouraged to think critically, analyze, question, collaborate and resolve conflicts peacefully. They learn to work effectively with others, to help each other and contribute to their community as preparation for the skills required in a global society. These skills include the ability to exhibit initiative, independence, and persistence in learning; accepting responsibility for learning and viewing problems as challenges, not obstacles; the ability to demonstrate self-discipline and a high degree of curiosity; showing a strong desire to learn or change and self-confidence.

- **Student-Centered Instruction**

Teachers deliver student-centered instruction to support academic achievement. Instruction incorporates students' interests, experiences and ideas, requiring them to be active and responsible participants in their own learning. Special attention is placed on providing context and opportunities to transfer and apply

knowledge to a variety of situations. ACS hopes all students will become self-motivated life-long learners.

- **Innovative Learning Methods**

Students learn through a process of inquiry and reflection. They participate in curriculum structured around projects, activities and the use of supportive technology that allow the learner to be actively engaged in the process and gain a deeper understanding and greater retention of the curriculum. Students teach and learn from each other by working collaboratively in cooperative groups leading to genuine, meaningful and long-lasting learning. Project and problem-based learning provide opportunities for students to develop problem-solving skills and innovative design thinking to meet the demands of an ever-changing society.

GOALS

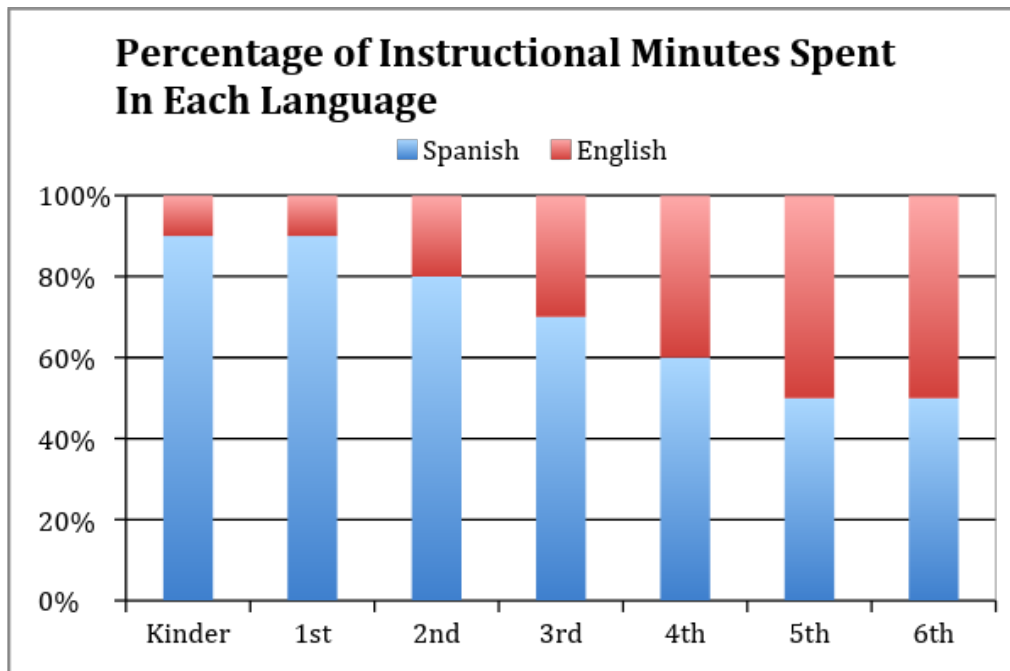
ACS will provide students with the tools to become bilingual, biliterate, academically and socially competent, self-motivated, lifelong learners in a technologically advanced and diverse global society. ACS's goals for its students include but are not limited to:

- Actively engage all students in purposeful bilingual STEAM subject learning that appropriately challenges and supports each student to reach her/his full intellectual, creative and social potential.
- Ensure the school environment is safe, nurturing and welcoming for all students, staff and families promoting high levels of engagement, connection, affirmed identity and overall well-being.
- Assure that every student experiences high quality bilingual teaching, rigorous culturally responsive curriculum and continuous linguistic development K-6 monitored by multiple measures resulting in proficient bilinguals (demonstrating high levels of proficiency in both L_1 and L_2) and EL Reclassification by 6th grade.
- Ensure all students experience not only being “cared for” but also caring for others (Noddings,1992) while developing a love for humanity and the natural world with the capacity to understand and care about humans' relationship to all life on earth.

PROGRAM ELEMENTS

TWO-WAY IMMERSION MODEL: 90/10

ACS provides a 90/10 Spanish/English Two-Way Dual Language Immersion program. The following graphic shows the instructional minutes spent in Spanish and English at each grade level.



BENEFITS OF TWO-WAY IMMERSION PROGRAMS

The two-way immersion model is based on over thirty years of research on effective programs for English Learners (ELs) and English Proficient (EP) students (Genesee & Lindholm-Leary, 2009). Recent reviews of research support the Two-Way Immersion model as one of the best ways to promote the highest bilingualism, biliteracy and academic success in ELs (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Goldenberg, 2008; Genesee, F., & Lindholm-Leary, K., 2011; Valentino, R. A. & Reardon, S. F., 2015; Collier, V.P., & Thomas, W.P., 2004). Further, over twenty years of research documents the effectiveness of Two-Way Immersion programs for EP students (e.g., Howard, Christian & Genesee, 2004; Lindholm-Leary & Howard, 2008).

There are three underlying assumptions of Two-Way Immersion education (Lindholm and Dolson, 1989; Ramírez, 1992; Lindholm-Leary, 2001; Thomas & Collier, 2002; Lindholm-Leary & Borsato, 2006):

- Language minority students (ELs) best acquire a second language when their first language is firmly established. A second language is best developed by language majority students (EPs) through immersion in that language.

- Students who participate in additive language programs, which facilitate the acquisition of a second language at no cost to their first, demonstrate higher levels of language proficiency, achievement and self-concept. This is true for ELs and EPs.
- Immersing EPs in the target (Spanish) language will promote higher levels of second language proficiency; while immersing ELs in their native language will produce not only higher levels of proficiency in their native language, but also higher levels of English proficiency. This is partly explained because English is the dominant language and therefore more easily learned than the target language.
- Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge. As part of the National Literacy Panel on Language-Minority Children and Youth, Francis and colleagues (2006) examined studies that compared programs that provided literacy instruction through a student's native language (bilingual program) with programs that provided literacy and other instruction only through English. Their conclusion was that:

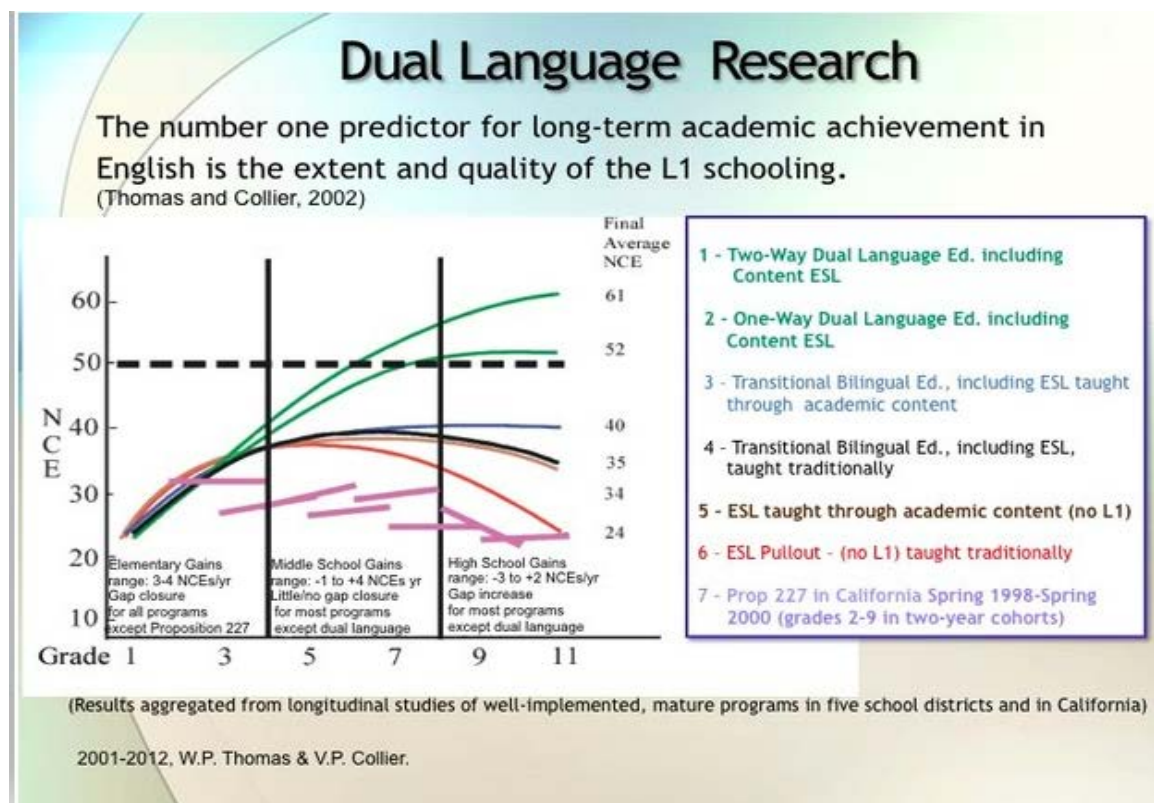
Overall, where differences between two instructional conditions were found in the studies reviewed, these differences typically favored the bilingual instruction condition. This is the case for studies conducted with students in both elementary and secondary schools, and with students possessing a range of abilities. (p. 398)

- Students need to reach a certain level of native language proficiency (verbal, reading, and writing) to facilitate higher levels of second language development and bilingual proficiency. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages. Such advantages include more creative thinking, greater mental flexibility, ability to think more abstractly, and superior concept formation (Cummins, 2006). An important body of research has emerged over the past two decades demonstrating that advanced levels of bilingual proficiency are associated with several significant language and cognitive advantages (e.g., Altarriba & Heredia, 2008; Bialystok 2008; Chin & Wigglesworth, 2007). The bilingual advantage has been demonstrated consistently in cognitive abilities related to creativity, attention, inhibition, monitoring, and switching focus of attention - executive function. Also, bilinguals show an advantage over monolinguals in word awareness and syntactic awareness tasks (Bialystok, 2006) and in literacy tasks (Genesee & Lindholm-Leary, in press; Riches & Genesee, 2006).

ACS's educational program is based on strong and consistent research derived from high quality bilingual education programs that have shown high rates of academic success in both English and the minority language for English learners (Francis et al, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Krashen & Biber, 1988; Lindholm Leary, 2000; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, in press; Ramirez, Yuen and Ramey, 1991; Tempes, 1984-85; Thomas & Collier, 2001; Willig, 1985). These

studies document the numerous benefits of extended native language instruction, including initial literacy instruction for ELs in quality programs.

National program effectiveness findings show that enrichment One-Way (developmental or bilingual maintenance) and Two-Way bilingual immersion programs are “the only programs that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that high level of achievement.” Schools implementing high-quality Two-Way Immersion programs can expect one-fifth to one-sixth of the achievement gap for English learners to close each year (Thomas & Collier, 2002) eventually leading to full gap closure. Long-term dual language programs (at least K-8, and preferably K-12) completely close the gap and keep it closed in the secondary years. (Collier & Thomas, 2009; Thomas & Collier, 2012. Additionally, two-way programs have fewer high school dropouts (Thomas and Collier, 2001).



See Appendix B

Two-Way Immersion programs have shown significant results in closing the achievement gap for Latinos in general, which has remained a persistent problem in the United States. Two-Way Immersion programs give equal status to both languages and typically enroll Latino students alongside non-Latino students, providing the additional advantage of fostering positive intergroup relations and increasing Latino students' social capital, as the

Latino students are fully integrated with their middle-class peers (Morales & Aldana, 2010).

Equally important, research from foreign language immersion programs demonstrates that native English speaking students (EPs) can achieve superior scores on measures of second language proficiency while performing scholastically at a level equal to or higher than their peers who have received all of their elementary school education in English (Campbell, 1982). By third or fourth grade they usually score at least as high as EPs from monolingual classrooms on standardized tests of reading achievement. (Genesee, 1987; Lindholm-Leary, 2001, 2005; Lindholm-Leary & Howard, 2008; Lindholm-Leary, Molina, 2006). Students who have studied a foreign language score higher overall on the SATs - and this advantage increased for each additional year of language study. (M. Paige, Center for Advanced Research in Language Acquisition at the University of Minnesota, 2003). Furthermore, learning a second language early on allows children to develop more native-like pronunciation and gives them more time to develop proficiency in that language.

Lindholm-Leary (2006) concluded that all groups may benefit from Two-Way Immersion education. For every group of students considered (EL, R-FEP, EP, Latino, Free and Reduced Lunch, Special Education), each group scored equivalent or superior to comparison averages in California for that group after completing a Two-Way Immersion program. The benefits are magnified when it is taken into account that students from Two-Way Immersion programs are bilingual and biliterate.

A solid Two-Way Immersion program also provides students with important socio-emotional skills. Two-Way Immersion students, who spend considerable time in peer-to-peer and group interactions, show high levels of multicultural competence, positive attitudes toward other languages and cultures and toward students who are different from them. In addition, these students are motivated and value their experience in learning through two languages and cultures (deJong, 2009; Lindholm-Leary, 2009; Lindholm-Leary & Borsato, 2004). This atmosphere of inclusiveness in the dual-language environment meets the cultural needs of minorities and provides opportunities for them to experience the world of their non-minority peers. Just as important, non-minority students expand their worldview and respect for the customs and experiences of others (Thomas and Collier, 2001).

FIDELITY TO THE TWI MODEL

ACS adheres to the key principles of successful TWI programs, each year the program is reviewed using the following tool: Guiding Principles for Dual Language Education (3rd ed.), (Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018)). A school-wide tool for planning, self-reflection and growth; the tool is divided into seven strands which reflect the major dimensions of dual language immersion program and planning. Each strand is divided into guiding principles, which were found to be most effective in achieving successful student outcomes in dual language programs. The strands are as follows:

- Program Structure
- Curriculum
- Instruction
- Assessment and Accountability
- Staff Quality and Professional Development
- Family and Community
- Support and Resources

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS (STEAM) FOCUSED

Adelante Charter School offers a STEAM focused program for all students. ACS is committed to providing an articulated approach to developing STEAM literacy K-6 and providing adequate time and resources to ensure student success. Research clearly indicates that early and repeated exposure to STEM subjects is essential for cultivating both future interest and future aptitude in STEM subjects (NRC, 2011). ACS students are offered a yearlong inquiry-based science and math program that incorporates project and problem-based learning as well as engineering/design opportunities. Arts integration is also an essential part of Adelante's educational program. While students receive specialized instruction in visual and performing arts there is also an emphasis on developing creative confidence in students and visually representing ideas in all subjects, essential skills for creative problem solving. Mathematics and science are beautiful and visual subjects and when taught and assessed through multiple forms of representation students learn better. Language Arts is carefully integrated into the content areas. Academic language development and elevated levels of student discourse and sensemaking discussions are areas of focus in the STEM disciplines. ACS gives special attention to developing environmental literacy and connecting children and their learning experiences to the natural world whenever possible. ACS students participate in many field trips and outdoor experiences. ACS provides students the opportunity to develop their own identity as STEAM learners through these rich experiences and the practices of scientists, mathematicians, artists and engineers.

SPECIFIC SUBJECT INSTRUCTION

- Language Arts

The goal of the language arts program is to develop successful lifelong readers, writers and communicators in both Spanish and English, individuals who read for pleasure and express themselves confidently in both their writing and through oral discourse. ACS has a standards-focused balanced literacy program offering students multiple experiences to become proficient in reading and writing, incorporating best practices in guided and self-directed reading activities, phonics, grammar, genres of literature, and shared, interactive and independent student writing for multiple purposes. Reading and writing are integrated into the content areas throughout the school day in both English and Spanish and projects and presentations using technology are essential for demonstrating mastery. Students

engage with a balance of literature and informational text with complexity increasing through the grades. Students develop a passion for expressing themselves through writing. They take pride in seeing themselves as authors of regularly published work. ACS uses the Lucy Calkins Writer's Workshop process to strengthen and enhance our program. ACS uses this research-based method with grade-specific curriculum and pedagogy to support young writers as they develop their critical thinking skills and learn to express themselves fluently in both Spanish and English. Students develop skills in opinion/argument, information and narrative writing across each grade level.

- Mathematics

Mathematics instruction is standards-based and inquiry-focused. ACS uses research-based grade level curriculum, *Contexts for Learning Mathematics*. This inquiry-based learning approach supports students to develop computational fluency in concert with strong number sense and algebraic thinking in grades K-6. ACS believes that all students are able to learn mathematics at high levels. Teachers support students to construct their own mathematical big ideas developing flexibility with numbers and mathematical strategies. Students use a variety of strategies in computation and problem solving and learn to represent their thinking with appropriate models (number lines, area models, etc.). Students beginning in Kindergarten must be able to explain their thinking processes as they interact with other students and the teacher as well as communicate their strategies and findings in writing. While *Contexts for Learning Mathematics* is not a stand-alone curriculum, it includes many rich context-driven units and problems and fosters a community where teachers support students' development as young mathematicians. Since students become so familiar with recognizing patterns within these real-world contexts, they are more adept in seeing these connections across the curriculum, particularly in science. Additionally, students use DreamBox Math, an online adaptive mathematics program that supports ACS's inquiry-based approach to teaching mathematics, includes many of the same mathematical models and strategies and integrates standards-aligned assessment with instruction.

- Science

The science program uses an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. Students learn through a coherent articulated curriculum (developed at UC Berkeley Lawrence Hall of Science), Full Option Science System (FOSS) and Great Explorations in Math and Science (GEMS), where concepts build on each other leading students to a more comprehensive understanding of the content. The science program encourages curiosity, critical thinking, a close connection to the natural world and supports the integration of language arts and math. The science program is aligned to National Science Framework and the Next Generation

Science Standards. Adelante's vision for science is to cultivate a bilingual, biliterate community of students whose multi-cultural perspectives, strong STEAM identity, scientific habits of mind and their daily engagement in scientific and engineering practices empower them to persist through and resist injustices. Science is foundational to Adelante's educational program and used as a means of developing language and literacy and promoting high levels of thinking in English and Spanish. All students use science notebooks as a tool for learning. Science is highly engaging and students are eager to communicate their ideas. Teachers support students to engage in elevated levels of oral discourse around their learning as well as communicating their ideas in writing with attention given to sensemaking discussions, scientific argumentation, modeling, making claims and supporting those claims with evidence and reasoning. In addition to the FOSS program, Adelante collaborates with UCSB, S.K.I.L.L.S., Kids in Nature, Explore Ecology, Wishtoyo Foundation, Let's Grow garden projects, and Wilderness Youth Project. ACS places a high-priority on field experiences even for its youngest students. Some of our STEAM-centered learning opportunities include: Catalina Island Marine Institute (CIMI), the California Science Center, MOXI, Lane Farms, Santa Barbara Zoo, Los Angeles Zoo, Santa Barbara Museum of Natural History, Ty Warner's Sea Center, UCSB's REEF, Santa Barbara Botanic Garden, Santa Cruz Island, Long Beach Aquarium of the Pacific, Los Angeles Museum of Natural History, Ganna Walska Lotusland, Carpinteria Bluffs Nature Preserve, and Wishtoyo Chumash Village.

- Social Studies

Students improve literacy through the context of standards-based social studies curriculum. Social justice and equity, a focus of Adelante's mission are often addressed within the context of social studies. Students learn social studies both in the classroom and in the surrounding environment through field trips to local historical and cultural sites as well as through cross-curricular integrated projects and units of study. There is a focus on developing literacy and critical thinking skills; becoming critical consumers of information, skilled at using technology and digital media for research and presentations. Literature, group and individual projects, primary source documents and critical research skills create the foundation for the upper grade classes (4-6) while the lower grades (K-3) focus on the duty of the individual and cultural understanding, in accordance with state standards.

- Visual and Performing Arts

The visual art program will continue to plan an emphasis on multicultural art and artists from around the world. Artworks follow the Visual Art Standards of California as well as the National Core Art Standards and are inspired by an artist or region. It incorporates four components: art history, art production, art criticism

and aesthetics. Art instruction will also incorporate Visual Thinking Strategies (VTS). Students will gain an understanding of art as symbolic language and of its historical and cultural context. They will continue to develop their skills and knowledge of a variety of techniques including sculpture, printmaking, painting, drawing and ceramics. Art builds confidence through self directed problem solving and allows students to express their unique ideas in a fun and encouraging setting. Each year culminates in an Adelante Art Show held off site. The art show is an opportunity for every student to exhibit a piece of original artwork and to celebrate the accomplishments of students and the art teacher.

All Students will be provided with important musical concepts giving special attention to multicultural traditional songs in accordance with the mission of Adelante. The music program also incorporates use of instruments appropriate for grade levels and student learning is showcased at school events. Students in grades 2nd and 3rd also have the opportunity to participate in the Adelante Chorus. Students in grades 3rd - 6th are invited to participate in the school musicals performed twice per year. All students perform in the Adelante Arts Showcase in the spring.

ACS prioritizes dance instruction for all students and has maintained a partnership with Santa Barbara Dance Institute (SBDI) since 2006. This partnership provided students the opportunity to not only develop their physical abilities but to value artistic expression and develop a personal standard of excellence. ACS now has a dance teacher for all students. Students in K-6th grades receive weekly dance instruction. Additionally, students in grades 4 - 6 have the opportunity to be part of an after-school dance group with Santa Barbara Dance Institute (SBDI). All of these students prepare for dance performances throughout the year and participate in the Adelante Performing Arts Showcase that is held in the spring.

- Technology

Hardware: All students have access to digital technology and ACS will continue to increase the frequency of technology use by students. Students in Kindergarten, First and Second grades have access to Chromebooks and/or iPads for small group instruction. Students in Third -Sixth grades have 1:1 access to either a Mac laptop or a Chromebook. Students engage with online platforms to support learning in math and literacy as well as use technology as a tool for research, writing and revision, and presenting information through video, website design, slide presentations and slideshows. All students have the technology necessary for taking the statewide Smarter Balanced Assessments. An Apple TV® is regularly used in all classrooms as a tool for instruction, research and presentations.

Whole class instruction: Teachers utilize image-rich media to make learning more relevant for second language learners, and more engaging for all students. Teachers

are trained to incorporate Visual Thinking Skills and Thinking Routines (Harvard Project Zero) with the projection and discussion of visual arts, photography including current events, and student-created work.

- Physical Education

The K-6 physical education program provides students over 200 minutes of instruction every 10 days. The focus of the program is on physical fitness where students learn the skills and knowledge to be physically fit along with developing a sense of confidence and a positive attitude. Dance is integrated into the PE program K-6. The goals of the PE program are as follows:

- Develop and maintain acceptable levels of physical fitness
- Develop a variety of movement and manipulative skills to experience success
- Establish goals for fitness and healthy fitness food choices
- Enjoy and seek out physical activity
- Develop the ability to cooperate and collaborate with others

- Life Skills

Students are engaged in activities on a weekly basis to reinforce the life skills and agreements of a Tribes Learning Community: Mutual Respect, Participation, Attentive Listening and Appreciation. Students also learn about and practice the Core Values of César Chávez: Acceptance of All People, Celebrating Community, Respect for Life and the Environment, Non-Violence, Innovation, A Preference to Help the Most Needy, Knowledge, Sacrifice, Service to Others, and Determination.

CLASSROOM BASED INSTRUCTIONAL STRATEGIES

ACS teachers participate in weekly professional learning sessions. The staff functions as a Professional Learning Community (PLC) and regularly reviews student data to refine instructional practices and ensure the ongoing effectiveness of the program.

ACS teachers consistently hold students to rigorous academic standards employing strategies proven effective in second language acquisition and promoting student thinking. Since all students are learning another language at ACS, teachers must implement instructional strategies that enable students to learn both content and language, each carrying their own cognitive demands. The following practices are foundational to ACS's success:

- Guided Language Acquisition Design (GLAD)

Project GLAD practices are implemented to promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD develops meta-cognitive use of high level, academic language and literacy. Providing authentic

opportunities for students to use academic language, and increase the use of oral language for negotiation, meaning and cross-cultural interaction.

- Best Practices for Teaching Emergent Bilinguals

ACS adheres to best practices for teaching emergent bilingual students, Specially Designed Academic Instruction in English (SDAIE) is an approach to teaching academic content to English learner students in English and focuses on increasing the comprehensibility of the content. Critical elements include addressing content, connections, comprehensibility and interactions. Strategies from the Sheltered Instructional Observation Protocol (SIOP) include identifying academic language to be taught explicitly in each lesson, using appropriate formative and summative assessment tools, and using different participatory structures to enhance language use and elicit extended academic discourse in students' second language.

- Authentic Academic Conversations

ACS teachers place great value on students using their knowledge and language to co-construct ideas. They are supported to ask questions, present claims supported with evidence and explore different points of view while building ideas together. Students need opportunities to use language if they are going to improve language skills. Language learning occurs not as a precursor but as a product of using language in social interactions (G.Valdés).

- Bridging to Develop Metalinguistic Awareness

Students engage in the contrastive analysis of languages (Spanish and English) to develop metalinguistic awareness. This is done through “bridging” and often occurs at the end of a unit when students have already learned the content in one language. With student support, teachers create a bridge to show the similarities and differences of the two languages. The “bridge” focuses on the structures of language, which may include phonetics, phonology, morphology, syntax, semantics, and even possible pragmatics, and looks at the two languages with a side-by-side contrastive analysis. This practice supports translanguaging (utilizing languages as an integrated communication system) and helps students use what they know in one language for second language acquisition.

- Cooperative/Collaborative Learning

Special attention is paid to grouping students, since research on successful Two-Way Immersion programs indicate that: “Classrooms should include a balance of students from non-English and English backgrounds who participate in instructional activities together,” and, “Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.” (Lindholm, K. 1990) Heterogeneous groupings during the Spanish and English portions of the day provide students with

opportunities to assist and learn from one another, allowing second language acquisition to occur naturally. Students engage in activities centered on problem solving and investigation, encouraging students to work toward common academic goals. A vivid example of interdependence can be found in the relationship between language-minority and language-majority students in Two-Way Immersion programs. Native and non-native English speakers must work together to become bilingual.

Positive interdependence is critical to the success of the cooperative group, because the dynamic of interconnectedness helps students learn to give and take--to realize that in the group, as well as in much of life, each of us can do something, but none of us can do everything. When cooperation is successful, synergy is released, and the whole becomes greater than the sum of its parts. For cooperative groups to be effective, members should engage in team building activities and other tasks that deal explicitly with the development of social skills needed for effective teamwork. Members should also engage in group processing activities in which they discuss the interpersonal skills that influence their effectiveness in working together. When full cooperative learning structures are implemented, the benefits in student achievement often can be astounding (Williams, R. Bruce. *Cooperative Learning: A Standard for High Achievement*. Corwin Press, 2007).

- Inquiry-Based Instruction

An inquiry-based approach is used by encouraging students to ask meaningful questions, explore their wonderings, grow in curiosity and use critical thinking to solve problems. This provides opportunities for innovation while higher order thinking affords students deeper engagement and ownership of their own learning.

- Equitable Teaching Practices

“Equity pedagogy requires sustained attention to the purposes and goals of instruction with a critical eye toward status differences, privilege and marginalization of learners, and constant questioning of taken-for-granted curricular content embodied in most instructional materials” (Braaten & Sheth, 2017) Equity is the foundation of ACS, explicit in the mission statement and lived out in the day to day interactions with students and families. Teachers regularly engage in critical self-reflection with support from the Executive Director/Principal and colleagues.

DIFFERENTIATION: MEETING THE NEEDS OF DIVERSE LEARNERS

ACS embraces the opportunity to provide education to all students regardless of their physical challenges, cognitive abilities and/or other special needs. ACS meets diverse needs including disabilities and giftedness within the classroom. ACS addresses the academic needs of each individual child where additional support services are provided as needed. The ACS practice of developing an instructional plan based on the study of student work provides the opportunity for enrichment or remediation for all student populations.

Teachers continuously monitor students who are not achieving at or above expected levels of proficiency. Academic, social and behavioral support is provided as needed, with more strategic intervention and intensive, ongoing support if necessary. Teachers address concerns as described in the Multi-Tiered Systems of Support: MTSS. (See Appendix C). The ultimate focus of all intervention is to help students maintain their love of learning, develop their personal strengths and confidence, and master academic skills so they are able to achieve at or above expected levels of proficiency.

PLAN FOR ENGLISH LEARNERS

Extensive, longitudinal, comparative studies of English Language Learners found that formal schooling in the first language in elementary school was the largest single predictor of long-term success. (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002)

In accordance with the statement above, additional supporting research and foundational to Adelante's plan for English language learners, (ELLs) ensuring proficiency in the primary language (Spanish) is critical to the long term success of these students. Adelante recognizes bilingualism and bi-literacy as an asset. The progress of English language learners in their primary language is measured using both formative and summative assessments and formally monitored at each trimester. The English Language Development (ELD) program provides students with integrated content and language development aligned to the CA ELD standards, CCSS and NGSS. Teachers use both language and content standards to guide instruction. The goal of the ELD program is for ELLs to make annual progress and to increase the percentage of students eligible for reclassification (RFEP) by 6th grade. Because literacy is developed in Spanish first at ACS, ELL students typically do not reach English proficiency until 5th or 6th grade. Umansky, I., & Reardon, S. F. (2014) recently examined reclassification among Latino ELLs in a variety of instructional environments and concluded that students who are enrolled in Two-Way dual language programs have higher overall reclassification, English proficiency, and academic passage by the completion of high school than students in English only programs.

English Language Development (ELD) strategies and instructional techniques are incorporated throughout the curricular day, and are integrated across the curriculum as language development is fully integrated with content instruction. Teachers use a variety of strategies to assist English learners in accessing the curriculum, primarily through GLAD strategies which include linguistic supports, comprehensible inputs to support co-construction of knowledge, structured classroom discourse and a safe classroom culture that supports risk taking and growth. Teachers scaffold academic discourse and sensemaking discussions to support content and language learning. ACS teachers are able to leverage the linguistic capital students bring in Spanish to support English language development through word study and the use of cognates. By promoting metalinguistic awareness in students through the contrastive analysis of languages, students are able to use their bilingual brains to acquire English proficiency.

At ACS, ELD instruction occurs at a minimum of 45 minutes per day. ELD instruction in K-2 includes the content of engineering design and social studies and is supported with the CA ELD Standards. The content and language objectives of the ELD lessons address the different levels of the students as they progress along the ELD continuum. In grades 3-5, ELD standards are addressed and integrated in the content area of social studies and in the 6th grade in science. Instruction targets elevated levels of student discourse and meaning-making through discussions. Designated English language development also takes place where students learn about how language is used. This oftentimes takes place through “bridging” but also explicitly during English instruction. Critical forms and functions of the English language are also addressed with deliberate and appropriate scaffolds. All staff have been trained in the use of GLAD strategies, and the instruction is based on best practices for English language acquisition. To support academic vocabulary development teachers use research-based strategies for vocabulary instruction and authentic use of academic language and students have regular access to content-related informational texts. Student progress in the acquisition of English is monitored by each classroom teacher at a minimum of three times per year. Each teacher administers this assessment as the collection of data for oral language development takes place through an interaction with each student.

ELPAC scores are reviewed to identify students’ ELD instructional level and support students in progressing through the CA ELD Standards continuum. Throughout the year, formative and informal assessment data is collected in the areas of listening comprehension, speaking, reading, and writing to complement summative ELPAC/CAASPP data, provide a more accurate picture of growth, and to directly drive instruction as students develop higher levels of English proficiency in line with annual program expectations.

ADDITIONAL ASSURANCES FOR ENGLISH LEARNERS

ACS complies with all state and federal requirements for programs for ELL students. ELLs receive instruction from BCLAD-credentialed teachers and bilingual Instructional Assistants. ELLs receive daily ELD for a minimum of 45 minutes.

ACS shall comply with all applicable federal laws in regard to services and the education of EL students. ACS shall develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the United States Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify English Learners by using the Home Language Survey.
- Provide ELPAC (English Language Proficiency Assessment for California) testing as required by law to measure English language proficiency.

- Utilize SBUSD reclassification criteria for exiting ELL students. (RFEP–Redesignated as Fluent English Proficient)
- Collaborate with SBUSD as needed to stay aligned with services and materials being used by district.

STUDENTS ACHIEVING ABOVE GRADE LEVEL

ACS recognizes that all students deserve support and nurturing and that the unique needs and strengths of students must be identified, addressed, and closely monitored by trained staff. Academically high achieving and gifted students are identified through multiple criteria such as on-going local assessments, teacher observation, standardized tests, and performance assessments. At ACS all students are recognized for the areas in which they are high achievers. ACS does not offer a pull-out GATE program, but if a student is GATE identified, he/she benefits from the strategies that are used in the classroom. Students may be GATE tested through SBUSD by parent and/or teacher request starting in 2nd grade. Teachers participate in professional development opportunities that support their ability to develop a plan for gifted learners and execute the plan. GATE testing is performed in English, whereas Adelante students receive the majority of their instruction in Spanish in the primary grades. This discrepancy has the potential to influence results of the test. ACS is aware of this and strives to identify high achieving students using multiple measures in Spanish as well as English, not only the GATE test, and target instruction to individual student needs. Teachers provide regular structures for flexible groupings within the classroom for additional support for all students to grow within their Zone of Proximal Development (see Lev Vygotsky’s *Theory of Social Development*) and provide differentiated instruction and assignments.

The inherent challenge of mastering two languages requires an additional level of difficulty for gifted and talented students. ACS uses a workshop model for reading and writing as well as project based learning opportunities, which provide ample opportunities for students above grade-level to be challenged. Individual and group projects allow self-directed learners to explore areas in-depth. Teachers further higher order learning by developing critical thinking skills, facilitating intellectual strengths, cultivating habits of mind, exploring cross-curricular themes, using Thinking Routines (Harvard Project Zero), and allowing for project based exploration. Students acquire and develop the skills necessary to conduct purposeful, constructive research that allows high-achieving students not only to develop critical and creative thinking skills, but also to support their natural curiosity and sustain their love of learning. All teachers are trained in the work of Carol Tomlinson who states that differentiated instruction is the process of “ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student’s readiness level, interests, and preferred mode of learning.” Teachers differentiate instruction in four possible ways: 1. through content, 2. process, 3. product, and 4. learning environment based on the individual learner. This ensures that high achieving students are offered enhancements and extensions to the curriculum as needed. The educational program at ACS also offers many opportunities for

students to take on leadership roles, to find resources in the larger community, and to explore areas of interest and make deeper connections with higher level content and concepts. Project and problem-based learning along with the inquiry- focused curriculum is open-ended which allows students to extend their learning to their highest ability levels. High-achieving and GATE students, as well as their peers, benefit from differentiated classroom instruction.

AT-RISK STUDENTS

ACS promotes success for all students. Teachers continually assess and monitor student progress throughout the year to provide early identification of those students who are at risk in academic, behavior or social emotional areas and address those needs in a systematic timely manner. Students who are not reaching desired academic achievement levels are identified promptly and are provided additional support and interventions as detailed in the Response to Intervention (RTI) plan. ACS has adopted intervention strategies to ensure achievement for all students, and works proactively to serve the individual learner. Title I funds provide supplemental reading support for struggling readers in the primary grades with the goal of every student reading at grade level by Third grade. Teachers also open their classrooms before and after school to support students on a regular basis.

The structure of the instructional program at ACS is designed to maximize learning opportunities for low achieving and at risk students. Low-achieving or at risk students will be integrated and participate fully in the educational program. Close collaboration between teachers, parents, and students encourages consistency and greater success when responding to students. When concerns about performance persist, a Student Study Team (SST) is convened. Previous modifications are reviewed and a plan of action is generated. Most SSTs result in improved achievement and in those cases where improvement is not evident, further measures are explored for meeting a student's needs. After exhausting all strategies and interventions, students will be referred back to SST for additional support or services.

Response to Intervention Plan in Reading

ACS provides two levels of intervention for students that are deemed at risk in reading in 1st-3rd grade. Students are screened in the area of phonics, high frequency word recognition, and fluency. Students scoring in the "strategic" range receive intervention 50-60 minutes two times per week with a trained reading interventionist using evidenced-based methodologies and programs. Student that score in the "Intensive Range" receive targeted, intensive intervention five days per week for 40-45 minutes with a trained interventionist using evidence-based methodologies and programs. Students are informally assessed at the skill level weekly and at the overall level every trimester. Assessment results are reviewed with general education teachers and the special education specialist and intervention coordinator. If students in Tier II are no longer in the "Strategic Range" they move into full general education integration. If students in Tier III move into the "Strategic" range they move to a two day per week intervention as a

transition back to general education full integration with accommodations as needed. If students remain at the “Intensive” and show no growth or a decline in progress, they may be referred (if it is deemed the lack of progress is not due to outside factors such as absenteeism) to assessment to determine eligibility for special education.

Plan For Special Education

Adelante Charter School became their own *local education agency* (LEA) for purposes of special education beginning July 1, 2018. All federal and state funding flow directly to ACS via Santa Barbara County SELPA as per the JPA Board approved funding model.

The School adheres to all applicable federal laws and state of California laws applicable to students with disabilities found eligible for special education, including provisions of the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA), its amendments, Section 504 of the Rehabilitation Act, and The Americans with Disabilities Act (ADA). Further, they shall be provided a free and appropriate education (FAPE) that ensures their equal access to learning regardless of their disability. Further, all students found eligible for special education shall be provided an *Individualized Education Plan* (IEP) and assigned a case manager. They shall be provided evidence-based, intensive supports and services to ensure they make progress towards meeting their targeted IEP goals and objectives (if appropriate).

All students that are deemed to have a native language other than English will be assessed in their primary language and provided a linguistically appropriate IEP as deemed needed by the IEP team. Depending on the provisions of the IEP, a student may receive their special educational services in their native language, as well as receive *English language development* (ELD) services.

ACS also pledges to work collaboratively with SBCSELPA and adhere to all SBCSELPA policies in the provision of special education services. ACS is deemed both the *district and school of residence* for purposes of IEP data reporting to the California Department of Education (CDE). With respect to English learners (ELs) at ACS who qualify for Special Education services, we know that there is no empirical evidence that bilingualism contributes to, or exacerbates, language impairment and there is no evidence that limiting a child to one language will eliminate or attenuate a child’s language impairment. Moreover, there is no evidence indicating that educating English learners with special needs in English-only programs results in greater achievement in English (Lindholm-Leary 2010).

Section 504/ADA

ACS shall be solely responsible for its compliance with Section 504 of the American With Disabilities Act (ADA). The District shall be responsible for ensuring that all facilities of ACS are accessible for all students with disabilities in accordance with the ADA. Further, ACS shall adopt and implement a policy that outlines the requirements for identifying and

serving students with disabilities that may be in need of a 504 accommodation plan. ACS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ACS. Any student who is identified or regarded as having a disability that substantially limits a major life activity such as learning, will receive accommodations as needed, as well as may be assessed to determine need for a formal 504 accommodation plan by ACS, in order to ensure access to a free, appropriate public education (FAPE).

A 504 team will be assembled by the principal or designee and shall include qualified persons knowledgeable about the student and the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific concern.
- Purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Tests will be selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the students' aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives FAPE and shall develop a 504 plan. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 meetings.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with the disability.

All 504 team participants, parents and guardians, teachers, and any other participants in the student's educational program must have a copy of each student's 504 Plan. The Executive Director/Principal or designee will ensure that teachers include 504 Plans with any long-term substitute instructions. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

III. MEASURABLE STUDENT OUTCOMES & METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. – California Education Code Section 47605(b)(5)(B)

GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

ACS will annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. ACS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. ACS will submit the LCAP to the District and County Superintendent of Schools annually, on or before July 1, as required by Education Code Section 47604.33.

Adelante’s LCAP is developed with the input of all stakeholder groups using surveys and multiple face-to-face meetings throughout the year conducted in both Spanish and English. The LCAP goals aligned to the eight LCAP priorities are below. Adelante’s LCAP includes these goals, measurable outcomes and detailed actions and budget to meet the desired goals. The current LCAP is on file with the District and is also available on our website www.Adelantecharter.org (See Appendix D).

LCAP Priorities	Adelante Charter School Goals
Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 7: Course Access Priority 8: Pupil Outcomes	Actively engage all students in purposeful bilingual STEAM subject learning that appropriately challenges and supports each student to reach her/his full intellectual, creative and social potential.
Priority 3: Parental Involvement Priority 5: Pupil Engagement Priority 6: School Climate	Ensure the school environment is safe, nurturing and welcoming for all students, staff and families promoting high levels of engagement, connection, affirmed identity and overall well-being.
Priority 2: Implementation of State Standards Priority 3: Parental Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 7: Course Access Priority 8: Pupil Outcomes	Assure that every student experiences high quality bilingual teaching, rigorous culturally responsive curriculum and continuous linguistic development K-6 monitored by multiple measures resulting in proficient bilinguals (demonstrating high levels of proficiency in both L ₁ and L ₂) and EL Reclassification by 6th grade.
Priority 5: Pupil Engagement Priority 6: School Climate	Ensure all students experience not only being “cared for” but also caring for others (Noddings,1992) while developing a love for humanity and the natural world with the capacity to understand and care about humans' relationship to all life on earth.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the ACS at the school site.

STATE CONTENT STANDARDS AND STANDARDIZED TESTING

ACS aligns curriculum, instruction and assessment to the California Common Core Math Standards, Language Arts Standards, Next Generation Science Standards and Social Studies Standards to guide instruction. The standards serve as a guide in developing goals, prioritizing funding for resources and staff professional learning. ACS administers all California mandated standardized assessments in English as well as additional standardized tests in Spanish. Standardized tests are an important measure but do not tell the whole story for a school like Adelante where students are instructed in Spanish yet tested in English. Research suggests that the benefits of bilingual instruction do not manifest on standardized tests in English until the end of elementary school or into the middle school years (Valentino, R.A., & Reardon, S.F., 2015, Collier, Thomas,2009).

Nevertheless, student scores on state-standardized tests should demonstrate sufficient annual improvement to meet the California performance targets set forth in the Integrated Local, State, and Federal Accountability and Continuous Improvement system. ACS uses standardized measures as well as other formative and summative assessments to identify student strengths and challenges and to monitor progress toward goals and evaluate the effectiveness of our educational program and teaching practices. The Executive Director/Principal facilitates the analysis of standardized test data with staff as well as an analysis of CA Dashboard data in order to reflect on progress and identify areas for growth. Actions for improvement are developed in response to the data. Results are shared with the Board of Directors and the Adelante community annually as part of the process for updating the LCAP

METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. – California Education Code Section 47605(b)(5)(C)

SCHOOL-WIDE ASSESSMENT PRACTICES

Assessment is an essential part of teaching and learning at ACS. Teachers use assessment data to guide curricular, instructional and evaluative decisions. Teachers monitor progress of each student throughout the year using multiple measures. Performance assessments such as writing samples, science notebook entries, mathematical models and explanations of strategies used, presentations and reading conferences are used routinely to uncover student understanding. Additionally, grade-level teams work together with an instructional coach using the Lesson Study model to refine instructional practices through deep planning, co-teaching, analysis of student work, and reflection resulting in changes to instruction. Teachers use formative assessment/analysis of student work regularly to inform instruction and students use results to assess their own progress toward learning goals.

The teaching staff and Language Assessment Team regularly review literacy data and monitor biliteracy trajectories of all students. Students who are showing difficulty meeting grade-level literacy targets are identified and grade-level teams work collaboratively to identify appropriate interventions. An intensive literacy intervention system has been established to support our most vulnerable students (See Appendix C). Teachers monitor progress closely throughout the year and develop instructional plans based on student performance. Adelante has adopted the format of a regularly scheduled Professional Learning Community (PLC) meeting to review findings in student work. Here, teachers identify precisely what they want students to learn, when the students will be instructed, what evidence will be used to demonstrate students are learning and how students will be regrouped for reteaching and intervention or enrichment. The follow up

PLC meeting provides for another review of student work based on the results/student work developed in the goals report. Additionally, ACS has a Math Leadership Team that supports the mathematics program and reviews mathematics performance in DreamBox assessments and standardized tests. The Math and Science Leadership Teams have identified professional learning needs and resources to support improved instruction in math and science. Site leadership has adopted the practices of classroom walkthroughs, peer observations, and instructional rounds to enhance pedagogical skills and foster collaboration.

Uniform schoolwide assessment measures are listed below.

Subject Area	Formative Assessment Measures/Benchmarks	Annual Progress Indicators
Biliteracy Language Arts	<p>EDL/DRA- Evaluación del Desarrollo de la Lectura [EDL] in Spanish and the Developmental Reading Assessment [DRA] in English These tools measure parallel competencies across languages. Multidimensional, timely feedback for reading fluency & comprehension. Trimester targets identified by grade level. EDL and DRA have been studied and determined to be valid and reliable measures of reading in Spanish and English (Weber, 2001). Administered a minimum of three times a year K-6.</p> <p>Estrellita in K-Total of 20 mini benchmark assessments administered over the 1st and 2nd trimester.</p> <p>LAS Links - Incoming Kinder</p> <p>FLOSEM Stanford Foreign Language Oral Skills Evaluation Matrix % increase of students showing improvement by at least one level (1-6) in each of the 5 categories monitored: Comprehension, Fluency, Vocabulary, Pronunciation, Grammar. All ELs 2xs a year</p> <p>Writing: Units of Study/The Reading and Writing Project of the Teacher's College, Columbia University. Writing samples in narrative/informational and opinion or argument collected at the beginning, middle, and end of the academic year, at minimum, and are scored using provided rubrics - English and Spanish</p> <p>Evidence-based writing: Science and Social Studies. Argument and Explanation after active investigations with FOSS curriculum/ outdoor experiences as well as argument writing in social studies/debates.</p>	<p>CAASPP - California Assessment of Student Performance and Progress. Smarter Balanced summative State standardized tests in ELA -3rd-6th grade</p> <p>Logramos -CCSS-aligned standardized test in Spanish. 1st-2nd Math, 3rd-6th Reading and Writing</p> <p>ELPAC for all English learners until redesignated to fluent status in English.</p>

Mathematics	<p>Contexts for Learning Math assessments developed in conjunction with UCSB coaches and partner schools and use of “Landscape of Learning” progressions/target</p> <p>DreamBox Learning Math- An adaptive online K-8 math program designed to complement classroom instruction and provide teachers with real-time data and insights to inform teaching and learning. - progress towards proficiency of standards as indicated on dashboard Additional tasks adopted from other CCSS-aligned sources, exit tickets, teacher developed formative assessments and teacher observation of student discourse around mathematical reasoning, mathematical practices and modeling strategies</p>	CAASPP - California Assessment of Student Performance and Progress. Smarter Balanced summative State standardized tests in Math -3rd-6th grade
Science	<p>Curriculum embedded assessments- I Checks and Post-Tests in FOSS and Unit Assessments in OSS</p> <p>Evidence based writing samples -Notebooks with a focus on higher-order thinking skills. An emphasis on student constructed responses and performance tasks vs. selected responses. -Attention to recording observations, collecting data, making sense of data, modeling, special attention given to graphing and analysis of data particularly in the upper grades.</p> <p>Sensemaking discussions</p> <p>Engineering Design Challenges</p>	CAST- 5th grade
History/ Social Studies	<p>GLAD unit assessments/teacher created assessments for Project Based Learning activities. Formative assessments focused on higher-order thinking skills.</p> <p>-An emphasis on student constructed responses, performance tasks and real world application vs. selected responses as students progress to culminating project/activities.</p>	
Physical Fitness	Physical Fitness Test in 5th grade - Increase % of students meeting physical fitness standards in all 6 areas	PFT-5th grade
Visual and Performing Arts	<p>Students are able to articulate techniques used in their work as well as the work of other artists and the materials used to create the piece</p> <p>An increase in art integrated into the curriculum</p>	<p>Adelante Art Show</p> <p>Visual and Performing Arts Showcase</p>

	Students perform using instruments learned as well as participate in performances where multicultural traditional songs and instrumental pieces are showcased.	
	Students K-6 dance in various performances throughout the year	

OTHER ASSESSMENT METHODS USED BY STAFF AND SCHOOL SITE COUNCIL

- Attendance

It is the goal of ACS to maintain a 95% daily average of student attendance during the academic school year. Daily attendance and tardies are monitored quarterly and parents of chronically absent or tardy students are notified. ACS seeks to support all families in a way that honors parent input yet stresses the importance of attendance and on-time arrival for academic success.

- California Healthy Kids Survey (CHKS)

Administered to all 5th graders annually. The survey provides key information regarding youth resiliency, protective factors, risk behaviors, and school climate. The results provide important information for the annual revision of the school safety plan and LCAP update for goals associated with Priority 6- School Climate.

- California School Parent Survey (CSPS), Adelante Parent School Effectiveness Survey

Administered annually to all parents The CSPS provides important information about parent perceptions of the school's learning environment, school climate, student supports and parent outreach and involvement efforts. Parents complete the California School Parent Survey (CSPS) in the fall as well as the School Effectiveness Survey (administered annually since 2010) that is made available during the spring parent conference. The results are shared with stakeholders and provide important information for the annual revision of the school safety plan and LCAP update for goals associated with Priority 6- School Climate and Priority 3- Parental Involvement.

- California School Staff Survey (CSSS)

The staff completes an annual survey providing feedback about school climate, professional learning, how well the school is achieving its stated goals and about their experience as a member of the Adelante staff.

- Parent-Student-Teacher Conferences

ACS schedules three parent-teacher conferences throughout the school year to formally identify educational goals and factors that may impact a child's learning and to review student work and review the student's progress report. Informal meetings

are held as necessary. The third and final conference takes place during the last week of school. This is a student-led conference whereby students present to their parents a portfolio of their work and speak about themselves as learners. This portfolio consists of their work and projects reflective of their learning in all academic areas. A variety of writing samples are included that are scored with the Lucy Calkins corresponding rubric. In preparation of this conference, students reflect on their progress identifying, at minimum, one area of strength and one area of growth. At this final conference, parents are presented with the report card. Information shared at these conferences is part of the ongoing cycle of assessment and instruction. Data entered in the progress report and report card is accumulated systematically during each reporting period. By participating in conferences and initial goal setting and tracking, students will experience self-assessment, empowering them to effectively evaluate their learning and goals, and make informed choices and decisions concerning their education.

- Yearly Collaboration and Audits with Educational Experts

In addition to regular Professional learning in the domains that correspond to the school's greatest areas of growth, the Executive Director/Principal will share assessment data with educational experts, to ensure that the plan of action is in accord with best practices. The results of these yearly curricular audits will be shared with teachers, parents, the Board of Directors and district liaisons. Outside experts may include professionals from the fields of two-way immersion, delivery of instruction, English language development, reading, writing, science and mathematics.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605(b)(5)(D).

LEGAL STATUS

Pursuant to California Education Code Section 47604(a), ACS will operate under Cesar Estrada Chavez Dual Language Immersion Charter School, Inc. as a nonprofit public benefit corporation under the Fictitious Business Name, Adelante Charter School of Santa Barbara. Corporate documents will be maintained by the Secretary and at the school and will be available on request.

ACS will comply with all provisions of the California Corporations Code as applicable to a California nonprofit public benefit corporation. ACS's Board of Directors will also comply with the Ralph M. Brown Open Meetings Act (CA Government Code Section 54950, et seq.).

BOARD OF DIRECTORS

ACS is governed by the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Board is the responsible agent for fulfilling accountability requirements set forth in this Charter, Charter School legislation, and the Memorandum of Understanding. The Board of Directors is ultimately responsible for decisions that ensure the ACS's viability and particularly focuses on educational, financial, legal, and personnel issues. The Board of Directors makes final decisions regarding the expulsion of students from ACS.

Its major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. As a nonprofit corporation the Board of Directors is the final authority on such decisions.

BOARD COMPOSITION

The Board consists of 7-11 members. The composition, selection and additional detailed responsibilities of the Board are outlined in the ACS Bylaws (see Appendix E - Bylaws of Adelante Charter School, Inc.).

The Board's composition of voting members will reflect the diversity of our school community and the community at large and will consist of:

- At least two parents of ACS students, with a goal of including at least one parent whose dominant language is Spanish.
- At least one community member.
- At least two educators who are not employed by ACS.
- The Executive Director/Principal serves as an advisor to the Board.
- A member of the Santa Barbara School District Board of Education shall be entitled to a single representative on the Board of Directors pursuant to Education Code 47604(b).
- At the Board's direction, the accountant (in conjunction with the Treasurer) will attend Board meetings and make regular budget reports/recommendations to the Board.

Parent representatives will provide a parent perspective to the Board of Directors and will reflect the diversity of the school community and the community at large.

Community members will work with key staff to secure funding for the school and will network with the community.

Educators will work with the administrator to ensure that the school is implementing an effective TWI program. These individuals may also share and/or introduce research-based educational practices and instructional strategies with staff, facilitate data discussions to improve instructional strategies that impact student outcomes, and ensure that the school is compliant with state and school district policies, laws, and regulations.

DUTIES OF OFFICERS

- The President shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, and/or by the Bylaws, or which may be prescribed from time to time by the Board of Directors. The President will serve as an ex-officio member, who only votes whenever his or her vote will affect the result (i.e. when there is a tie).
- The Vice President, in the absence of the President or in the event of his or her inability or refusal to act, shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President.
- The Treasurer shall maintain knowledge of the organization's commitment to its goals and objectives, understand financial accounting for nonprofit organizations, work with the accountant/book keeper to ensure that appropriate financial reports are made available to the Board on a timely basis, and present the annual budget to the Board for approval.

- The Secretary will be the custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents. The Secretary shall be responsible for all documentation, agendas, and recording of minutes; will provide prior meeting minutes to the Board for approval; and will coordinate presentations at Board meetings.
- At the Board's direction, an unpaid Parliamentarian officer will attend Board meetings and will be up to date on the pertinent laws and key documents (Bylaws, ACS charter, Brown Act, and Charter School Act). This officer will also be responsible for modifying all documents and for bringing them to every meeting.

BOARD MEMBER RESPONSIBILITIES

The Board of Directors meets on a monthly basis, unless otherwise noted in a yearly calendar approved in June of each year. The responsibilities of the Board of Directors as further outlined in the Bylaws (see Appendix E) include, but are not limited to:

- Uphold the mission of ACS.
- Oversee the implementation of the charter.
- Create, implement, and monitor an annual strategic plan for the school (evaluate data to inform educational plan and assessment methods).
- Provide notice and hold meetings in compliance with the Brown Act.
- Create committees, sub-committees, and/or task forces as needed in order to achieve levels of internal and external accountability (See Appendix E).
- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or in the Bylaws.
- Appoint and remove, employ and discharge, and, except as otherwise provided in the Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation.
- Approve all educational, financial, legal, operational, and personnel issues, and work with the Executive Director/Principal and staff to implement these policies.
- Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly.
- Provide oversight of the instructional programs and materials.
- Hire, evaluate, and discipline the Executive Director/Principal. (See Appendix F).

- Approve and oversee student and parent policies that may include but are not limited to admissions, suspension and expulsion, and staff recruitment.
- Approve and monitor management of school liabilities, insurance, and health and safety related matters.
- Approve and monitor the budget and the School's fiscal practices, including the receipt of grants, gifts, and donations.
- Receive and review all quarterly financial reports and the yearly financial audit.
- Interface with the Santa Barbara Unified School District and the community at large.

The Board of Directors adopts policies and procedures regarding self-dealing and conflicts of interest. The Board may start and carry out any program that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which the charter school is established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers as delegated.

CONFLICT OF INTEREST

No person compensated by ACS for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director, may serve on the ACS Board. The ACS Board shall comply with all conflict of interest laws, including but not limited to the Political Reform Act (Gov. Code 81700 et. seq.) and the Corporations Code, including but not limited to the interested person rule under Corporation Code section 5227. The ACS Board may adopt other policies circumscribing potential conflicts of interest.

DECISION MAKING

The Board of Directors is responsible for setting the overarching policies that guide the operation of the school. The Executive Director/Principal is responsible for the day-to-day administrative decisions necessary for running the school. While the Board creates the guidelines and makes the final decisions related to educational, fiscal, legal, operational, and personnel issues, the Executive Director/Principal will implement those policies on a daily basis.

The Executive Director/Principal is empowered to make line item budget decisions regarding the budget as outlined in the fiscal policy adopted by the Board. The Executive Director/Principal is accountable to the Treasurer for all financial recordkeeping, scheduling, procedures and all other requirements as stated in the Bylaws, Article 4, Section 9. While approval of the Board is required to start a personnel search, the Executive

Director/Principal is responsible for implementing the hiring processes within his or her area of jurisdiction. The Executive Director/Principal is responsible for the supervision and evaluation of employees within his or her jurisdiction. The Board of Directors must approve all final personnel decisions.

TEACHER COUNCIL

The Teacher Council is comprised of all teachers. It is a forum in which teachers provide each other with support, share interests and concerns, and will represent these concerns as they report to the Board of Directors. The objective of the Council is to ensure that there is a mechanism for teachers to regularly provide input to the Board of Directors, while avoiding the conflict of interest issues of having a teacher on the actual Board of Directors. The Teacher Council will have a president and a secretary, and will meet at least three times per school year.

THE BROWN ACT

The Board of Directors and its committees act in compliance with the Brown Act.

CONFLICT OF INTEREST POLICY

The Board shall adopt and shall abide by a Conflict of Interest Policy. (See Appendix G.)

PUBLIC RECORDS ACT

The school shall comply with the Public Records Act and Education Code Section 47604.3 with regard to responding to reasonable inquiries.

ADMINISTRATION

The Executive Director/Principal performs the day-to-day management of the charter school. The responsibilities of the Executive Director/Principal are to:

- Report to the Board of Directors, and uphold the mission of the school.
- Oversee the educational program and staff for grades K-6.
- Attend District Administrative meetings as necessary and maintain contact with District.
- Provide educational leadership.
- Hire, supervise, and discipline educational employees of ACS (with approval of the Board).
- Provide Professional learning for the educational staff through observations, meetings, orientation and in-service training.

- Provide timely performance evaluations of all School employees and report all potential employee disciplinary actions to the Board.
- Coordinate Special Education services (subject to oversight by the Assistant Superintendent of Special Education) and serve as administrative designee for IEP and SST meetings.
- Provide assistance and coordination to the teachers and staff in the development and revisions of the curriculum (with approval of the Board).
- Solve problems regarding students, curriculum, teachers or other educational related issues.
- Create agendas and facilitate teacher/staff meetings.
- Establish timelines for overall operation of the school.
- Propose policies to Board of Directors.
- Provide comments and/or recommendations regarding policies that come before the Board of Directors.
- Serve as liaison with School legal counsel, and District office, regarding educational or charter issues.
- Participate in the development of the budget in accordance with generally acceptable accounting principles.
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Oversee parent/student/teacher relations.
- Supervise student discipline that may include but is not limited to suspension and expulsion.
- Recommend to the Board of Directors students for expulsion in conjunction with recommendation from the teaching staff.
- Help plan and coordinate all activities related to enrollment.
- Establish procedures designed to carry out ACS policies.
- Order educational supplies, materials, and equipment.
- Sign checks and requisitions.

- Work collaboratively with parents in the school and community, remaining open to the concept of community as classroom.
- Show enthusiasm for collaboration with teachers and other staff at classroom and school levels.
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.
- Maintain and increase community partnerships.
- Participate and report on at least three instructional leadership professional learning sessions annually.
- Demonstrate willingness to learn and adapt to current best practices in the local and state educational community.
- Work with teachers to develop curriculum assessments based on two-way immersion best practices.
- Work with student teachers.
- Work as a mentor for new teachers by helping with orientation, conducting regular classroom observation, providing feedback and assisting with planning and assessment.
- Work with all teachers in their first 3 years of instruction.
- Coach for skill attainment based on new two-way immersion research.
- Support year 3 + teachers in sharing best practices and mentoring new teachers.
- Research and stay current on two-way immersion best practices.
- Coordinate Professional learning in accordance with criteria from the ACS School wide Assessment Benchmarks and Tools for Progress Monitoring document.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the school—California Education Code Section 47605(b)(5)(E).

ACS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support and non-instructional support capacities that believe in the instructional philosophy outlined in the Mission Statement.

In accordance with the Education Code 47605(d)(1), ACS is nonsectarian in its employment practices and all other operations. ACS shall not discriminate against any individual on the basis of race, ethnicity, national origin, religion, age, gender, actual or perceived sexual orientation, home language, or disability.

All employees must possess the personal characteristics, knowledge base and/or relevant experience to meet the responsibilities and qualifications identified in the posted job description as determined by ACS.

All employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation and Live Scan checks and undergo background checks that provide for the health and safety of the School's faculty, staff, and students. ACS shall maintain employee files for its employees.

ACS will adhere to all requirements set forth for employment in applicable provisions of law, including, but not limited to credentials.

NON-INSTRUCTIONAL STAFF

All non-instructional staff such as Office Manager, Attendance Clerk, Health Clerk, Tech Coordinators, Custodians and Parent Volunteer Coordinator must possess experience and expertise appropriate for their position as outlined in the job specification.

PARENT COORDINATOR

The parent coordinator will provide assistance to students and families in the areas of parent participation, and communication with school staff. The coordinator communicates with all parents to help insure that parents are aware school events, programs and opportunities to get involved and/or volunteer their time. The coordinator will also meet regularly with the Executive Director/Principal, staff and teachers to discuss parent participation and ensure that the participation is positive and meaningful.

EXECUTIVE DIRECTOR/PRINCIPAL

The Executive Director/Principal shall be responsible for implementing all of the legal and administrative responsibilities of ACS as well as serving as an instructional leader. This individual will:

- Have a current California administrative services credential.
- Have excellent communication skills in English and Spanish, and the drive and ability to establish, promote, and foster high academic achievement and respectful behavior of all students.
- Demonstrate effective instructional, organizational, and administrative leadership.
- Analyze problems, determine alternative solutions, and make appropriate and effective decisions.
- Plan, develop, and maintain effective organizational and civic relationships.
- Establish and maintain effective relationships with all constituencies within the diverse learning community.

See a full description of Executive Director/Principal duties in the Governance Structure section.

INSTRUCTIONAL STAFF

The staff of ACS will consist of highly trained, committed, fully bilingual and biliterate, and multicultural core teachers, non-core teachers and instructional assistants. Teachers will be highly qualified as necessary to fulfill the mission of ACS. This is essential to ACS's vision that all students will experience high academic achievement, be happy, successful members of a community, and be able to speak, read, and write fluently in both English and Spanish.

Interviews and screening procedures of instructional and non-instructional staff will be conducted by the Executive Director/Principal in conjunction with staff and/or members of the Board of Directors. The Executive Director/Principal will recommend the candidates to the Board of Directors for their final approval.

CORE TEACHERS

ACS shall comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on

file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Core teaching faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of ACS. In a school culture that promotes academic rigor, bilingualism and success for all students, grade level core teachers will:

- Have a valid teaching credential and have “bilingual certification”, such as BCLAD authorization (English/Spanish) with high-level academic proficiency in English and Spanish.
- Have experience in second language acquisition theory and methodology.
- Be knowledgeable regarding the components of a balanced literacy program and appropriate instructional strategies.
- Be willing to work collaboratively with parents in the classroom and community.
- Show enthusiasm for the collaboration with other teachers at classroom and school levels.
- Be willing to attend pre-service and on-going in-service, and engage in continuous reflection on the goals and methods of education.
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.
- Be willing to participate in Professional learning pertinent to two-way immersion practices including at least one visit to another school with exemplary practices in English learner or two-way immersion practices.
- Develop and maintain a stimulating and nurturing program, and create an environment that meets students’ individual and group needs.
- Develop curriculum within the guidelines established by the State Standards, Common Core State Standards, and the LEAP/SPSA.
- Be responsible for student assessment.
- Participate in a team educational approach.
- Interact appropriately with parents, students, and colleagues.
- Model and promote positive interpersonal communication and problem solving skills.

- Attend staff meetings.
- Collaborate to develop and implement policy and procedures at ACS.

NON-CORE TEACHERS

Non-core teachers shall have flexibility regarding credentialing as allowed by State and Federal Law. Non-core teaching positions include, but are not limited to Physical Education, Art and Music.

PARAPROFESSIONALS

Paraprofessionals will serve as instructional and clerical support in the classrooms, as well as on the playground. They must possess experience and expertise appropriate for their position as outlined in the job specification. Paraprofessionals report to the Executive Director/Principal.

All teachers at ACS will be part of a learning community that is focused on ongoing professional growth. Teachers set Professional learning goals and cultivate skills as educational leaders. Teachers will be part of a collaborative decision-making process. They participate in all decisions that affect instruction and classrooms.

RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605(b)(5)(K)

Employees at the school shall participate in STRS, PERS, and the federal social security system as applicable to the position. ACS shall inform all applicants for positions within the school of the retirement system options for employees.

Certificated staff will be covered by STRS and classified staff may be covered under PERS and/or federal social security. The Office Manager under the direction of the Executive Director/Principal will ensure that appropriate arrangements are made for all benefits.

EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act - California Education Code Section 47605(b)(5)(O)

ACS shall be deemed the exclusive public school employer of its employees for the purposes of the Educational Employment Relations Act.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights to return to the school district after employment at a charter school—California Education Code Section 47605(b)(5)(M)

ACS employees will be employees of ACS and not the District. Decisions regarding the hiring and firing of employees at ACS will be solely at the discretion of the school. Former employees of the District who accept employment with ACS shall have no automatic rights of re-employment with the District unless otherwise agreed upon by the former employee and the District. These rights shall be stated in ACS's Personnel Handbook and employee contract.

GRIEVANCES/PROGRESSIVE DISCIPLINE PROCESS

ACS will develop a Progressive Discipline Process that will be described in the ACS Personnel Handbook. The District will have no responsibility to process grievances brought against ACS.

SALARY PLACEMENT & TEACHER RECRUITMENT

All ACS employees will be placed on a salary schedule to be developed by the Board of Directors, which shall provide total compensation that is commensurate with the District total compensation.

In order to recruit high quality teachers, ACS will foster relationships with the teacher credential programs at Westmont, UCSB and Antioch as well as advertise widely for available positions on national websites such as Edjoin.

ACS employees will not be considered District employees in regard to bargaining agents (SBTA and Classified School Employees Association), salary and benefits, seniority, retirement, grievance procedures, etc.

CALENDAR

ACS will establish its own calendar consistent with the provisions of the MOU with the District. The calendar will be developed by the Executive Director/Principal and the Teachers in conjunction with the administrative and office staff, and submitted to the District by January 31 of each year for the following year.

VI. HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F).

A healthy and safe environment is imperative to productive teaching and learning. Health and safety practices as established in District Board Policies and Administrative Regulations will be used as a starting point for developing comprehensive ACS policies and procedures and will incorporate the following:

- ACS will develop, adopt, and implement a comprehensive set of policies and procedures that will serve to ensure the health and safety of pupils and staff. These policies will be incorporated into the ACS Personnel Handbook and Parent Handbook.
- Expertise of the insurance carrier's loss-control personnel, safety professionals, health professionals, and the District oversight agent will be drawn upon in the development and implementation of this comprehensive integrated risk management program in accordance with all applicable provisions of law. These policies will be reviewed and updated as required in response to any change in law, conditions, or operations that may affect the health and safety of students and staff.
- An office employee will serve as a health clerk to handle medical considerations in association with and under the supervision of a District school nurse.
- ACS students will be required to adhere to an established dress code and student code of conduct delineated in the ACS Parent Handbook.
- Supervision of ACS students will be provided by school employees to ensure a safe and healthy learning environment.
- Disciplinary issues will be addressed at early stages by teachers and the Executive Director/Principal to avoid unnecessary suspensions or expulsions.
- A Disciplinary policy will be developed and delineated in the Parent Handbook.

PROCEDURES FOR BACKGROUND CHECKS

ACS will comply with the provisions of Education Code Sections 44237 and 42125.1 and the District's policy (as it is amended from time to time) regarding the fingerprinting and background clearance of employees and contractors prior to employment and for volunteers.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All classified and certificated staff (including teachers in any non-core, non-college preparatory courses), as well as short-term employees and independent contractors who have frequent contact with students, will be mandated child abuse reporters and will follow all applicable reporting laws.

CPR/FIRST AID TRAINING

All employees shall be CPR/First Aid trained before the end of their 1st year of employment, if they are not currently certified.

TB TESTING

ACS will follow the requirements of Education Code Section 49406 and the District's policy (as it is amended from time to time) in requiring tuberculosis testing of all employees and volunteers.

IMMUNIZATIONS

ACS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

MEDICATION IN SCHOOL

ACS will adhere to Education Code Section 49423 regarding administration of medication in school.

VISION/HEARING/SCOLIOSIS

ACS will adhere to Education Code Section 49450, et. seq. as applicable to the grade levels served by the School.

DRUG FREE/SMOKE FREE ENVIRONMENT

The school shall maintain a drug free, smoke free, vape/e-cigarette free and alcohol free environment.

EMERGENCY PREPAREDNESS

ACS shall develop and adhere to the policies in the Comprehensive School Safety Plan regarding emergencies including but not limited to: fire, flood, earthquake, terrorist threats and hostage situations. ACS shall coordinate with Franklin Elementary School and the District to ensure that parents/guardians will be notified and common procedures followed.

FOOD SAFETY/ENVIRONMENTAL PROTECTION

ACS shall comply with all state and federal laws regarding food safety and environmental protection and provide a comprehensive description of how ACS will comply with these laws in the MOU.

INTERNET SAFETY POLICY

ACS will adopt the policies and procedures of the District on Internet safety. At the beginning of each year, all students and parents will sign a copy of the District's Acceptable Use Policy. Teachers and staff will sign a copy of the District's Employees Acceptable Use Policy. Teachers will teach students the technology standards, including but not limited to the ethics standards for K-6 students.

INTEGRATED COMPLAINT AND INVESTIGATION PROCEDURE

ACS will develop a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize all complaints and concerns regarding the school. Under the direction of the Board of Directors, the Executive Director/Principal shall be responsible for investigation, remediation and follow-up on matters submitted to ACS through this procedure.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

ACS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, age, medical condition, marital status, sexual orientation, or disability. ACS will develop a policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee). Misconduct of this nature is very serious and will be addressed in accordance with ACS policy.

PROCEDURES

ACS will adopt procedures to implement the policy statements listed above.

VII. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N).

DISPUTES BETWEEN ACS AND THE SBUSD

In the event of a dispute between ACS and SBUSD regarding the terms of this charter or any other issue regarding the school and the grantor's relationship, except as otherwise provided, both parties agree to follow the process outlined below. The dispute resolution process shall be initiated by the written request of either party.

In the event of a written request for dispute resolution by either ACS or SBUSD, the requesting party shall first describe the issue in writing and submit same to the other party, who shall make a written response with 30 days. In the event that the dispute is not thereby resolved, ACS's Executive Director/Principal and SBUSD's Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute. If the joint meeting does not resolve the dispute, ACS and SBUSD shall jointly identify a neutral third party mediator to facilitate resolution of the dispute. The fees of the mediator shall be borne equally by the parties. Mediation shall be held within thirty days of the joint meeting unless otherwise agreed upon by both parties. While a good faith effort should be made to resolve all disputes in accordance with this process, each party fully reserves its rights in the event the process is not successful.

The preceding dispute resolution process is not applicable to issues relating to charter revocation, charter renewal or as to disputes concerning whether Charter School has complied with any conditions imposed in conjunction with the granting of the charter. In all such cases the final decision rests with the SBUSD Board of Education, except as otherwise may be provided by law.

CHARTER REVOCATION

Pursuant to EC 47607, SBUSD may revoke the charter if SBUSD finds, through a showing of substantial evidence, that ACS did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Prior to revocation and in accordance with EC 47607(d), SBUSD shall notify ACS in writing of the specific violation and give ACS a reasonable opportunity to remedy the violation, unless SBUSD determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

Before revoking the charter for failure to remedy a violation pursuant to subdivision (d), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the SBUSD shall provide a written notice of intent to revoke and notice of facts in support of revocation to ACS. No later than 30 days after providing the notice of intent to revoke a charter, SBUSD shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, SBUSD shall issue a final decision to revoke or decline to revoke the charter, unless SBUSD and the ACS agree to extend the issuance of the decision by an additional 30 days. SBUSD shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to ACS, that support its findings.

SBUSD and ACS shall adhere to the provisions provided for in Education Code section 47607 subsections (e) and (f).

Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

CHARTER RENEWAL

Charter school renewal shall be governed by the provisions of the Education Code section 47607 as that section may be amended from time to time. The Charter School must submit its renewal petition to the SBUSD no earlier than September of the year before the charter expires.

INTERNAL DISPUTES

Except those disputes between the District and ACS relating to provisions of this charter or other written agreements between ACS and the District, all disputes involving ACS and third parties shall be resolved by ACS according to the ACS's own internal policies.

VIII. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENT ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission Requirements, if applicable-California Education Code Section 47605(b)(5)(H).

Students will be considered for admission without regard to actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. No tuition will be charged. Admission to ACS will require a commitment to the goals, objectives and the vision of the school as set forth in the charter.

Attendance in ACS is a matter of parental choice and is open to any student in the State of California. The school does not have attendance boundaries. Students who opt not to attend ACS may attend other schools in accordance with existing enrollment and transfer policies of their district or county of residence. Enrollment in ACS does not guarantee a student enrollment in any other program of the District.

ACS will actively recruit a diverse student population from the District and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Prospective parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies.

Intent to Enroll forms are accepted at anytime and are entered into the lottery the year the child is eligible. A Language Assessment will be performed on each child in order to be part of the lottery. This is done to determine which language group the child will be placed. Following the open enrollment period each year, if ACS receives more Intent to Enroll forms than slots available, ACS will hold a public random drawing to determine enrollment for each grade level based on the preferences below.

PRIORITIES AND PUBLIC RANDOM DRAWING (LOTTERY)

Priority enrollment will be first filled in the following order of preference:

1. Students currently attending the school.
2. Siblings of students already attending the school.
3. Children of faculty (teachers) and Board Members not to exceed 10% of ACS's total enrollment.

Once priority enrollment has been filled and in the event that applications for enrollment exceed the school's capacity, there will be a public random drawing (lottery) for admissions.

The following students will be given the following weighted preferences in the lottery:

1. Students residing within the territorial jurisdiction of the Santa Barbara Unified School District will be given a weighted preference in the lottery by given two chances to win the lottery, while all other students will be given only one chance to win.
2. Under the public school choice provision of ESEA Title I, for the purpose of providing greater choice to each student seeking a transfer under Title I, ACS will give each transfer student two chances to win the lottery, while all other students will be given only one chance to win.

This lottery will be held at ACS on either the first or third Saturday in November, with the Executive Director/Principal, an ACS Board member and at least one additional staff member present. Parents will be notified of the date/time/place of the lottery and the rules about the lottery when they submit their enrollment form. Families who have applied will be invited to attend the lottery.

All names (except those admitted under priority enrollment) will be put into the lottery box on cards, with two cards given to in-District residents and those transferring pursuant to ESEA Title I (see above). Drawings will be held on a grade-by-grade basis to fill the available slots per grade level. During the drawing, student names will be randomly selected and assigned to available slots for each language group (Spanish Dominant, English Dominant and Bilingual) and grade level. Those students who have their name drawn after the number of admissions slots to that grade and language group have been filled will be placed on an admissions waiting list for that grade and language group in the order that they were drawn. As slots become available and families are admitted off the waiting list, they will be notified by phone and mail.

ACS shall keep a record of those families chosen from the drawing and those placed on a waiting list in the order that they were drawn. Those records shall be kept in the ACS office files at all times and available for public viewing upon request.

SCHEDULE

Anytime	<u>Open Enrollment</u> : Open Enrollment will be advertised on the ACS website. Enrollment applications are always available at ACS or may be sent by email upon request. They will be due by the last Friday in October.
November (1st or 3rd Saturday at 10:00 a.m.)	<u>Lottery</u> : conducted if necessary at ACS on a Saturday to accommodate working families.
Monday after lottery	<u>Admission notification</u> : Families shall be notified and enrollment packets distributed to families who have been drawn in the public random drawing.
January	Completed enrollment packets due back to ACS.

If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete contact information forms will be enrolled.

ENROLLMENT AFTER FIRST GRADE

Students of either English or Spanish language backgrounds may enroll in Kindergarten or First grade. Prior to enrolling in Second grade and beyond, students will be formally assessed by the Executive Director/Principal to determine if their academic skills in both English and Spanish will allow them to succeed in a two-way immersion program. Students with age-appropriate language skills in both languages will be the most likely to be successful when entering the program after first grade. If parents still choose to enroll their child after first grade without the appropriate language skills, ACS will provide additional supplemental materials and tutoring support in the non-dominant language.

NON-DISCRIMINATION

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted—Education Code Section 47605(b)(5)(G)

It is the goal of ACS to reflect the racial and ethnic balance of the general population residing within the territorial district of the chartering district. ACS will implement a student recruitment strategy that includes, but is not limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and national origin groups represented in the District and within the County.
- Outreach meetings in several areas of the District and within the County to reach prospective students and parents, including parents of diverse racial, ethnic and national origin groups.
- The provision of services on-site that appeal to a variety of families.
- The development of selected promotional and informational material that appeals to the various racial, ethnic and national origin groups represented in the District and the County. ACS shall produce all promotional materials in Spanish as well as English.

PUPIL PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools—Education Code Section 47605(b)(5)(L).

No student may be required to attend ACS. Students who reside within the District who choose not to attend ACS may attend school within the District according to the District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in ACS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ACS, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

A. REASONS FOR SUSPENSION AND EXPULSION

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the charter school. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACS's policy and procedures for student

suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Any significant amendments will be submitted to and approved by the District administration.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. A Discipline Policy and Procedures that clearly describes discipline expectations will be adopted by the Board of Directors, and will be printed and distributed as part of the Charter School's Parent/Student handbook that is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents or guardians who retain parental and/or educational rights are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians who retain parental and/or educational rights, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include use of force that is reasonable and necessary for a person employed by or engaged in ACS to quell a disturbance threatening physical injury to persons or damage to property, for the purposes of self-defense, or to obtain possession of weapons or other dangerous objects within control of the pupil. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

B. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity, (2) school attendance occurring at Charter School or at any other school, or (3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts

that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a. while on school grounds
- b. while going to or coming from school
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

C. ENUMERATED OFFENSES

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force of violence upon the person of another, except self-defense.
- b. Unlawfully possessed, used, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- c. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- d. Committed or attempted to commit robbery or extortion.
- e. Caused or attempted to cause damage to school property or private property.
- f. Stole or attempted to steal school property or private property.
- g. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j. Disrupted school activities or otherwise willfully defied the valid authority of

supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Students must be suspended or expelled for any of the following acts when it is determined the pupil:

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Executive Director/Principal or the designee of the Executive Director/Principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Possession of an explosive.

D. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by Executive Director/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Executive Director/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation For Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director/Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference

to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. AUTHORITY TO EXPEL

A student may be expelled either by the Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

1. Written notice of the hearing shall be forwarded to the student and the student's parent or guardian who retains parental and/or educational rights at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
2. The date and place of the expulsion hearing.
3. A statement of specific facts, charges and offenses upon which the proposed expulsion is based.
4. A copy of the Charter School's disciplinary rules that relate to the alleged violation.
5. Notification of the student's parent/guardian who retain parental and/or educational rights obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.

6. The opportunity for the student or the student's parent/guardian who retains parental and/or educational rights to appear in person or to employ and be represented by counsel or a non-attorney advisor.
7. The right to inspect and obtain copies of all documents to be used at the hearing.
8. The opportunity to confront and question all witnesses who testify at the hearing.
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined, only by the Board of Directors, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent or guardian who retains parental and/or educational rights, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel or the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the expulsion hearing panel or the Board of Directors decide not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. WRITTEN NOTICE TO EXPEL

The Executive Director/Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's parent/guardian who retains parental and/or educational rights obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director/Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name.

2. The specific expellable offense committed by the student.

K. DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

L. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School, as the Board of Directors decision to expel shall be final.

M. EXPELLED PUPILS/ALTERNATIVE EDUCATION

ACS staff shall assist pupils who are expelled in seeking alternative education programs including, but not limited to, County programs or programs within their school district of residence.

N. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director/Principal shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of District

ACS shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian retaining parental and/or educational rights, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent/ guardian who retains parental and/or educational rights to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent/guardian who retains parental and/or educational rights, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian who retains parental and/or educational rights, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian retaining parental and/or educational rights and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian retaining parental and/or educational rights and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director/Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function.
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent or guardian who retains parental and/or educational rights has expressed concern in writing, or orally if said parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent or guardian who retains parental and/or educational rights has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
- d. If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
- e. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

IX. REPORTING AND ACCOUNTABILITY

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget including start-up costs and cash flow and financial projections for the first three years of operation –Education Code 47605(g)

FINANCIAL REPORTING

The Board of Directors agrees to provide financial oversight of the ACS's on-going activities and approve all budget revisions and review the financial statements of the school. These financial statements, including the underlying rationale for making financial decisions, shall be submitted to the Districts' fiscal service department on a quarterly basis. Should the district find that any of ACS's disclosures create a concern for ACS's ongoing fiscal viability; the district will provide ACS notice of such concerns, along with recommendations for addressing such concerns.

Should the Board of Directors decide to not accept such recommendations or provide acceptable remedies, the District will notice ACS of their on-going concern for fiscal viability of ACS.

All governmental funds of ACS will be reported using the accrual accounting method, measuring cash and all other financial assets that can be readily converted to cash. All reporting will conform to the requirements of GASB 34 and all other pertinent governmental accounting and auditing standards.

ACS will utilize an accounting program approved by auditors to track financial data. Unaudited actuals will be provided on the CDE Alternate Form, and will have backup data from software to validate revenues and expenses.

ACS will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS), for the required September 15 report to the District and for the First and Second Interim Reports (including multi-year projections), Adopted Budgets, and Unaudited Actuals as required by the Education Code. Specifically, ACS shall annually prepare and submit the following reports to the District and the Santa Barbara County Education Office:

- By July 1st of each year, a preliminary budget.
- By December 15th of each year, an interim financial report. This report shall reflect changes through October 31st.
- By March 15th of each year, a second interim financial report. This report shall reflect changes through January 31st.

- By September 15th of each year, a final unaudited report for the full prior year.

AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of ACS will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of ACS will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Board of Directors shall select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to District, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors, along with the audit committee, will review any audit exceptions or deficiencies and develop recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this charter.

The independent financial audit of ACS is a public record to be provided to the public upon request.

INSURANCE

ACS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amount as agreed to in a MOU with the District. The District shall be named as an additional insured on all policies of ACS.

EVIDENCE OF INSURANCE

ACS shall provide evidence of the above insurance coverage to the District within 30 days of all new policies at inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, ACS does hereby agree, at its own expense, to indemnify, defend and hold harmless the District and its Board of Education and their respective members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter or relating to acts or omissions of committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold District harmless for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors."

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. - Education Code Section 47605(g).

The Executive Director/Principal will assume the lead responsibility for administering ACS under the policies adopted by the Board of Directors. ACS may contract with the District for those services that can be provided efficiently and in a cost effective manner. The specific services, terms and cost for these services will be the subject of an annual MOU between ACS and the District. ACS will consider bids from the District and outside contractors for administrative, maintenance and operation services. Specific service contracts will be awarded based upon quality and cost effectiveness.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate-- Education Code Section 47605 (g).

The Adelante Charter School classroom-based program will be initially located at 1102 East Yanonali Street, Santa Barbara, CA 93103 and will share facilities with Franklin Elementary School. By June 30, 2014, the District and the ACS shall enter into a comprehensive Facilities Use Agreement for the 2014-2015 school year outlining the responsibilities of the parties to maintain the ACS site.

ACS shall be required to submit its request for facilities to the District pursuant to the timelines and requirements set forth in Education Code section 47614 and the implementing regulations, 5 C.C.R. §§ 11969.1 – 11969.11, (collectively, "Proposition 39).

Santa Barbara Unified School District Oversight

ACS is subject to District oversight. District may inspect ACS's facilities, books, records, data, processes and procedures at any time. The District may conduct periodic site visits to observe the instructional program.

District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of ACS.

District is authorized to revoke this Charter for, among other reasons, if ACS engages in fiscal or other serious mismanagement.

District reserves the right, pursuant to its oversight responsibility, to audit ACS's books, records, data, processes and procedures. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data, including students currently enrolled, waiting lists and expulsions and suspensions,
- The school's enrollment and admissions process,
- Compliance with health and safety plans and procedures, and summary of changes to plans and procedures,
- Compliance with applicable grant requirements,

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. Pursuant to Education Code section 47607(a), the District may inspect or observe any part of ACS at any time.

RESPONDING TO INQUIRIES

ACS shall promptly respond to all inquiries including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any inquiries. ACS acknowledges that it is subject to audit by District.

NOTIFICATIONS

Notification is to be made to the District of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by ACS.

CLOSURE PROTOCOL

*Governing Law: A description of the procedures to be used if the charter school closes—
Education Code Section 47605(b)(5)(P)*

Closure of ACS will be documented by official action of the ACS Board of Directors and the Santa Barbara Unified School District no matter what the reason is for the closure. The action will identify the reason for the closure (i.e. revocation, suspension, or termination of the Charter), as well as the entity and persons responsible for the closure.

The ACS Board will promptly notify parents and students of ACS, the District, the Santa Barbara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The ACS Board will ensure that the notification to the parents and students of ACS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The ACS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, ACS will provide parents, students and the District with copies of all appropriate student records and otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. All records of ACS shall be transferred to the District upon School closure, or if the District is unwilling to store such records, ACS shall work with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ACS shall prepare final financial records. The School shall also have an independent audit completed as soon as reasonably practical, which should be no more than six months after closure. ACS shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant and provided to the District upon its completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ACS.

As a nonprofit corporation ACS may engage in bankruptcy proceedings upon recommendation of its Board of Directors as part of school closure procedures.

ACS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ACS, all assets of ACS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ACS, remain the sole property of ACS and shall be distributed in accordance with the Articles of Incorporation and Bylaws of ACS upon the dissolution of the non-profit public benefit corporation to another public educational entity.

Any assets acquired from the District or District property will be promptly returned upon ACS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ACS shall remain solely responsible for all liabilities arising from the operation of ACS.

As ACS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of ACS, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, ACS will utilize the reserve fund to undertake any expenses associated with the closure procedures above.

X. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District—Education Code Section 47605(g)

ACS shall be operated as a California nonprofit public benefit corporation. This corporation will be organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

POTENTIAL CIVIL LIABILITY EFFECTS

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ACS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of ACS.

Further, ACS and the District shall enter into an MOU, wherein ACS shall indemnify the District for the actions of ACS under this charter.

The corporate Bylaws of ACS shall provide for indemnification of the School's Board, officers, agents, and employees, and ACS will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and ACS's insurance company for schools of similar size, location, and student population. District shall be named an additional insured on the general liability insurance of ACS.

The ACS Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

XI. TERMS OF THE CHARTER

By approving this new charter, the District will be fulfilling the intent of the Charter School Act to increase learning opportunities for all pupils; create professional opportunities for teachers; and provide parents and pupils with choices in education.

This Charter is effective beginning July 1, 2014 and ending June 30, 2019. The Charter may be renewed every five years or as by law when requested by ACS and agreed upon by the Santa Barbara Unified School District Board of Education.

The charter may be revoked as provided by law. Prior to revocation the District shall comply with Education Code Section 47607 and all applicable regulations.

NON-ASSIGNMENT

Neither the Charter petition, nor any legal rights derived there from to develop or operate the school, or carry out any action pursuant to the charter, may be assigned to any other entity without the prior written approval of the District. The granting or denial of said approval is within the sole discretion of the District.

XII. ADDITIONS, DELETIONS, AND MODIFICATIONS OF THE CHARTER

Changes to the charter, or to the nature and scope of activities to be carried out pursuant thereto, that are deemed to be material amendments may be made by a majority vote of the Board of Directors and require written approval of the Santa Barbara Unified School District. Amendments to the charter considered to be material changes include, but are not limited to, the following:

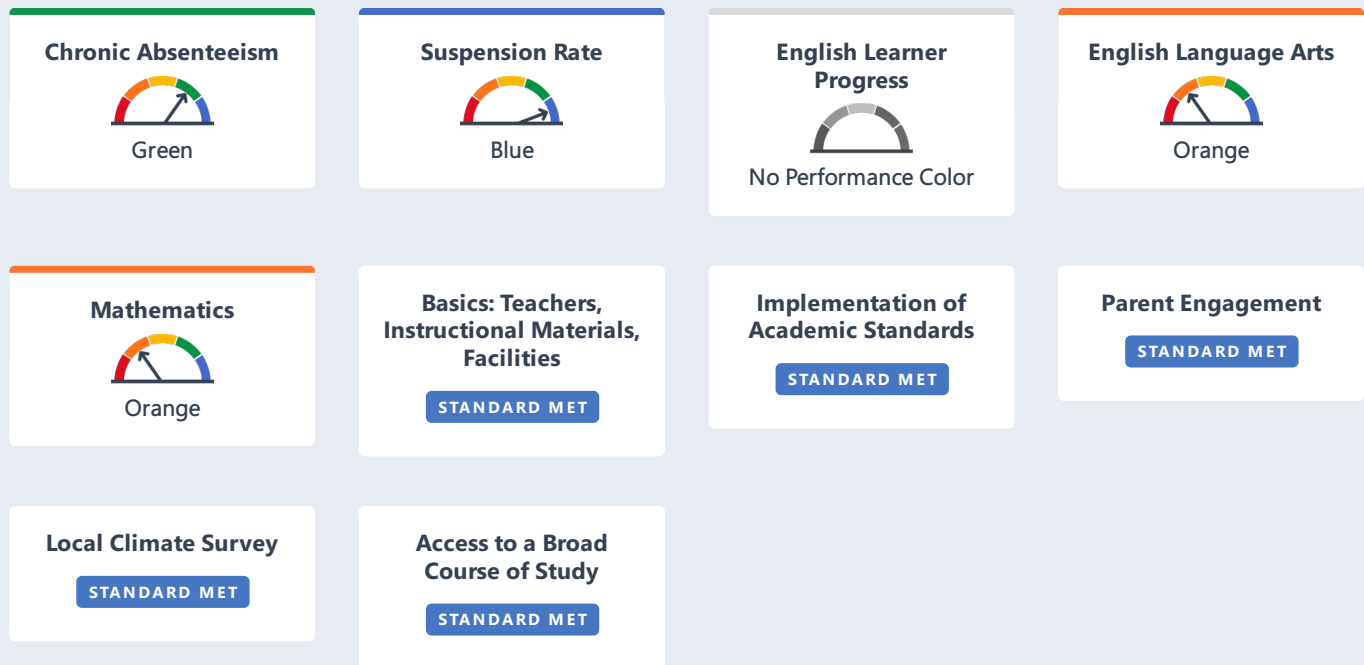
- Substantial changes to the educational program, mission, or vision.
- Proposed changes in enrollment that differs by more than 25 percent +/- of the enrollment originally projected in the charter, or as approved by the District in a subsequently revised charter.
- Addition or deletion of grades or grade levels to be served.
- Location of facilities and/or new sites.
- Admissions preferences.
- Governance structure, including operating entity.
- Special education program.

Appendices may be amended as described in each individual appendix.

A copy of any material revision to the charter will be forwarded to the California Department of Education for review and possible approval by the State Board of Education.

Adelante Charter

Explore the performance of Adelante Charter under California's Accountability System.



School Details

Optional Narrative Summary

Completed By Adelante Charter

CAASPP is an important measure but does not tell the whole story for a school like Adelante where students are instructed in Spanish yet tested in English. Research suggests the benefits of bilingual instruction do not manifest on standardized tests in English until the end of elementary school or into the middle school years. 6th graders are performing on par with SBUSD 6th graders. EL students are reclassified at high rates-nearly every student attains English proficiency by 6th grade.

NAME	ADDRESS	WEBSITE	GRADES SERVED
Adelante Charter	1102 East Yanonali Street Santa Barbara, CA 93103-3167	http://www.adelantecha...	K-6

Student Population

Explore information about this school's student population.

Enrollment

288

Socioeconomically
Disadvantaged

51.4%

English Learners

50%

Foster Youth

0%

ADELANTE CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



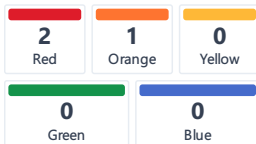
Orange

58.5 points below
standard

Declined 3.9 Points ▼

EQUITY REPORT

Number of Student Groups in Each
Color



[LEARN MORE](#)

Mathematics



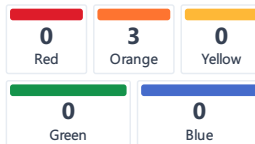
Orange

64.6 points below
standard

Declined 22.9 Points ▼

EQUITY REPORT

Number of Student Groups in Each
Color

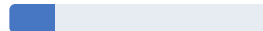


[LEARN MORE](#)

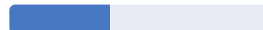
English Learner Progress

English Language Proficiency
Assessments for California
Results

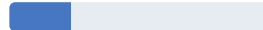
Level 4 - Well Developed
17%



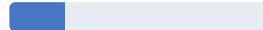
Level 3 - Moderately Developed
38.3%



Level 2 - Somewhat Developed
23.4%



Level 1 - Beginning Stage
21.3%



Local Indicators

[LEARN MORE](#)

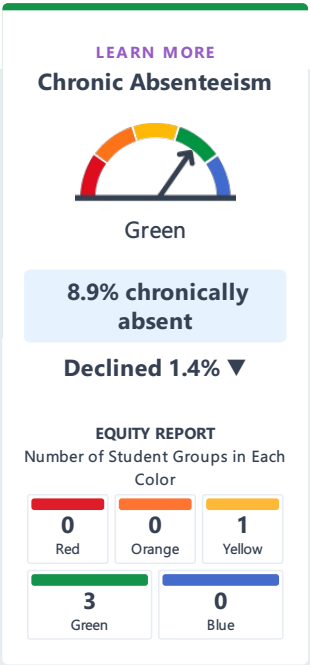
Implementation of Academic Standards

STANDARD MET

ADELANTE CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.



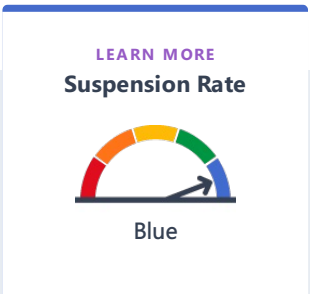
Local Indicators



ADELANTE CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

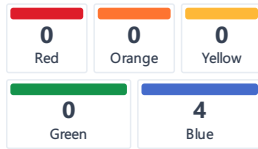


0% suspended at
least once

Declined 0.3% ▼

EQUITY REPORT

Number of Student Groups in Each
Color



Local Indicators

LEARN MORE

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

LEARN MORE

Parent Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Figure 6

ENGLISH LEARNERS= LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCEs) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SEVEN PROGRAM MODELS

(Results aggregated from a series of longitudinal studies of well-implemented, mature programs in five school districts and in California from 1998-2000)

Program 1: Two-way developmental bilingual education (BE), including Content ESL

Program 2: One-way developmental BE, including ESL taught through academic content

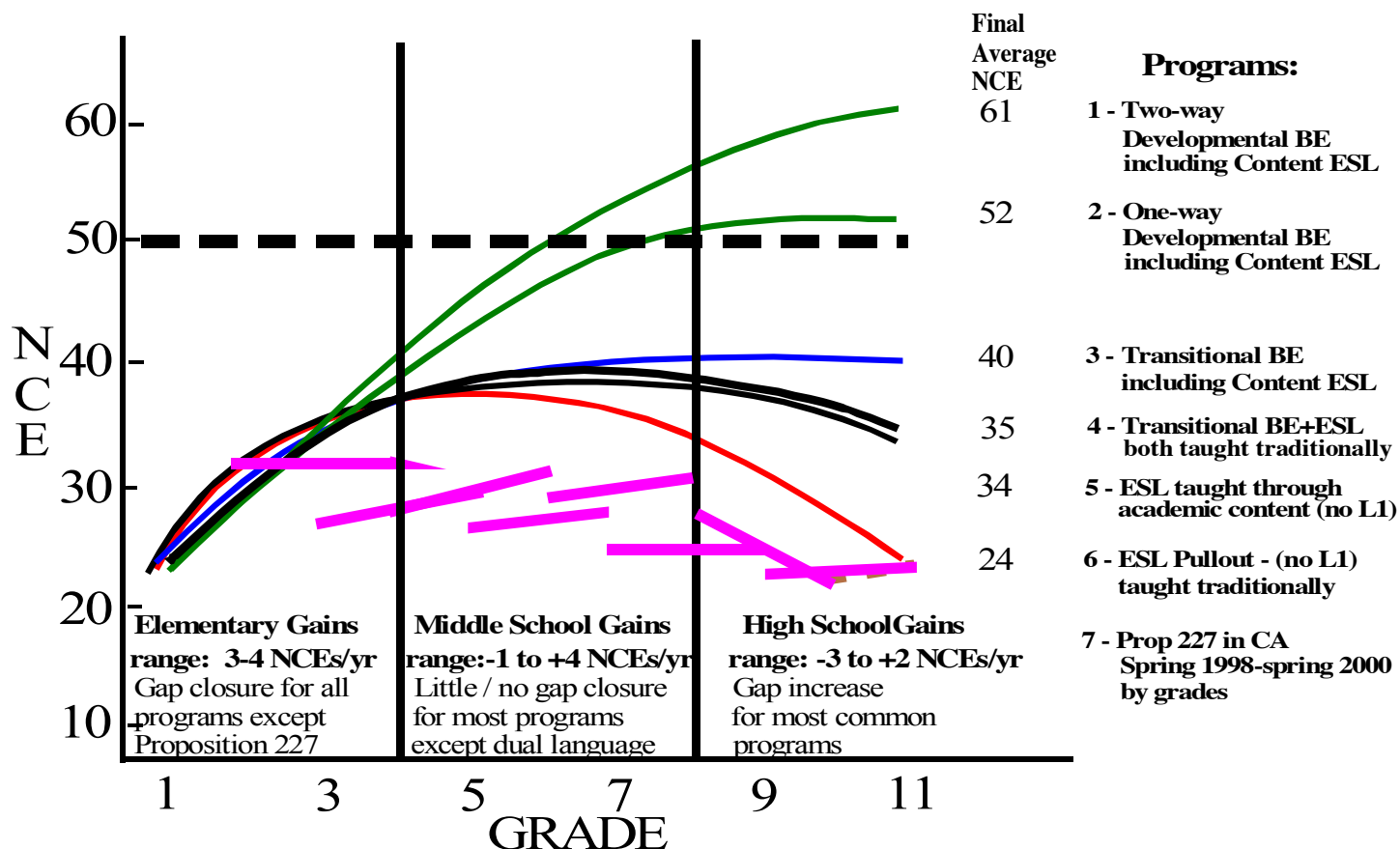
Program 3: Transitional BE, including ESL taught through academic content

Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches with no L1 use

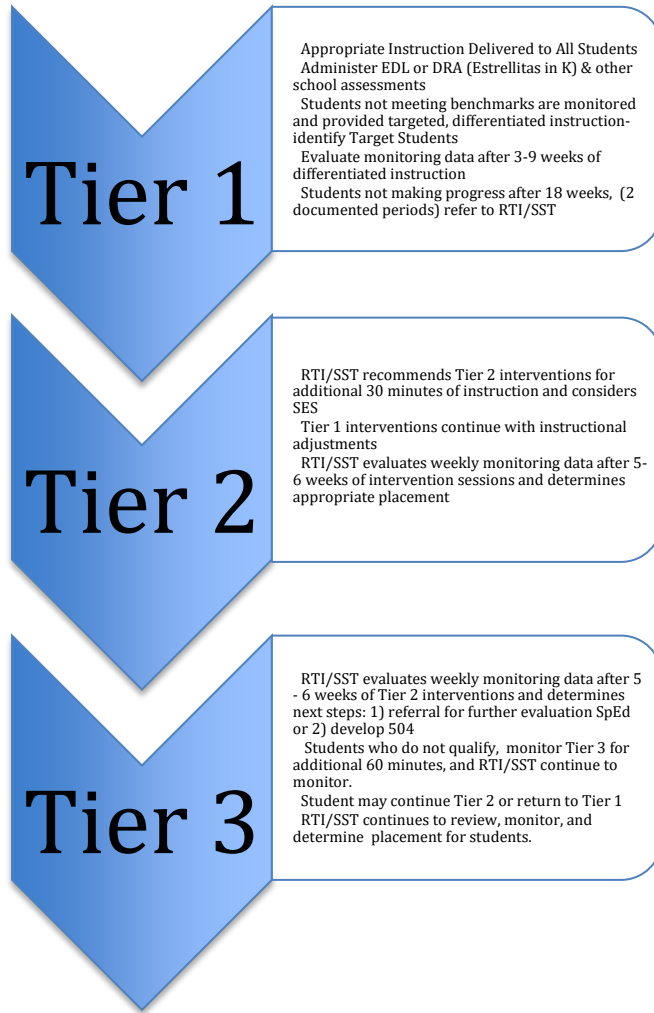
Program 6: ESL pullout - taught traditionally

Program 7: Proposition 227 in California (sequential 2-year cohorts, spring 1998-spring 2000)



ADELANTE CHARTER SCHOOL

MTSS Multi-Tiered Systems of Support



LCAP Year

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Adelante Charter School	David Bautista, Executive Director/Principal	dbautista@sbunified.org (805) 966-7392

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Adelante Charter School offers a Two-Way Immersion (TWI) Spanish/English K-6 educational 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. The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society. Adelante implements 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 through 4th grades, instructional time in English increases year after year until they reach 5th and 6th grades where Spanish and English are used equally, in a 50:50 ratio.

Demographically the school is comprised of: Hispanic/Latino: □86.6%, Asian: □0.7%, White: □12%

Low-income/Socioeconomically Disadvantaged (SED): □71.7%,

English Learners: 61.1%

LCAP Highlights

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

Continued work to improve STEAM subjects. Attention to developing site leadership in subject areas, taking lessons learned from the successful Science Leadership Team structure. Continued support for our most vulnerable students through additional reading support- tutoring, instructional assistants and social emotional support. This year Adelante will provide its own bilingual Special Education programming to better support our students with different abilities. Literacy is a primary focus of all we do. Reading and writing will be supported through teacher professional development. Language development and developing biliteracy is always a priority. Ongoing support for English learner students and their families will continue. Adelante will continue to support social emotional learning by building on our existing Tribes Learning Communities and expanding this approach to include all staff as we seek to create a safe, positive caring and welcoming learning space for children and families. Improving attendance and on-time arrivals is also a priority as we see a direct correlation between attendance and literacy development. This work is organized under the following three LCAP goals:

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.*

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.*

Goal 3 *To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the ELPAC and achieve RFEP status at 5th and 6th grade.*

Review of Performance

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

Greatest Progress

Overall, Adelante's CAASPP data remained relatively unchanged at the "All students" level, as is the case with many California schools. ELA decreased 2.62% and Math increased 2.05%. CAASPP is an important measure but it does not tell the whole story for a school like Adelante where students are instructed in Spanish yet tested in English. Research suggests that the benefits of bilingual instruction do not manifest on standardized tests in English until the end of elementary school or into the middle school years (Valentino, R.A., & Reardon, S.F., 2015) . With that in mind,

there was a slight increase in the math scores from 27% meeting standard to 29.05% of students meeting or exceeding standard (+2.05%). Based on data taken from the CA dashboard, Adelante increased +3.4 points for “all students” in math placing all students at a distance of -41.6 points from Level 3. This is an increase of +22.8 points in math since starting the CAASPP in 2015. The largest gains this year came in 3rd and 6th grades with the greatest increase in 3rd grade coming from the socioeconomically disadvantaged (SED) subgroup. There was an increase of +36.13% students meeting standard from the previous year. The 3rd grade English learner (EL) subgroup increased +10.14% meeting standard.

One of the most significant achievements and something Adelante is proud of is that Adelante’s English learners outperformed both Santa Barbara Unified School District as well as the state of CA in math. Adelante had 16.09% of their English learners meet or exceed standard as compared to SBUSD’s 7.97% meeting standard and CA’s 12.32% meeting standard. This is even more significant given the fact that Adelante’s math instruction is delivered in Spanish, yet they are tested in English. Adelante’s ELs also outperformed SBUSD ELs in ELA with 9.2% meeting standard compared to SBUSD’s 5.65% meeting standard. Research consistently points to the benefits of primary language support as a path to English language proficiency although those results typically do not show up until the middle school years. Even though we can point to this success, Adelante’s EL Progress Indicator declined by 5.8% according to the CA Dashboard data. EL performance declined in both ELA and Math. The indicator also takes into account reclassification rates. Data reported on EL reclassification rates was taken early in the year before many of the students were reclassified. There were 22 students reclassified in the 2106-17 school year yet because of the window for reporting the number reported was 2, this may have contributed to the indicator decline. Those reclassified students will be included in the 17-18 data.

Looking at CAASPP cohort data, the class of 2017 (last year’s graduated 6th graders) showed marked improvement over the three years in math. In 4th grade the cohort had 16% meet or exceed standard, in 5th grade that increased slightly to 17% and in 6th grade there were 29.41% meeting or exceeding standard. Also in that cohort, the RFEP students in 5th grade had 9% meet or exceed standard whereas in 6th grade RFEP students increased to 36.36% meeting standard. There are similar results for the SED subgroup in this cohort that started with 8% meeting standard in 4th and 5th grades and increased significantly to 22.73% meeting standard in 6th grade. Additionally, there were only 2 English learner students in the cohort who entered junior high without attaining English proficiency (reclassification).

Furthermore, for the class of 2018, (current 6th graders) the cohort showed marked improvement in ELA with scores increasing from 22% meeting standard in 4th grade to 37.5% meeting standard in 5th grade. All subgroups in 5th grade improved in ELA. Finally, 3rd grade scores in both ELA and math are the highest Adelante has ever seen.

Adelante received a blue “highest performance” on the suspension indicator. We attribute this to our focus on community building and restorative approaches to discipline.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CA Dashboard Student Group Report indicates that the English Learner and Socioeconomically Disadvantaged subgroups are in the red performance category (lowest performance) for ELA. There are no subgroups in the red category for Math. The EL subgroup declined 14.2 points, which is a distance of -73.5 from Level 3. The Socioeconomically Disadvantaged subgroup declined 22.3 points placing the subgroup at a distance of -73 from Level 3. The Students with Disabilities subgroup also declined but the number was too small to report a performance category. The “all students” and Hispanic student categories received an orange performance level. Adelante is a dual language program and as such one would expect to see lower ELA scores in the lower grades as more instructional time is devoted to Spanish and all students learn to read in Spanish first. The goal is to see these scores increase as they move through the grades. Looking more closely at ELA data over time, there is a consistent decrease in the % of students meeting standard as they progress from 3rd to 4th grade in all subgroups. ELs decreased most significantly from 3rd to 4th. There is a consistent increase in ELA scores from 4th to 5th grade but last year those scores declined again in 6th grade. We want to see the ELA trajectory increase consistently from grade to grade.

In math, even though the performance overall increased, the English Learner, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic subgroups declined and remained in the orange performance level. Adelante cohort data reveal a decrease in math scores from 3rd to 4th and for the 2018 cohort there was a consistent decline from 3rd to 4th to 5th grade. Most significant is that there were no English learners in either 4th or 5th grade in this cohort who met standard. It is interesting to note that the 2017 cohort had the opposite trajectory and increased the percentage of students meeting standard each year from 4th to 5th to 6th.

In the area of Local Indicators, Adelante received a “Not Met” status because unfortunately, the local indicators were not uploaded to the dashboard before the Dec. 1st deadline. A designated dashboard coordinator was not identified after a change in leadership, no emails were received and the school was unaware of the Dec 1st deadline. All local data re: parent engagement, school climate, state standards and basic priorities for credentialed teachers and facilities were collected and reported to the board of directors and to stakeholders as well as reported in the 2016-17 LCAP and in the SARC.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

None

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Improved progress monitoring in literacy development in both Spanish and English. Language Assessment Team accountable for supporting interventions identified. Early literacy intervention K-3 with additional staff for literacy support. Special Education services offered in Spanish. Counseling and improved social emotional support for students dealing with trauma and chronic stress. Build metalinguistic awareness in all students so they can draw on the assets of their bilingual brains. Attention to equity and social justice as a lens for all instruction. Support parent involvement/empowerment and improved communication and support as students transition to secondary schools.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 2,665,454
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$287,339

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Budget expenditures not outlined in the LCAP for 2018-19 include most salaries for classroom teachers, office staff support, administrator salaries, benefits, school operations, special education encroachment, facility costs, district oversight and administration fees,

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,482,729]

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6,7,8

Local Priorities: Qualified and/or credentialed teachers to meet the needs of our diverse student population. Aligned and adequate instructional materials for CCSS and NGSS that also support language and literacy development across the curriculum. Adequate facilities for high quality STEAM instruction in the TWI model
All teachers will be supported in teaching CCSS and NGSS with a focus on language and literacy development.
Plan for STEAM materials and resource management
At risk students have equitable access to STEAM instruction

Annual Measurable Outcomes

Expected	Actual
All new hires are appropriately credentialed and supported through coaching.	Happened as described. Four new teachers hired this year and were supported by their grade level partner (a veteran teacher) as well as additional instructional coaching.
All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.	Happened as described - K-6 teachers are using the FOSS Next Generation modules to teach science.
There are no proposed changes to the school facilities from the district. There may be a possibility of improvements due to the recently passed bond measure that would allow for 4 portable buildings to be upgraded to permanent buildings.	No changes in facilities. With an added classroom for 6th grade we had to give up the family center/music room. Adelante is operating at maximum capacity - there is no unused space <u>anywhere</u> on campus. We have asked for an additional classroom but the district has responded that none are available on the shared campus. We are making it work but it is not ideal.
Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development.	All grade level teams received coaching support from science education consultant through Lesson Study, student work analysis, collaboration time and/or observational feedback.
Weekly plans will represent common expectations school wide about the integration of science, language and literacy.	Integration of language, literacy and science is reflected in weekly grade level plans. Made available for all teachers to view in Adelante Team drive.
We are adding an additional classroom next year and will ensure that all teachers have the appropriate materials to implement	New classroom was outfitted with all necessary materials for CCSS and NGSS instruction.

Approved by Adelante Charter School Board of Directors 6/20/18

CCSS and NGSS	
We are working with the SBUSD SPED department and even looking into the possibility of contracting out our own SPED services through a different SELPA.	Adelante Board of Directors approved leaving SBUSD's SPED services and joining our own SELPA. Director, psychologist and SPED teachers hired for next year.
Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math and Science when the CAST becomes operational as well as a decrease in the percentage of students scoring below standard in each area.	Sixth grade ELA and Math CAASPP scores show an increase from last year's cohort. ELA -29.41% met or exceeded standard, an increase of (+10.41%). In Math 29.41% met or exceeded standard, an increase of (+14.41%). As a cohort, the class of 2017 increased the percentage of students meeting or exceeding standard in Math from 4th to 5th to 6th grade. In ELA the cohort increased the percentage of students meeting or exceeding standard in 5th grade but decreased again in 6th grade.
Improvement across all grade levels in the Logramos assessment.	Logramos: The 1st-6th average scores for Logramos measuring the % at or above the 50th NPR in lectura/reading increased from 57% to 59.7% the greatest gains came in the 6th grade cohort. +14%.
There will be a more coordinated approach to planning and choosing out of school STEM learning experiences to address the NGSS and allow for consistent experiences school wide.	Teachers re-evaluated the major field trips at each grade level and are connecting the out-of-school experiences more closely with NGSS themes. Adelante students still experience a number of enriching out-of-school experiences at each grade level.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 SCIENCE Continue to provide students with a hands-on, inquiry-based science program FOSS K-5 and GEMS in 6. Consumable materials will be replaced. A science coach will support teachers in the implementation and the collection of assessment data to monitor student learning and push student thinking using the Thinking Routines developed at Harvard Project Zero. 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 as well as reading materials. The Science Leadership Team members will continue to support their respective grade band colleagues and represent the school in the Channel Islands Regional Science Initiative (CIRSI). Staff will have the opportunity to attend conferences and visit other exemplary science-centered classrooms/schools. Partnerships with UCSB, WYP, Explore Ecology and other agencies will continue to supplement science learning, providing students with a variety of learning experiences/field trips/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 participation and	Everything happened as planned. The only thing we didn't get to do was visit other exemplary science-centered schools. We identified a school, had conversations with them and attempted to schedule a visit but were unable to make it happen. With 30% of the staff being new to Adelante this year there was a strong focus on supporting those teachers to teach science and use the content of science to support language and literacy development. The new teachers have done a remarkable job continuing the work that started years ago in science. Strong community partnerships continue to exist and support rich experiences for our students. Adelante continued to work with CIRSI in improving science experiences for students and developing capacity for high quality science in staff.	\$57,800 LCFF/Title 1 4000/5000 (coach & field trips, consultants)	\$57,800

involvement.

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 TECHNOLOGY Students will have increased access to technology and will continue to develop keyboarding skills at all grade levels. Teachers will be provided professional learning for successful integration of technology in the classroom through the use of Google classroom and other Ed tech opportunities. Chromebooks will be introduced in two grade levels to give students exposure to different platforms.	Happened as planned. PD was informal coaching from more experienced colleagues. Many teachers are now using Google Classroom and moving many of the classroom assignments and presentations online. Both platforms were introduced this year with success. A class of 3rd graders and a class of 6th graders are using Chromebooks whereas the remaining classes have Macbooks.	\$18,000 LCFF 4000 (computers 15k), 5000 (training 3k)	\$9,166 (\$6166 computers, training \$3,000)

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditure s
1.3. ENGINEERING Support teachers to incorporate engineering design in the curriculum beyond what is embedded in the FOSS Next Gen modules. Teachers will be provided professional learning on the engineering design process and will share across grade levels on PD Thursdays how they have found success with the integration of engineering in science and the strategies and tools they have found most successful for supporting student thinking. There will be a school wide focus on engaging in productive academic discourse and the engineering design process will be included in this. Sharing prototypes, strengths and weaknesses in design and ideas to take to another iteration. Purchase instructional materials.	Engineering design will continue to be an area of focus for next year. Certain grade levels did receive support in the area of engineering - specifically, 1st grade, 3rd grade, 5th grade and 6th grade. As a community we are engaging in discussions around instructional materials and what will be most effective as well as which language the engineering instruction will be delivered in. Teachers are familiar with the engineering design process and will work with the science education consultant next year to amplify the engineering opportunities in the curriculum.	6600.00 LCFF 4000/1000/3000	\$6,600

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4. ART Continue to provide students with a visual arts and music program K-6. An art IA will support the students and art teacher with weekly art classes. Music teacher will provide weekly music classes. 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. Necessary materials and supplies will be purchased. Third and Fourth graders will continue to participate in Santa	All happened as planned. The Art Show was another tremendous success with outstanding attendance by families. The music teacher started a voluntary chorus group that performed at the event. All students sang in the Dia de los Muertos and Dia de las Madres events. This year the dance program SBDI for 3rd and 4th graders was extended K-6 through our PE teacher for a	118,000 (Art, Dance, Music) LCFF, Local 1000/2000/ 3000/5000	\$62,000-2000

Barbara Dance Institute's (SBDI) in-school full year dance program with a culminating show in May.	schoolwide "Show of the Year" in May.		
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Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning, by providing opportunities to engage with a math coach. The math coach will provide PL on the curriculum and teacher representatives on the Math Leadership Team will support teachers at their respective grade bands with pedagogical and content related support. Staff will have the opportunity to attend math trainings to increase their expertise.	Teachers continue to use Contexts for Learning Math and Dreambox - an online platform that supports students in their mathematical growth. Coaching has primarily come from within the staff. A Math Leadership Team was formed and it was decided that internal coaching and releasing teachers to observe math instruction was better than hiring an outside coach. The issue with an outside coach is that we teach all math in Spanish and the coaches we have hired in the past are not bilingual and while they have math content expertise they also lack pedagogy expertise.	\$12,500 LCFF 5000	\$12,500

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Literacy and Language: Balanced Literacy - PL in balanced literacy Increase the quantity and quality of small group instruction (differentiation) in the classroom to insure access for all students across all content areas. Guided Reading: leveled books, DRA training to ensure calibration of student assessment scoring, Refine reading instruction based on formative assessment data to better support struggling students. Teacher teams will meet to map out year-long plans and identify read alouds and books for literature circles in the upper grades that support agreed upon curricular throughlines. Implement Writer's Workshop K-6 with fidelity and provide necessary instructional materials and supplies. Provide staff PL opportunities to strengthen implementation and calibrated scoring of student writing.	DRA/EDL training will take place in August 2018 before school starts for all staff. New teachers were supported by their experienced grade level partner in assessing literacy skills but all will receive further training for next year. Writer's Workshop training (week-long institute) is being provided for teachers over the summer. The majority of teachers will be attending. Instructional coaching was provided to some grade level teams in the area of Balanced Literacy. Continued work is needed in this area to support struggling readers and use formative assessment data to inform instructional decisions for those students. Staff did not receive PD to strengthen implementation of writing or calibration of scoring. This will be more realistic after all teachers have been trained in Writer's Workshop. Although they were given professional learning around the elements of writing that can be assessed when looking at a student's writing in both languages side by side as a way to	102,200 LCFF/Title I/ Title III 1000/2000/ 3000/4000	\$102,200

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1: Adelante teachers were supported all year to improve their teaching of STEAM subjects. They were provided CCSS and NGSS aligned materials. Grade-level teams worked together with an instructional coach using the Lesson Study model to refine instructional practices in science and literacy through deep planning, co-teaching, analysis of student work, reflection resulting in changes to instruction. A schoolwide focus on elevated levels of academic discourse and encouraging student thinking was implemented across disciplines. 30% of the staff was new to Adelante this year so there was a considerable amount of support needed to ensure Adelante's program continued as we envisioned. New teachers were supported by an experienced grade-level partner. Professional learning around the science and engineering practices and supporting constructive conversations in the classroom took place throughout the year. Teachers continue to use the DRA/EDL three times a year to assess reading progress. We were unable to offer DRA training this year but will start the 18-19 school year with this. Time was devoted in staff meetings to discuss literacy targets and progress toward those targets as well as ideas for calibrating scoring methods. Additional staff were placed in 1st grade and a reading specialist in 2nd grade to support students not yet reaching grade level targets in reading. Additionally 3rd grade has a reading specialist working with a small group of students. Third grade is the first year that students are assessed in English reading as well as Spanish. Our goal is to intervene early to ensure that students don't fall behind because of low reading proficiency. Teachers received ongoing training on the TWI model with attention given to the appropriate language proficiency expectations at each grade level. Additional training on equity and social justice has supported the work in classrooms and aligns with the mission of the school..

An Art teacher along with an Art assistant provided high quality visual art instruction to all students K-6. A music teacher provided high quality music instruction to all students K-6. All students received high quality dance instruction as our dance program was expanded from only 3rd and 4th grade to reach all grades through our PE program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Literacy:

Summative Assessments: CAASPP

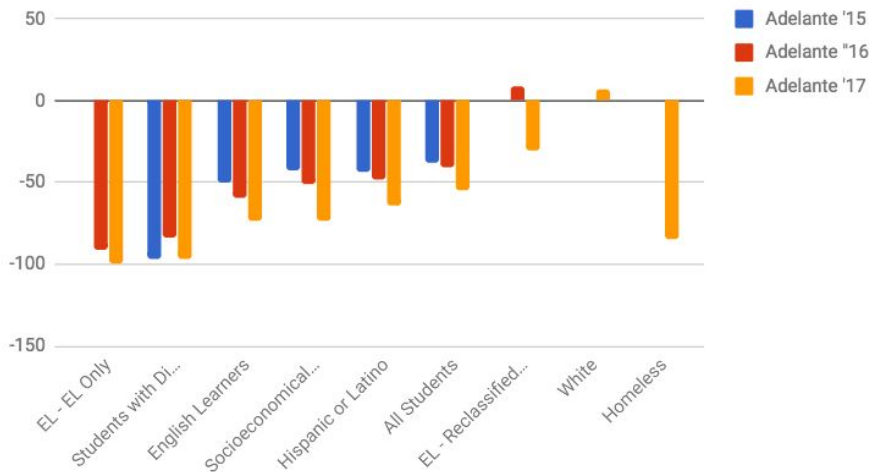
2017 English Language Arts

Meeting and exceeding state standards 28.38% school wide

Grade	All students	ELL	SED	EO
3rd	29.27%	14.81% (27)	15.63% (32)	53.84% (13)
4th	15.15%	4% (25)	7.14% (28)	*
5th	37.5%	13.04%	33.33%	*

		(23) Ever EL 28.13% (32)	(30)	
6th	29.41	0% (12) Ever EL 60.87% (23)	18.18% (22)	54.54% (11)

CAASPP ELA Distance From Level 3



Spanish literacy: Logramos

School average in Lectura/Reading 2106- 57%

School average in Lectura/Reading 2107- 59.7%

Grade	% in Lectura/Reading above the 50th NPR 2016	% in Lectura/Reading above the 50th NPR 2017	% increase or decrease by cohort
1st	68%	64%	
2nd	82%	70%	+2%
3rd	68%	78%	-4%
4th	46%	40%	-28%
5th	45%	47%	+1%
6th	33%	59%	+14%

CAASPP Math

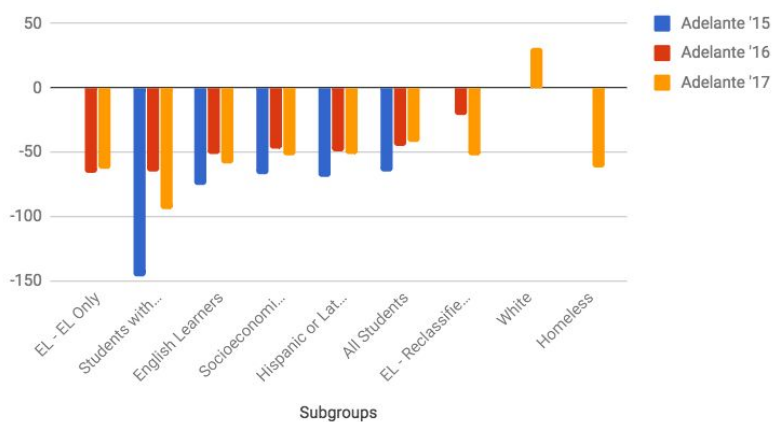
2017 MATH

Meeting and exceeding state standards 29.05% school wide

Grade	All students	ELL	SED	EO
3rd	58.54% (41)	48.14% (27)	53.13% (32)	76.92% (13)
4th	12.12%	0%	7.14%	*

	(33)	(25) Ever EL 3.70% (27)	(28)	
5th	12.5% (40)	0% (23) Ever EL 3.13% (32)	10% (30)	*
6th	29.41% (34)	8.33% (12) Ever EL 21.74% (23)	22.73% (22)	45.45% (11)

CAASPP Math Distance From Level 3



Formative Assessments

DRA English Reading

EDL Spanish Reading

(the Evaluación del Desarrollo de la Lectura [EDL] in Spanish and the Developmental Reading Assessment [DRA] in English) These tools measure parallel competencies across languages. The EDL and DRA have been studied and determined to be valid and reliable measures of reading in Spanish and English (Weber, 2001). EDL and DRA are administered three times per year, just before each trimester end. Data is collected as well as an analysis of each student's biliteracy development. Interventions are identified to support students' trajectory to biliteracy.

Grade	DRA/EDL target	EDL at or above target	DRA at or above target
K	level 4 or above	62%	not tested
1	level 18 or above	36%	not tested
2	level 28 or above	37%	not tested
3	level 38 or above	56%	46%
4	level 40 or above	78%	78%

5	level 50 or above	68%	70%
6	level 60 or above	72%	85%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With respect to Goal 1, we spent less this year in the area of technology. Initial budget was \$18,000 and we spent \$9,166. The remaining surplus will be reallocated to technology expenditures in the coming year based on recommendations from the Technology Site Leadership Team. There was a surplus of \$56,000 for activity 1.4 related to the Arts. We had allocated \$118,000 and spent \$62,000. This was due to a generous funder supporting our high quality Art program and a decrease in the costs associated with our dance program. Funding will be reallocated to support additional support staff so that we can offer a K-6 dance program with fidelity in the coming school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Literacy continues to be an area we need to improve. It is expected that English literacy would develop at a slower pace in a dual language model, but we see many students struggling in Spanish literacy as well in the primary grades. There are a number of factors that affect a student's ability to learn and as a school we are committed to supporting each student to reach his/her potential. Next year there will be more consistent monitoring of EDL/DRA scores and each student's unique literacy trajectory. There will be counseling offered to students who have experienced trauma and we will have our own bilingual SPED services offered for all students. Instructional aides will continue with the primary goal of supporting literacy development. All staff, including support staff, has received equity training and social emotional learning training through Tribes Learning Communities - identified by Collaborative for Academic Social and Emotional Learning (CASEL) as a SElect Program . As a community we are committed to providing each student with the academic, social, emotional and cultural support needed to reach his/her potential. These changes are reflected in the actions for Goal 1 in the LCAP.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Local Priorities: Parents understand and utilize avenues to increase involvement in their child's learning experiences as well as opportunities to provide input in decision making.

Increased school attendance rate and reduce number of chronic absentees.

Students and parents feel safe, included and welcome at school; students feel a sense of pride in their school and efforts in classroom.

Annual Measurable Outcomes

Expected	Actual
Continue to offer parent education/empowerment classes. Padres Adelante will continue with Sal Guereña as facilitator. Special attention will be devoted to parenting in the digital age. This group will be provided opportunities for leadership and giving input in school decision making. PTSO will continue with parent leadership and fundraising efforts. We are exploring bringing PIDA back to foster more parent leadership.	We did not offer Padres Adelante this year but instead found a number of ways to support parents in leadership and decision making. PTSO became its own nonprofit organization and took on much more leadership. We have worked hard to ensure that the PTSO is reflective of our community and all meetings are held in Spanish and English. The PTSO and PIDA provided input and suggestions to the director for ways to support families.
Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication. Lead Parents for each classroom also assist in clear and consistent messaging to families.	Happened as described. Parent coordinator is also a parent which has been very helpful as she helps parents navigate the Adelante experience and ensure communication is clear and consistent.
Continue the extraordinary participation from parents and work to spread the workload across a larger number of parents as not to exhaust the efforts of the small group that consistently helps.	Continued parent participation and involvement. There is still a small group of parents who consistently carry the majority of the workload although that group is growing in number.
An additional increase of 1% in school attendance rate and on time arrivals.	This was an unusual year in Santa Barbara and for Adelante. We had two natural disasters that impacted attendance - the Thomas fire and the subsequent Montecito debris flow. This had a profound impact on our community and there were increased absences during this time and during subsequent storms as evacuation orders were sent out and fear of another disaster gripped our community. Additionally, the community was hit particularly hard this year with the flu. Even with all of these factors, the attendance rate has maintained at 95%.
An additional 1% decrease in chronic absenteeism	Chronic absenteeism increased this year from 8% last year to 11% this year with the largest number of students chronically absent in K, 2nd and 3rd grades. Reducing absences will be a priority for our community as we start the 2018-19 school year.
All teachers will be implementing the Tribes program and holding <u>daily</u> "Tribes activities" or classroom meetings to build community.	All teachers are using Tribes and classroom community time. An intensive two day Tribes training for all staff will take place during the all staff equity week in June.
All teachers maintain a consistent focus on uncovering and pushing student thinking in math and science. Students regularly engage in inquiry through active investigation with a focus on the science and engineering and math practices.	Consistent across grades and classrooms. This year teachers placed an emphasis on the language of thinking and providing students with the linguistic tools to communicate their thinking.
Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.	CHKS 2017 connectedness/safety: 92% of 5th graders and 78% of 6th graders reported feeling safe at school most of the time or all of the time and 62% of 5th grade and 50% of 6th graders reported feeling connected to their school. Parent

school effectiveness survey reported that 84.3% of English-speaking responses and 90% of Spanish-speaking responders say their child feels safe from verbal abuse, teasing and exclusion at school.

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1. Padres Adelante meetings will be scheduled monthly to continue to support parents of English Learners with information about they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the CELDT test, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be.	Padres Adelante was not utilized this year. Instead because of the strength of the PTSO and the representation of many families in PTSO this became a group where input and suggestions were welcomed. The PTSO is partnering with the Adelante administration and staff to make it the best it can be.	\$3200 Title I, LCFF 5000 (Padres Unidos/Interpreter)	\$0

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and 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. PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.	All happened as described. Additionally, a more formalized monthly newsletter is now distributed to all families. Parent participation hours are no longer documented but still encouraged. Parents continue to be very involved in the success at Adelante. The PTSO worked tirelessly this year to raise funds and was able to support the many activities and enriching programs offered to our students as well as offer support in the way of classroom grants to alleviate some of the class fundraising efforts for field trips.	\$5600.00 LCFF 2000/3000	\$5,600

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Attendance and On-time arrivals: 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	All happened as described except that students with improved attendance were not publicly recognized as planned. After discussions and looking to research, teachers decided to end the monthly awards assemblies as they felt it was not helpful in promoting learning or building community and was more for the parents than the children. They wanted to focus	\$2500 LCFF 2000/3000/4000	\$2,500

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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 and parents will be acknowledged for supporting these improvements.	more attention on praising effort and perseverance of all students in the classroom. The director met with families of chronically absent students and will start this at the beginning of the year with the students who have shown a pattern of absences. There is a direct correlation between literacy development and attendance in these children.		
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Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 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.	All happened as described except for the training for new teachers. New teachers received the Tribes curriculum (book) but were unable to attend an official training. New teachers were supported by their partner teacher to plan Tribes activities. Tribes is used schoolwide to build community. A formal Tribes training is scheduled during the PD week after school is out and will include all our classified staff as well. It will be an intensive two-day training focused on the Tribes agreements, building community through inclusion and supporting students to be leaders.	\$3,800 LCFF 4000/5000	\$3,800

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2: Parent involvement continues to be a strength of the Adelante program. Parents were empowered to support the school through the PTSO (Parent, Teacher, Staff Organization), PIDA and Latino Literacy. In each of these parent groups parent leaders are developed and given critical information about the educational system and how to support their children as partners in their educational journey. This year PTSO was supported to become its own autonomous organization. PTSO financially supports many of the enriching programs our students receive like Santa Barbara Dance Institute, Art, Music and PE. Numerous events were held during the year to bring the Adelante community together with outstanding participation. Parents volunteered hundreds of hours for the school.

Tribes Learning Communities are used in every classroom and support the social emotional learning that takes place at Adelante. In June, the week after school is over, all staff, including classified staff will be trained in the Tribes Learning Communities program. We strive to make Adelante a safe and welcoming place for any student or parent and the Tribes Learning Communities are the foundation for this work to address social emotional learning and restorative

practices when conflict arises.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Once again Parent Involvement was outstanding. Parents do see themselves as partners in the educational process. We could not offer all that we do without the tremendous support of families. School Satisfaction Survey data (for both Spanish and English-speaking families) show that parents are overwhelmingly satisfied with their child's educational experience at Adelante:

96.6% of English-speaking	98.8% of Spanish-speaking
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responders state that Adelante Charter meets or exceeds their expectations.

93% of English-speaking	100% of Spanish-speaking
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responders agree or strongly agree that behavioral expectations are clear and consistent.

84.3% of English-speaking	90% of Spanish-speaking
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responders report their child feels safe from verbal abuse, teasing and exclusion at school.

94.4% of English-speaking	100% of Spanish-speaking
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responders agree or strongly agree that the elements of school life reflect the principles of equity, justice, respect and dignity of each individual.

CHKS administered to both 5th and 6th graders this year show:

92% of 5th graders and 78% of 6th graders reported feeling safe at school most of the time or all of the time and 62% of 5th grade and 50% of 6th graders reported feeling connected to their school.

Absences and Tardies: This was an unusual year in the Santa Barbara community and for Adelante. We had two natural disasters that impacted attendance - the Thomas fire and the subsequent Montecito debris flow. This had a profound impact on our community and there were increased absences during this time and during subsequent storms as evacuation orders were sent out and fear of another disaster gripped our community. Additionally, the community was hit particularly hard this year with the flu. Even with all of these factors, the attendance rate maintained at 95%. Chronic absenteeism increased this year from 8% last year to 11% this year with the largest number of students chronically absent in K, 2nd and 3rd grades. Reducing absences will be a priority for our community as we start the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between Budgeted and Estimated Actual Expenditures with respect to Goal 2 other than that we did not use the \$3,200 allocated for the Padres Adelante program. Much of the educational content for parents was delivered to parents by the director

through the numerous parent groups. Additionally, we decided to support PIDA (Parents for Inclusion, Diversity and Access) where many of these issues are addressed as well as activities for Goal 3. This was nearly \$9,000 that had not been allocated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2018-2019 school year we will continue to support parents to be involved in the school at every level. There is a greater focus on strengthening the Tribes Learning Communities. Now that all teachers and support staff have been properly trained we can have more coherence in expectations for classroom management and responses to both positive and negative behaviors. There will be a focus on reducing absences and tardies. We aim to establish a culture that clearly communicates that attending school everyday matters - every absence will bring a response and data will be tracked at the office and teacher level. Additionally there is a greater focus on equity and social justice through the curriculum which supports our school's mission. All with the goal of creating a safe, caring and equitable community for all. These changes can be found in Goal 2 of the LCAP.

Goal 3

To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the CELT and achieve RFEP status at 5th and 6th grade.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,3,4

Local Priorities:

Instruction that provides equitable access to CCSS and NGSS content and language and literacy development for English learners.
 Parent education and empowerment in understanding the requirements and process for students attaining RFEP status and navigating the educational system in secondary school and beyond..
 Increased progress toward English proficiency for English learner students as evidenced by increased reclassification rates in the upper grades as research supports for the TWI model.

Annual Measurable Outcomes

Expected

Actual

All teachers who were previously trained will receive a follow-up training with GLAD and all new teachers will be trained by GLAD.

No follow-up training occurred although the instructional coach encouraged incorporating many of the GLAD strategies in the Lesson Study experiences to keep the practices in use. GLAD

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	training was postponed from December until April due to the Thomas fire so training didn't happen until late in the school year. Five of the 14 teachers went through six days of GLAD training and were given time to plan for ways to incorporate GLAD strategies into their teaching.
Teachers will receive PL on contrastive analysis of language and bridging languages. Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals.	Happened as described. Teachers are still refining the Bridging practice and learning how to support students to develop metalinguistic awareness so they can build on the strengths of each language. Teachers are learning how to do this beyond just addressing the cognates.
Continue to support and empower parents through the Padres Adelante program and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes	This happened through PTSO and PIDA rather than Padres Adelante. We found that parents were empowered to contribute to the decision-making process by being involved in these two groups. The groups supported parents as leaders and represented the diversity of the school.
Increased % of students demonstrate grade level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6 th grade.	This data is now being collected in a way that makes analysis much easier. The Language Assessment Team was formed and is looking at the language trajectory of each student. Next year this will be easier to determine. Logramos (Spanish literacy standardized test) results show an increase in % of students proficient in Spanish with most of the gains coming in 6th grade. We do see an increase in the % of students who exit 6th grade as proficient bilinguals - reaching grade level literacy targets in both Spanish and English by 6th grade. CAASPP results in ELA also increased from the prior year and are on par with most of the other schools in the district.
Continued growth of all students in their trajectory of English language proficiency. Reclassification expected by 6th grade.	EL students continue to show increased proficiency in English as they reach the upper grades. Once again, only two students left 6th grade without being reclassified this year.

Actions / Services

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1- Support teachers with job-embedded professional learning in language development theory and instructional strategies. GLAD training for all new teachers and follow-up training for returning teachers, provide monetary incentives for teacher teams who receive a certificate of completion for the MOOCs offered through Stanford University's Understanding Language Initiative , create a Language Assessment Team to address continuous improvement of individual student's language acquisition, and monitor language acquisition (Spanish and English) through the following formative assessments: FLOSEM, LAS Links, DRA, EDL, observations of classroom conversations. Purchase necessary instructional materials and supplies for language development instruction and support the implementation of GLAD strategies across the curriculum	Five teachers were able to attend six days of GLAD training. The training was postponed until April as the Thomas fire began in the middle of the experience. Follow-up training was informal with the science education consultant. Four teachers successfully completed the Stanford University MOOC Constructive Conversations and worked together through the process and shared their learning with the staff. Language Assessment Team was formed and will work to formalize data collection in the coming year. Instructional materials/supplies were purchased.	\$19,700 LCFF 1000/3000/ 5000	\$19,700

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Provide professional learning for teachers in the contrastive analysis of language through Bridging. Support implementation through coaching in science. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms.	Teachers received professional learning in the area of Bridging languages. All grade level teams received coaching in science with an emphasis on productive classroom discourse and pushing student thinking. Grade level teams work closely to plan each week. Grade level bands were not given as much time this year to collaborate and this will be built in for teachers next year.	\$10,000 LCFF 1000/3000	\$10,000

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 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, dual language educational research, CAASPP, and other school assessments as outlined in the charter. The parents will be provided the Padres Adelante training from Padres Unidos in order to build parent knowledge of the educational system. Parents will also be invited to attend the Latino Literacy training in the spring. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status..	All of these happened with the exception of Padres Adelante through Padres Unidos. The PTSO has been a place for education as well as empowerment. We also initiated PIDA (Parents for Inclusion, Diversity and Access) again through Just Communities instead of Padres Adelante which addresses many of these issues and more. The director has an extensive background in Title III and the process and implications of EL reclassification. He addressed this routinely in meetings with families and parent leaders.	\$9,343 LCFF, Title I 1000/3000/4000	\$9,343

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Conduct an assessment of services for English learners and request that Dr. Collier & Thomas conduct an annual audit of the TWI program, presenting the findings and information to the staff and Board of Directors.	Dr. Collier and Dr. Thomas visited the school over a three day period at the end of last year. They met with both staff and parents. They shared new research and findings in dual language education as well as review Adelante data. They were very encouraged with the work taking place at Adelante and would anticipate that Adelante students' academic trajectories will mirror those seen across the nation in high quality dual language programs. It is difficult to provide more analysis with only three years of data but we will continue our	\$3500 LCFF 5000 (consultants)	\$3500

relationship with them and share data annually. This year we invited Dr. Edi Cano Rodriguez who works with Dr. Kathy Escamilla at University of Colorado Boulder in Education, Equity and Cultural Diversity to evaluate our approach to biliteracy as part of the annual audit.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3: There was a lot of learning that took place this year for teachers! Our new teachers were supported with GLAD training while our veteran teachers improved their practice through Stanford's MOOC - Constructive Conversations. All teachers were supported to increase metalinguistic awareness in their teaching as a way to support biliteracy development (reading, writing, speaking and listening) Parent involvement in PIDA, Latino Literacy and PTSO was supported by administration and parents were empowered to offer suggestions and participate in the decision-making processes of the school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Adelante students are consistently able to demonstrate proficiency in both languages by the time they are in 6th grade. Research on dual language programs supports what we are finding at Adelante - reclassification occurs later (in the upper grades) after students establish literacy in Spanish and then begin to add English. Biliteracy requires the strategic use of both languages and teachers are learning how to teach metalinguistic skills to support students in making cross linguistic connections through Bridging. Now that all teachers have been GLAD trained we are seeing consistency in the use of GLAD strategies. This will be a great foundation to build on for the coming year as we support biliteracy development in all students. A group of teacher leaders participated in the Stanford University MOOC on Constructive Conversations and this experience helped them to see the importance of teaching students to engage in constructive conversations as they build ideas together. This new knowledge has improved classroom experiences and the teacher leaders are also supporting their colleagues to facilitate this level of student discourse as well.

There is strong parent involvement at Adelante and this year we saw that strengthened even more and parents are taking on more leadership in all areas of the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between Budgeted and Estimated Actual Expenditures with respect to Goal 3

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year there will be a continued focus on metalinguistic awareness through Bridging as well as through El Dictado. The Language Assessment Team will closely monitor the progress in both English and Spanish for each student. Parent support will continue through Padres Adelante, PIDA, Latino Literacy and PTSO. Additionally, there will be support offered to the 6th grade families as they prepare for the transition into secondary schools. All changes can be found in the actions under Goal 3 in the LCAP.

Stakeholder Engagement

LCAP Year: **2017-18**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Adelante involved all stakeholder groups in the development of the LCAP through the following process:

Parents:

PTSO monthly meetings – all year

Latino Literacy – weekly during Winter

Café con el Director monthly on Thursday mornings all year

PIDA - weekly in the Spring

Parent online survey on school effectiveness and school climate administered during parent conference week in English and Spanish
80% participation rate - with essentially equal responses in Spanish and English. 89- English/ 80-Spanish

Open door policy with director for parents to share concerns or questions.

Students:

CA Healthy Kids Survey was administered to both 5th and 6th grade students. 2017-18 data reveal CHKS 2017-
connectedness/safety: 92% of 5th graders and 78% of 6th graders reported feeling safe at school most of the time or all of the time
and 62% of 5th grade and 50% of 6th graders reported feeling connected to their school

Staff:

Monthly meetings - time was dedicated to discussing LCAP goals, process for development and school budget. Site Leadership Teams were created in Science, Math, Literacy and Technology to assist in identifying needs/next steps.

Individual meetings scheduled with the director for certificated and classified staff members to gather information about perceptions, school strengths and needs and gather input on LCAP development.

School Site Council:

Met monthly to review LCAP goals and budget. This group met to review student data and determine actions to be taken based on the data. Concerns addressed were related to student achievement, school safety, facilities and school climate.

Board of Directors:

Monthly Adelante Charter School Board meetings were held where LCAP data, CA dashboard, LCAP goals and budget were

discussed, Public hearing of LCAP draft and budget June 4th. Board adopts LCAP and budget June 20th.

Adelante Staff/Board Retreat:

January: Review priorities of the Adelante Strategic Plan. Where have we been and where are we going? Looked closely at what is working and what needs to change. Committees formed to address the following priorities: Equity, Academics, Board Composition/Development, Family Engagement

Biliteracy Experts:

Dr. Edi Cano Rodriguez who works with Dr. Kathy Escamilla at University of Colorado Boulder in Education, Equity and Cultural Diversity spent three days on campus to evaluate our approach to biliteracy as part of the annual audit.

Community:

LCAP posted on the school website in Spanish and English. Open Board of Directors meetings monthly

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input and feedback received during the school year on the LCAP development process noted above reflects the parent/community involvement and their commitment to making Adelante the best it can be as we support all children to realize his/her potential academically, socially and emotionally.

Parents are overwhelmingly satisfied with Adelante. The majority of concerns raised in gatherings had to do with facilities (which we have little control over). They would like more space for the children to play and an additional classroom as well as a plan to expand to PK-8. Minor organizational issues were raised that were quickly and easily attended to. There were concerns raised about the drop off and pick up area for students because our campus lacks a safe place for this. With a shared campus we do not have a parking lot to drop off children so the neighborhood is greatly impacted at drop-off and pick-up times. The administration is working with parents to find solutions to this. There will be continued support for parent involvement and education so they are included in the decision-making process at our school.

As a community we are committed to providing a safe and welcoming environment to all students, free from teasing, bullying or verbal abuse. Supporting all staff with Tribes Learning Communities training and ongoing support is a large part of this.

Attendance and tardies will be addressed in a more systematic way in the coming year. In a way that honors parent input yet stresses the importance of attendance and on-time arrival for academic success.

Teachers have requested that instructional support and professional learning continue in a similar manner to this year with a focus on literacy - reading, writing, speaking and listening.

More organized response to literacy data. Monitoring biliteracy development for each student and comparing their progress in all areas of literacy in Spanish and English side by side so as to build on the strengths of each language. Targeted support for struggling readers.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged 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.

State and/or Local Priorities addressed by this goal:

State Priorities: x 1 x 2 x 4 x 5 x 6 x 7 x 8
Local Priorities:

Identified Need:

Qualified and/or credentialed teachers to meet the needs of our diverse student population.
Aligned and adequate instructional materials for CCSS and NGSS that also support language and literacy development across the curriculum.
Adequate facilities for high quality STEAM instruction in the TWI model
All teachers will be supported in teaching CCSS and NGSS with a focus on language and literacy development.
Plan for STEAM materials and resource management
At risk students have equitable access to STEAM instruction

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Appropriately credentialed or qualified and trained teacher in every classroom.	All grade level teachers are appropriately credentialed – Art and Music teachers are highly qualified and working toward completion of credentials.	All new hires are appropriately credentialed and supported through coaching.	All teachers are supported through coaching either to become teacher leaders (mentors) or coached as mentees.
Every classroom utilizes CCSS and NGSS aligned materials that also support their language and literacy development needs	All classrooms have CCSS and NGSS aligned instructional materials. Science is also used to address CCSS and support language development. Inconsistencies across grade levels as to how much science is integrated with language and literacy standards.	All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.	All classrooms will have CCSS and NGSS aligned instructional materials. Science will be used consistently across grade levels to address CCSS and support language development.

Approved by Adelante Charter School Board of Directors 6/20/18

Every classroom has adequate facilities to implement the STEAM instructional materials	Facilities are rented from SBUSD and therefore maintained and repaired by SBUSD. Teachers have adequate facilities although having sinks in the classrooms would make the STEAM teaching and learning more convenient.	There are no proposed changes to the school facilities from the district. There may be a possibility of improvements due to the recently passed bond measure that would allow for 4 portable buildings to be upgraded to permanent buildings.	Adelante parents are currently exploring the needs related to facilities and compiling a report for SBUSD. Limited facilities continues to be the community's biggest concern.
Appropriately trained teacher in every STEAM focused classroom.	All teachers were provided professional learning in STEM subjects this year.	Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development.	Job-embedded professional learning will continue as well as instructional coaching support in science, engineering and math as well as how these subjects support language and literacy development.
Teachers' weekly lessons support consistent integration of language and literacy with science.	Weekly lesson plans reflect the integration of language, literacy and science but is inconsistent across grade levels.	Weekly plans will represent common expectations school wide about the integration of science, language and literacy.	Weekly plans will represent common expectations school wide about the integration of science, language and literacy.
Every classroom has the materials and resources needed to implement CCSS and NGSS.	Every classroom was outfitted with the necessary resources to implement CCSS and NGSS	We are adding an additional classroom next year and will ensure that all teachers have the appropriate materials to implement CCSS and NGSS	Every classroom was outfitted with the necessary resources to implement CCSS and NGSS - exploring facilities expansion with SBUSD
Identified pull out and intervention times for at risk students to ensure equitable access to STEAM teaching and learning experiences	Currently there are students who receive Special Education services who are pulled from the classroom during science or math instruction. We share services and a campus with Franklin School and all SPED services are delivered in English. This is also problematic for our students who miss instruction in Spanish.	We are working with the SBUSD SPED department and even looking into the possibility of contracting out our own SPED services through a different SELPA.	Adelante will begin the "18-'19 school year with our own SELPA and bilingual services and providers for our students with different abilities. This will greatly improve the conditions for students and allow for more collaboration between the SPED teacher and the classroom teacher.
As emergent bilinguals, Students will demonstrate grade level proficiency in Math and science in grade 5. English learners will demonstrate grade level proficiency in Spanish with the goal of grade level proficiency in ELA by 6 th grade. EO s will demonstrate grade level proficiency in	<p>CAASPP data for last year's 5th graders:</p> <p>ELA: 54% meets or exceeds standard. This was an increase from 35% in 4th grade.</p> <p>Math: 17% meets or exceeds standard. This was an increase from 16% in 4th grade.</p> <p>Science: 65% proficient or advanced.</p> <p>CAASPP data for 2015-16 6th graders:</p> <p>ELA: 19% meets or exceeds standard. This was an improvement from 13% in 5th grade.</p> <p>Math: 15% meets or exceeds standard. This</p>	<p>Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math and Science when the CAST becomes operational as well as a decrease in the percentage of students scoring below standard in each area.</p> <p>Improvement across all grade levels in the</p>	<p>Demonstrate, at minimum, a 3% increase in the percentage of students meeting or exceeding standards in the upper grades in ELA and Math and Science when the CAST becomes operational as well as a decrease in the percentage of students scoring below standard in each area.</p> <p>Move to portfolio/ writing</p>

English with the goal of grade level proficiency in Spanish by 6 th grade.	was an improvement from 4% in 5 th grade.	Logramos assessment.	assessments in Spanish
Students participation in outdoor, out-of-school STEM learning activities and achievements will increase annually.	Students participate in a number of outdoor and out of school STEM learning activities. They are inconsistent across grade levels.	There will be a more coordinated approach to planning and choosing out of school STEM learning experiences to address the NGSS and allow for consistent experiences school wide.	Consistent outdoor and out-of-school STEM experiences K-6.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

1.1 SCIENCE Continue to provide students with a hands-on, inquiry-based science program FOSS K-5 and GEMS in 6. Consumable materials will be replaced. A science coach will support teachers in the implementation and the collection of assessment data to monitor student learning and push student thinking using

2018-19 Actions/Services

Students will be continue to learn NGSS aligned science through use of the FOSS curriculum K-6. 6th grade will add a FOSS module to address the life science standards not addressed in the GEMS units. Consumables will be replenished. Teachers will continue to be supported by a science coach

the Thinking Routines developed at Harvard Project Zero. 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 as well as reading materials. The Science Leadership Team members will continue to support their respective grade band colleagues and represent the school in the Channel Islands Regional Science Initiative (CIRSI). Staff will have the opportunity to attend conferences and visit other exemplary science-centered classrooms/schools. Partnerships with UCSB, WYP, Explore Ecology and other agencies will continue to supplement science learning, providing students with a variety of learning experiences/field trips/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 participation and involvement.

through lesson study and instructional coaching. Continued focus on supporting thinking in the classroom. PD on Harvard Project Zero Thinking Routines and the language of thinking as a way to support students to be powerful thinkers and learners. Science Leadership Team will continue to meet and support staff in meeting the science vision. Support will focus on the area of NGSS science and engineering practices and equity. Teacher leaders will engage in learning rounds to better understand the science program K-6 and support their colleagues. Partnerships will continue

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$57,800	\$50,097
Source	LCFF/Title 1I	LCFF
Budget Reference	4000/5000 (coach & field trips, consultants)	4303 Special Activities \$30097-Based 5106 Educational Consultants-20,000

Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

1.2 TECHNOLOGY Students will have increased access to technology and will continue to develop keyboarding skills at all grade levels. Teachers will be provided professional learning for successful integration of technology in the classroom through the use of Google classroom and other Ed tech opportunities. Chromebooks will be introduced in two grade levels to give students exposure to different platforms.

2018-19 Actions/Services

All students are using technology throughout the day. Online platforms include Dreambox for math, NewsELA and RAZ Kids for literacy and FOSSweb for science. 3rd - 6th grade use both Chromebooks and Macbooks. The Technology Leadership Team will begin to share resources with the rest of the staff throughout the year. The team will meet monthly to identify needs and develop a plan to support teachers to use technology in more robust and meaningful ways.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$18,000	\$12,006
Source	LCFF	LCFF
Budget Reference	4000 (computers 15k), 5000 (training 3k)	Software \$2006- Base Non- Cap Equipment- \$10,000 Base

Action 1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

2017-18 Actions/Services

1.3. ENGINEERING Support teachers to incorporate engineering design in the curriculum beyond what is embedded in the FOSS Next Gen modules. Teachers will be provided professional learning on the engineering design process and will share across grade levels on PD Thursdays how they have found success with the integration of engineering in science and the strategies and tools they have found most successful for supporting student thinking. There will be a school wide focus on engaging in productive academic discourse and the engineering design process will be included in this. Sharing prototypes, strengths and weaknesses in design and ideas to take to another iteration. Purchase instructional materials.

2018-19 Actions/Services

1.3. ENGINEERING- Teachers will be supported to incorporate engineering design in the science curriculum beyond what is embedded in the FOSS Next Gen modules in 3rd - 6th grade. Teachers will be provided professional learning on the engineering design process and will share learning across grade levels Purchase necessary instructional materials for engineering. K-2 will use engineering design during English time to support the ELD standards for integrated and designated ELD Productive academic discourse and constructive conversations continue to be a schoolwide focus and engineering is an area where this is easily put into practice as students work together to solve problems.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	6600.00	\$ 10,000
Source	LCFF	LCFF
Budget Reference	4000/1000/3000	Certificated Salaries -1100

Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

1.4. ART Continue to provide students with a visual arts and music program K-6. An art IA will support the students and art teacher with weekly art classes. Music teacher will provide weekly music classes. 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. Necessary materials and supplies will be purchased. Third and Fourth graders will continue to participate in Santa Barbara Dance Institute's (SBDI) in-school full year dance program with a culminating show in May.

2018-19 Actions/Services

1.4. ART Continue to provide students with a visual arts and music program K-6. An art IA will support the students and art teacher with weekly art classes. Music teacher will provide weekly music classes. 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. Necessary materials and supplies will be purchased. All students will participate in dance through the PE program and 3rd and 4th grades will continue to work with SBDI all year.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	118,000 (Art, Dance, Music)	\$46,781
Source	LCFF, Local	LCFF
Budget Reference	1000/2000/3000/5000	Classified Support 2200

Action 1.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

2017-18 Actions/Services

1.5 MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning, by providing opportunities to engage with a math coach. The math coach will provide PL on the curriculum and teacher representatives on the Math Leadership Team will support teachers at their respective grade bands with pedagogical and content related support. Staff will have the opportunity to attend math trainings to increase their expertise.

2018-19 Actions/Services

1.5 MATHEMATICS Continue to support teachers and students in the implementation of the inquiry based math curriculum, Contexts for Learning, by providing opportunities to engage with mentor teachers. Math Leadership Team will engage in PL on the importance of mindset in mathematics. They will participate in a book club to further their learning Mathematical Mindsets, Jo Boaler. Math team will engage in a cycle of inquiry around common mathematical practices in the school and offer support to teachers at their respective grade bands with pedagogical and content related support. Math Leadership Team will begin to implement structures used with science improvement. They will meet monthly on early release Thursdays.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$12,500	\$5,000
Source	LCFF	LCFF
Budget Reference	5000	5106 -Educational Consultants \$5,000

Action 1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

2017-18 Actions/Services

1.6 Literacy and Language: Balanced Literacy - PL in balanced literacy Increase the quantity and quality of small group instruction (differentiation) in the classroom to insure access for all students across all content areas. Guided Reading: leveled books, DRA training to ensure calibration of student assessment scoring, Refine reading instruction based on formative assessment data to better support struggling students. Teacher teams will meet to map out year-long plans and identify read alouds and books for literature circles in the upper grades that support agreed upon curricular throughlines. Implement Writer's Workshop K-6 with fidelity and provide necessary instructional materials and supplies. Provide staff PL opportunities to strengthen implementation and calibrated scoring of student writing.

2018-19 Actions/Services

In July teachers will be supported to attend a Writer's Workshop Summer Institute to support successful implementation of the Writer's Workshop model. Teachers will work to refine the workshop model and share learning across grade bands as well as engage in calibration of scoring student writing in both Spanish and English and use this in analysis of biliteracy development. PD will also focus on metalinguistic awareness for students in order to build on the linguistic assets students have in each language. All teachers will continue using formative assessments EDL/DRA three times per year and will receive training on the assessment in August. Teachers will work in grade level teams to identify read alouds and guided reading texts that support Adelante's commitment to equity and social justice using the standards for social justice developed by Teaching Tolerance.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	102,200	\$47,000
Source	LCFF/Title I/Title III	LCFF
Budget Reference	1000/2000/3000/4000	Professional Development-5804

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.

State and/or Local Priorities addressed by this goal:

State Priorities: x 3 x 5 x 6

Local Priorities:

Identified Need:

Parents understand and utilize avenues to increase involvement in their child's learning experiences as well as opportunities to provide input in decision making.

Increased school attendance rate and reduce number of chronic absentees.

Students and parents feel safe, included and welcome at school; students feel a sense of pride in their school and efforts in classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
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Increased participation in facilitated parent groups focused on parent education and empowerment.	Padres Adelante met in the fall. 24 families participated. Latino Literacy was offered in the Spring and facilitated by two teachers 24 families participated. PTSO took on a new role with a focus on parent empowerment. New bylaws were created and parents are more involved in the decision-making process around fundraising monies and activities.	Continue to offer parent education/empowerment classes. Padres Adelante will continue with Sal Guereña as facilitator. Special attention will be devoted to parenting in the digital age. This group will be provided opportunities for leadership and giving input in school decision making. PTSO will continue with parent leadership and fundraising efforts. We are exploring bringing PIDA back to foster more parent leadership.	Build on the parent leadership developed through PIDA this year as well as PTSO. PTSO became more autonomous this year and has taken on more ambitious fundraising efforts together. Parent leadership is developed and honored.
Parent Coordinator continues to improve ongoing communication about school attendance, school activities and important information as well as opportunities for participation.	Parent Square continues to be an effective resource for communication. Multiple avenues of communication are used as to try to reach every family.	Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication. Lead Parents for each classroom also assist in clear and consistent messaging to families.	Parent Coordinator will continue to use Parent Square as well as teachers for the majority of communication as well as other avenues of communication. Lead Parents for each classroom also assist in clear and consistent messaging to families.
Increased participation in/attendance at school and community learning and engagement offerings.	Adelante has remarkable parent participation currently. Some opportunities for participation are as follows: Back to School Night, Dia de Independencia, Dia de Los Muertos, Winter Show, Parent Teacher Conferences, Dual Language seminar, Jog a Thon, State of our School/Open House address, Dia de Las Madres, Student-Led Conferences. Although the participation rate is high, there is a small group of parents who put in the largest amount of work	Continue the extraordinary participation from parents and work to spread the workload across a larger number of parents as not to exhaust the efforts of the small group that consistently helps.	Continue the extraordinary participation from parents and work to spread the workload across a larger number of parents as not to exhaust the efforts of the small group that consistently helps.
Increased attendance rate	94% for 2016-17 – On time arrivals increased. Director stands out in front of the school to welcome children and families daily. Families have reported that this has been a motivator to get to school on time.	An additional increase of 1% in school attendance rate and on time arrivals.	An additional increase of 1% in school attendance rate and on time arrivals.
Decrease in chronic absenteeism	8% for 2016-17	An additional 1% decrease in chronic absenteeism	An additional 1% decrease in chronic absenteeism
Tribes program is used daily in all classrooms as evidenced by observational walk	All teachers are using the Tribes program but there is inconsistency in the time devoted to building community in each classroom.	All teachers will be implementing the Tribes program and holding <u>daily</u>	All teachers implement the Tribes program and holding <u>daily</u> “Tribes activities” or classroom

thoughts and weekly lesson plans		"Tribes activities" or classroom meetings to build community.	meetings to build community. Support staff will also be trained in Tribes methodology.
Increase positive cognitive, behavioral, and affective engagement during STEAM learning experiences.	Most teachers focus on uncovering and pushing student thinking in math and science. Students engage in inquiry through active investigation with a focus on the science and engineering and math practices.	All teachers maintain a consistent focus on uncovering and pushing student thinking in math and science. Students regularly engage in inquiry through active investigation with a focus on the science and engineering and math practices.	All teachers maintain a consistent focus on uncovering and pushing student thinking in all subject areas. Students regularly engage in inquiry through active investigation with a focus on the science and engineering and math practices. Language of thinking is used consistently.
Increase in students reporting they are not experiencing verbal abuse at school.	CHKS 2016 connectedness/safety: 86% of 5th graders reported feeling safe at school most of the time or all of the time and 74% reported feeling connected to their school. Parent school effectiveness survey reported that 87% of responders say their child is free from verbal abuse at school.	Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.	Reduce the number of incidents where students experience verbal abuse and increase school connectedness each by 2% respectively.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners

Schoolwide

Actions/Services

Select from New, Modified, or
Unchanged for 2017-18

Select from New, Modified, or
Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

2.1. Padres Adelante meetings will be scheduled monthly to continue to support parents of English Learners with information about they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the CELDT test, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be.

2018-19 Actions/Services

2.1. Meetings will be scheduled monthly to continue to support parents of English Learners with information about they can support their children and navigate the school process K-12 with college in mind. They will address the process for reclassification, ELD, attaining English proficiency within the dual immersion model, the ELPAC, CAASPP and other assessments. The group will be empowered to provide input and suggestions for making Adelante the best it can be.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$3200	\$5,400
Source	Title I, LCFF	LCFF
Budget Reference	5000 (Padres Unidos/Interpreter)	Clerical Technical 2400

Action 2.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or
Unchanged for 2017-18

Select from New, Modified, or
Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

2.2 The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and 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. PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.

2018-19 Actions/Services

2.2 The Parent Coordinator will provide ongoing communication to parents about school meetings, community and school events, trainings, opportunities to volunteer via posted and mailed notices, Parent Square, email, website postings and a school newsletter. The Parent Coordinator will be part of the PTSO. PTSO will continue to support the school through fundraising activities as well as providing input and suggestions for how to make Adelante the best it can be.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5600.00	37,800	\$55,642
Source	LCFF	LCFF]	LCFF
Budget Reference	2000/3000	Classified-Office Staff-2400	Classified-Office Staff-2400]

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

2017-18 Actions/Services

2.3 Attendance and On-time arrivals: 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 and parents will be acknowledged for supporting these improvements.

2018-19 Actions/Services

2.3 We aim to establish a culture that clearly communicates that attending school everyday matters - every absence will bring a response and data will be tracked at the office and teacher level. Parents and students will be 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.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$2500	\$21,549
Source	LCFF	LCFF
Budget Reference	2000/3000/4000	Certificated Admin:1300 \$12,443 Clerical:2400 \$ 9105

Action 2.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

2.4 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.

2018-19 Actions/Services

2.4 The entire Adelante staff (classified and certificated) will receive Tribes training the week after school is out for the summer (June 11-15). Tribes Learning Communities serves as the core for addressing social emotional learning and creating a positive school climate. Tribes agreements and the restorative approach to conflict will support all interactions.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$3,800	\$5,000
Source	LCFF	[LCFF]
Budget Reference	4000/5000	Professional Development -5804

Goal 3

To provide high quality classroom instruction and curriculum in ELD to support English learners as they show annual growth on the ELPAC and achieve RFEP status at 5th and 6th grade.

State and/or Local Priorities addressed by this goal:

State Priorities: x 2 x 3 x 4
Local Priorities:

Identified Need:

Instruction that provides equitable access to CCSS and NGSS content and language and literacy development for English learners. Parent education and empowerment in understanding the requirements and process for students attaining RFEP status and navigating the educational system in secondary school and beyond.. Increased progress toward English proficiency for English learner students as evidenced by increased reclassification rates in the upper grades as research supports for the TWI model.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19
Teachers appropriately trained in strategies for	Teachers have been trained in GLAD strategies that support productive discourse and making content comprehensible to language learners.	All teachers who were previously trained will receive a follow-up	Teachers will build on their understanding of GLAD strategies focusing

Approved by Adelante Charter School Board of Directors 6/20/18

supporting productive academic discourse across the curriculum.		training with GLAD and all new teachers will be trained by GLAD.	particular attention on structures for collaborative academic conversations.
Teachers consistently using bridging activities to support metalinguistic analysis of Spanish and English.	Teachers were introduced to the idea of bridging this year. Used in upper grade classrooms this year. Inconsistent use and primarily only in science.	Teachers will receive PL on contrastive analysis of language and bridging languages. Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals.	Consistent use school wide of bridging activities at the end of a unit across disciplines to support students' metalinguistic awareness and build on the linguistic assets of emergent bilinguals. Teacher leaders begin discussing new research in translanguaging.
Parents of English learners are provided education about the process for reclassification and opportunities for input in school decision making.	Parents of English learners were supported with education about the reclassification process, CELDT, CAASPP and ways to become more involved in school decision making through the Padres Adelante program.	Continue to support and empower parents through the Padres Adelante program and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes	Continue to support and empower parents through education and leadership development and cultivate a group of parent leaders who will support other parents and engage more in the school decision-making processes
Students demonstrate literacy in L1 and add proficiency in L2 to attain biliteracy before exiting our program.	Third quarter DRA and EDL results show that all students are moving toward proficiency in Spanish and English. For ELs they are reaching proficiency in Spanish first.	Increased % of students demonstrate grade level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6 th grade.	Increased % of students demonstrate grade level proficiency in L1 at each grade and an increase in the % of students who are proficient bilinguals (proficient in English and Spanish) by 6 th grade.
Look at the English language proficiency trajectory in order to reclassify - Reclassification after 5 years	Only two English learner students will leave Adelante this year without RFEP status, most of our EL students are reclassified before exiting our program.	Continued growth of all students in their trajectory of English language proficiency. Reclassification expected by 6th grade.	Continued growth of all EL students in their trajectory of English language proficiency. Reclassification expected by 6th grade.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

3.1- Support teachers with job-embedded professional learning in language development theory and instructional strategies. GLAD training for all new teachers and follow-up training for returning teachers, provide monetary incentives for teacher teams who receive a certificate of completion for the MOOCs offered through Stanford University's Understanding Language Initiative, create a Language Assessment Team to address continuous improvement of individual student's language acquisition, and monitor language acquisition (Spanish and English) through the following formative assessments: FLOSEM, LAS Links, DRA, IDL, observations of classroom conversations. Purchase necessary instructional materials and supplies for language development instruction and support the implementation of GLAD strategies across the curriculum

2018-19 Actions/Services

3.1 Now that all teachers have been trained in GLAD they will be supported through coaching to implement the strategies in meaningful ways. Provide necessary supplies to implement the strategies. Continue to support a differentiated approach to professional learning through online courses and book clubs for teachers who want to extend their learning. Literacy Leadership Team will discuss the analysis of biliteracy trajectories from Language Assessment Team and identify areas of support for teachers so they can better support struggling readers. Progress monitoring of language and literacy assessments.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$19,700	\$20,000
Source	LCFF	LCFF
Budget Reference	1000/3000/5000	Professional Development 5804

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

2017-18 Actions/Services

3.2 Provide professional learning for teachers in the contrastive analysis of language through Bridging. Support implementation through coaching in science. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms.

2018-19 Actions/Services

3.2 Continue to build on the work started around the contrastive analysis of languages and the use of Bridging. Use knowledge of language to look at student discourse and writing to determine the linguistic strengths in each language that can be leveraged to support transfer across languages. Provide collaborative time in grade-level and grade band teams to work toward establishing a culture of talk in the classroom, emphasizing norms of collaboration and strategies for establishing more dialogic classrooms.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$10,000	\$12,806
Source	LCFF	LCFF
Budget Reference	1000/3000	Professional Development- 5804 \$3,000 Certificated- 1100 \$9,806

Action 3.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Modified

2017-18 Actions/Services

3.3 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, dual language educational research, CAASPP, and other school assessments as outlined in the charter. The parents will be provided the Padres Adelante training from Padres Unidos in order to build parent knowledge of the educational system. Parents will also be invited to attend the Latino Literacy training in the spring. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status.

2018-19 Actions/Services

3.3 Adelante will provide parent education to parents of English learners around the topics of Title III, reclassification, ELPAC, and ELD within a dual language model. Additionally, there will be education about CAASPP, the Adelante LCAP and navigating the US educational system. This may be supported by Padres Adelante or done internally as we have expertise within our staff. Parents will also be invited to attend the Latino Literacy training in the spring. Consultants, materials, childcare and snacks will be provided. (Also addressed in Goal #2) Continue to build leadership of parents of English Learners. The Testing Coordinator will provide ongoing communication to parents about their child's status as an English learner and steps toward reclassification status.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$9,343	\$10,400
Source	LCFF, Title I	LCFF
Budget Reference	1000/3000/4000	Clerical 2400 \$5400 General Consulting 5805 \$5,000

Action 3.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

2017-18 Actions/Services

3.4 Conduct an assessment of services for English learners and request that Dr. Collier & Thomas conduct an annual audit of the TWI program, presenting the findings and information to the staff and Board of Directors.

2018-19 Actions/Services

3.4 Conduct an assessment of services for English learners and request that outside experts in the field conduct an annual audit of the dual language program, presenting the findings and information to the staff and Board of Directors.

Budgeted Expenditures

Year	2017-18	2018-19
Amount	\$3500	\$3500
Source	LCFF	LCFF
Budget Reference	5000 (consultants)	General Consulting -5805

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 318,457

14.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Detailed descriptions of actions and services funded and provided to support all students on a school-wide basis, as well as those intended to support unduplicated pupils can be found in the Goals, Actions, and Services section above. Approximately 14.59% of the total allocation of Supplemental and Concentration Grant Funds are dedicated to increasing and/or improving services for unduplicated pupils above and beyond those services provided for all students. Actions that are school-wide are meant to ensure that unduplicated students experience an equitable educational experience and that equitable systems are in place to support the academic, social and emotional growth of all students.

Goal 1

- Site Leadership: Science/Engineering, Literacy and Language, Mathematics, Technology, Arts
- Instructional Coaching/Lesson Study/Student Work Analysis
- Literacy and language development across the curriculum - biliteracy development
- Language Assessment Team - progress monitoring for literacy development
- Early literacy support K-3 all classroom

Goal 2

- Tribes Learning Communities
- Improving Attendance/Reducing Tardies -
- Parent leadership - empowerment and decision making
- PTSO/PIDA/Latino Literacy
- Equity and Social Justice work

Goal 3

- Language Assessment Team
- GLAD

- Metalinguistic awareness - contrastive analysis of language
- Padres Adelante/Latino Literacy/PIDA
- Expert evaluation
- 6th grade families/AVID jr. high and high school transition

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some

charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents,

students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;

- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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 budget?

Prepared by the California Department of Education, October 2016

**César Estrada Chávez Dual Language Immersion Charter School, Inc.
(A California Nonprofit Public Benefit Corporation)**

BOARD BYLAWS

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is César Estrada Chávez Dual Language Immersion Charter School, Inc. dba Adelante Charter School (Hereinafter “The Corporation”).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office of the corporation for the transaction of its business is located at 1102 East Yanonali Street, Santa Barbara, in Santa Barbara County, California.

Section 2. CHANGE OF ADDRESS OF THE CORPORATION. The county of the corporation’s principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors, however, may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws.

Dated:

Dated:

Dated:

**ARTICLE III
OBJECTIVES AND PURPOSES**

Section 1. OBJECTIVES AND PURPOSES. The primary objectives and purposes of this corporation shall be charitable and educational, and to establish and maintain a dual language immersion charter school. César Estrada Chávez Dual Language Immersion Charter School, Inc. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; does not charge tuition; complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the

Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any tax code; or (b) a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Articles of Incorporation. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or office of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE V BOARD OF DIRECTORS

Section 1. NUMBER. The Corporation shall have no less than seven (7) and no more than eleven (11) board members and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw, as provided in these Bylaws.

Section 2. GENERAL POWERS. Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the Board of Directors, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 3. SPECIFIC POWERS. Without prejudice to these general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) To select, remove, supervise and discharge all the officers, agents and employees of the corporation, prescribe duties for them as may not be inconsistent with law, with the Articles of Incorporation, or with these Bylaws, fix the terms of their offices and their compensation, and in their discretion require from them security for faithful service;
- (c) To make disbursements from the funds and properties of the corporation as are required to fulfill the purposes of this corporation as are more fully set out in the Articles of Incorporation and generally to conduct, manage, and control the activities and affairs of the corporation and to make rules and regulations not inconsistent with law, with the Articles of Incorporation, or with these Bylaws, as they may deem best;
- (d) To adopt, make, and use a corporate seal and to alter the form of the seal from time to time as they may deem best;
- (e) To borrow money and incur indebtedness for the purposes of the corporation and to execute and deliver, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities;
- (f) To the extent permitted by the exempt status of the organization, to carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may legally engage;

Section 4. TERMS OF OFFICE.

- (a) The term of office of all members of the Board of Directors shall be three (3) years, and may be renewed or extended for an additional three-year term pursuant to the nomination and appointment process, but may not exceed 3 successive terms. After a board member has served 3 successive terms, that board member shall sit out for one full year before reapplying for a board position.
- (b) The term of office of a Board Member elected to fill a vacancy in these Bylaws begins on the date of the Board Member's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Board Member, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Board Members authorized.
- (c) A Board Member's term of office shall not be shortened by any reduction in the number of Board Members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

Section 5. BOARD DEVELOPMENT COMMITTEE. The Board of Directors will appoint a board development committee responsible for prospecting, recruiting, orienting, supporting, providing ongoing training, and evaluating board directors.

Section 6. COMPOSITION OF THE BOARD OF DIRECTORS. The Board's composition of voting members will reflect the diversity of the school community and the community at large. Preference will be given to bilingual candidates. The Board will consist of:

1. **At least two parents** of school students, but not to exceed the majority of the existing board. Parent representatives will provide a parent perspective on the Board of Directors and will reflect the diversity of the school community and the community at large.
2. **At least one community member.** Community members will work with key staff to secure funding for the school and will network with the community.
3. **At least two educators** who are not employed by ACS. Educators will work with the administrator to ensure that the school is implementing an effective TWI program. These individuals may also share and/or introduce research-based educational practices and instructional strategies with staff, facilitate data discussions to improve instructional strategies that impact student outcomes, and ensure that the school is compliant with state and school district policies, laws, and regulations.
4. **Non-voting advisors** to the Board of Directors may include (1) the school principal; (2) the school accountant; and (3) a member of the Santa Barbara School District Board of Education (or other staff member).

The Board may be increased by an additional member if needed to maintain an odd number of voting Board members. The Board shall decide what category of member shall be added to the Board upon this occurrence, keeping in mind the restriction on interested persons as outlined in Section [10] below.

Section 7. DUTIES OF BOARD MEMBERS.

- (a) Meet at such times and places as required by these Bylaws;
- (b) Register their addresses with the Secretary of the corporation; notices of meetings mailed or e-mailed to them at such addresses shall be valid notices thereof;
- (c) Read all pertinent documents related to the School, such as the Charter, Memorandum of Understanding, Bylaws, and other legal documents.
- (d) Uphold the mission of Adelante Charter School (ACS).
- (e) Oversee the implementation of the ACS charter.
- (f) Create, implement, and annually monitor a strategic plan for the school (evaluate data to inform educational plan and assessment methods).

- (g) Provide notice and hold meetings in compliance with the Brown Act.
- (h) Create committees, sub-committees, and/or task forces as needed in order to achieve levels of internal and external accountability.
- (i) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or in the Bylaws.
- (j) Appoint and remove, employ and discharge, and, except as otherwise provided in the Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation.
- (k) Approve all educational, financial, legal, operational, and personnel policies, and work with the Principal and staff to implement these policies.
- (l) Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly.
- (m) Provide oversight of the instructional programs and materials.
- (n) Hire, dismiss and evaluate the Principal.
- (o) Approve and oversee student and parent policies that may include but are not limited to admissions, suspension and expulsion, and staff recruitment.
- (p) Approve and monitor management of school liabilities, insurance, and health and safety related matters.
- (q) Approve and monitor the budget and the School's fiscal practices, including the receipt of grants, gifts, and donations.
- (r) Receive and review all quarterly financial reports and the yearly financial audit.
- (s) Interface with the Santa Barbara Elementary School Districts and the community at large.

Section 8. COMPENSATION. Board Members shall serve without compensation. They shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Board Members may not be compensated for rendering services to the Corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 10 of this Article.

Section 9. TRAINING & PROFESSIONAL DEVELOPMENT. Board Members will be expected to attend and complete a training related to the Brown Act and have working knowledge of Roberts Rules of Order. Board members will also participate approximately 10 hours of professional development throughout the academic year. Professional development includes, but is not limited to, visiting other two way immersion schools, attending conferences, workshops and seminars, and reading books and other informational materials.

Section 10. RESTRICTION REGARDING INTERESTED BOARD MEMBERS.

Notwithstanding any other provision of these Bylaws, not more than 49% of the persons serving on the Board of Directors may be interested persons. For purposes of this Section, “interested persons” means either:

1. Any person currently being compensated by the Corporation for services rendered it within the previous twelve (12) months, whether as a full- or part- time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Board Member as director, or
2. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 11. RESTRICTION ON EMPLOYEES/CONTRACTORS AS DIRECTORS. No person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director, may serve on the Board. The Board shall comply with all conflict of interest laws, including but not limited to the Political Reform Act (Gov. Code 81700 et. seq.) and the Corporations Code, including but not limited to the interested person rule under Corporation Code section 5227. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 12. PLACE OF MEETINGS. Meetings shall be held within the boundaries of the Santa Barbara School Districts. Meetings must be held in a place which provides public access as provided in the Ralph M. Brown Act.

Section 13. TRANSLATION OF MEETINGS. All meetings will be conducted in English and Spanish and/or will have translation services available.

Section 14. TELECONFERENCE MEETINGS. Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communication equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all Board Members and all members of the public participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following requirements in the Brown Act are complied with:

- a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the Santa Barbara School Districts;
- b) All votes taken during a teleconference meeting shall be by roll call;
- c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e) Each Board Member participating and member of the public in the meeting can communicate with all of the other Board Members concurrently;
- f) Each Board Member is provided the means of participating in all manners before the board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;
- g) The corporation adopts and implements some means of verifying 1) that all persons participating are Board Members or are otherwise entitled to participate in the meeting, and that 2) that the actions of, or votes by, the board are taken and cast only by Board Members and not by persons who are not members of the Board of Directors;
- h) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 15. REGULAR MEETINGS. The Board of Directors shall meet on a monthly basis, to be held on a regular date and time to be determined by the Board of Directors prior to the beginning of each school year.

As required by the Ralph M. Brown Act, at least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. ANNUAL MEETING. At an annual meeting of the Board of Directors held in June each year, new board members shall be recommended by a Nominating Committee. Each board member shall cast one vote for each candidate vacancy (i.e. if there are two vacancies, each board member will cast two votes). Voting for new board members will be by ballot only. The candidates receiving the highest number of votes up to the number of board members to be elected shall be elected.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by the presiding officer or a majority of the Board, and such meetings shall be held at the place, within the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed; no other business shall be considered at these meetings.

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or after the item's consideration.

Section 18. CONTENTS OF NOTICE. Notice of all meetings shall specify the place, day, and hour of the meeting. In accordance with the Ralph M. Brown Act, the notice must include an agenda, with a brief general description of each item of business to be transacted at the meeting, including items to be discussed in closed session.

Section 19. QUORUM FOR MEETINGS. During open session, a majority of the voting directors then in office shall constitute a quorum. For purposes of closed session, a majority of the voting directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the President shall entertain at such meeting is a motion to adjourn. However, a majority of the Board Members present at such a meeting may adjourn to another time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 15 of this Article.

The Board Members present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Board Members from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this Corporation.

Section 20. MAJORITY ACTION AS BOARD ACTION. Every act or decision done or made by a majority of the Board Members present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this Corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a Board Member has a material financial interest (Section 5233) and indemnification of Board Members (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the Board.

Section 21. CONDUCT OF MEETINGS. Meetings of the Board Members shall be presided over by the President, or, in his or her absence, by the Vice President of the corporation or, in the absence of these persons, by a Chairperson chosen by a majority of the Board Members present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board of Directors, provided that in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

The Board of Directors will conduct all meetings in accordance with public meeting laws relevant to California charter schools, including the Brown Act.

Meetings shall be governed by Roberts' Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

Section 22. BOARD COMMITTEES.

The Board of Directors may establish Board committees as necessary. The Board shall determine the duties of the committee at the time of its appointment. Unless specifically authorized by the Board to act on its behalf, Board committees shall act in an advisory capacity. When its duties have been completed, the committee shall be dissolved.

Board committees shall provide public notice of their meetings and conduct these meetings in accordance with the Brown Act.

Meetings of advisory committees or standing committees for which an agenda is posted at least 72 hours in advance of the meeting pursuant to Government Code 54954.2, shall be considered, for purposes of the Brown Act, as regular meetings of the Board.

Board advisory committees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees that have a continuing subject matter jurisdiction or a meeting schedule established by the Board. Standing committees with a continuing subject matter jurisdiction include but are not limited to those responsible for providing advice on budgets, audits, contracts and personnel matters at the Board's request.

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers.

The Principal or designee may serve as an advisor to any committee at the discretion of the Board.

Whenever so charged, committees may actively seek input and participation by parents/guardians, staff, community and students and may consult with local public boards and agencies.

Section 23. VACANCIES. Vacancies on the Board of Directors shall exist (a) on the death, resignation or removal of any Board Member, (b) the increase of the authorized number of directors; or (c) the failure of the Directors, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Vacancies on the Board of Directors may be filled by the recommendation of the Board Development Committee/Nominating Committee and approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous

written consent of the directors then in office; (b) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (c) a sole remaining director.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

Section 24. REMOVAL OF DIRECTORS. Any director may be removed from the Board upon (1) three absences in a row or after four absences in any twelve-month period; (2) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (3) the vote of the majority of the members of the entire Board of Directors, with or without cause, at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act, Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code.

Section 25. RESIGNATION OF DIRECTORS. Any Board Member may resign effectively upon giving written notice to the President, or the Secretary. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. No Board Member may resign if the corporation would then be left without a duly elected Board Member or Board Members in charge of its affairs, except upon notice to the Attorney General.

Section 26. NON-LIABILITY OF BOARD MEMBERS. The Board Members shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 27. INDEMNIFICATION BY CORPORATION OF BOARD MEMBERS, OFFICERS, EMPLOYEES AND OTHER AGENTS. To the extent that a person who is, or was, a Board Member, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

Section 28. INSURANCE FOR CORPORATE AGENTS. The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a Board Member, officer, employee or other

agent of the Corporation) against any liability other than for violating provisions of law related to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of Section 5283 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI OFFICERS

Section 1. NUMBER OF BOARD OFFICERS. The officers of the corporation shall be a Chair of the Board, a Vice Chair, a Secretary, a Treasurer and a Parliamentary Officer.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President.

Section 3. QUALIFICATION, ELECTION, AND TERM OF OFFICE. Any board member may serve as officer of this Corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she completes their term, resigns or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. SUBORDINATE OFFICERS. The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

Section 5. REMOVAL AND RESIGNATION. Any officer may be removed, either with or without cause, by the Board of Directors, at any time with a 2/3 vote of the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice any later date specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 6. VACANCIES. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of the Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may not be filled, as the board shall determine.

Section 7. DUTIES OF CHAIR OF THE BOARD. The Chair of the Board shall, if present, preside at all meetings of the Board of Directors, and exercise and perform those other powers and duties as may be from time to time assigned to him or her by the Board of Directors or prescribed by the Bylaws. If CECDLICS, Inc. does not have a President, then the Chair shall also have the powers otherwise given to the President. The Chair of the Board, if any, shall designate a board member to preside at meetings when the Chair of the Board is not present.

Section 8. DUTIES OF THE PRESIDENT. Subject to the supervisory powers, if any, as may be given by the Board of Directors to the Chair of the Board, the President shall be the Chief Executive Officer of CECDLICS, Inc. and shall, subject to the control of the Board of Directors, have general supervision, direction and control of the activities and Officers of CECDLICS, Inc. The President shall be ex-officio a member of all the standing committees, including the Executive Committee, if any, and shall have the general powers and duties of management usually vested in the office of a President of a corporation, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

Section 9. DUTIES OF THE VICE CHAIR. The Vice Chair, in the absence of the Chair of the Board or in the event of his or her inability or refusal to act, shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair.

Section 10. DUTIES OF SECRETARY. The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Board of Directors, and if applicable, meetings of committees of the Board Members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law of these Bylaws.

Exhibit at all reasonable times to any Board Member of the corporation, or to his or agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Board, in general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Section 11. DUTIES OF TREASURER. The Treasurer shall maintain knowledge of the organization's commitment to its goals and objectives, understand financial accounting for nonprofit organizations, work with the accountant to ensure that appropriate financial reports are made available to the Board on a timely basis, and present the annual budget to the Board for approval.

Section 12. DUTIES OF PARLIAMENTARIAN OFFICER. At the Board's direction, an unpaid Parliamentarian officer will attend Board meetings and will be up to date on the pertinent laws and key documents (Bylaws, ACS charter, Brown Act, and Charter School Act). This officer will also be responsible for modifying all documents and for bringing them to every meeting.

ARTICLE VIII EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

All sections under this article are subject to modification according to the agreement outlined in the Memorandum of Understanding (MOU) between the Santa Barbara Elementary School District and Adelante Charter School of Santa Barbara.

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to intermit any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any moment.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

Section 3. DEPOSITS. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the corporation any contribution or bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE IX CORPORATE RECORDS, REPORTS AND SEAL

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of the Board of Directors, committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the public with sufficient notification at all reasonable times during office hours.

ARTICLE X REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual budget report to be prepared within 120 days after the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities;
- (c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The Corporation's expenses or disbursements for both general and restricted purposes;
- (e) Any information required under these Bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

ARTICLE XI DOCUMENT AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a two-thirds majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Adelante Charter School of Santa Barbara or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

Section 2. OTHER DOCUMENT AMENDMENTS. The Board of Directors may adopt, amend or repeal any documents (e.g. Charter, Memorandum of Understanding) by a two-thirds majority of the Directors present at a meeting duly held at which a quorum is present.

ARTICLE XII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF THE SECRETARY

I certify that I am the duly elected and acting Secretary of César Estrada Chávez Dual Language Immersion Charter School, Inc., a California nonprofit public benefit corporation; that these Bylaws, consisting of 15 pages (including this certificate), are the Bylaws of this corporation as adopted by the Board of Directors on January 17, 2013; and that these Bylaws have not been amended or modified since that date.

Executed on _____ in Santa Barbara County, California.

_____, President

_____, Secretary

PRINCIPAL FEEDBACK AND EVALUATION TOOL *

CRITERIA	UNSATISFACTORY	SATISFACTORY	ADVANCED
ESTABLISHING GOALS AND MISSION Raising the flag and rallying the troops	<ul style="list-style-type: none">• No clear mission or vision statement exist for school community• School staff has no clear idea of how it defines or measures success• Staff seems unclear on the mission and vision of the school or do not necessarily agree with or support it• Staff does not see a clear plan for achieving school goals• School does not progress on goals or goals do not support the mission and vision of the school• ACS Benchmark Tool scoring is at risk majority of benchmarks	<ul style="list-style-type: none">• Majority of members of the school community communicate a clear mission and vision for ACS (ACS Board, parent groups, teachers)• A plan for achieving the school goals exists which is understood by the staff• Progress on elements of plan occurs in clear and measurable ways• Student success and achievement are a clear priority for professional learning and discussions• ACS School Benchmark Tool scoring is emerging for the majority of benchmarks	<ul style="list-style-type: none">• Principal's leadership has created a clear and compelling sense of purpose and direction that motivates and inspires all members of the school community• School staff has a clear definition of success, collects and analyzes against measures for success, and responds with data-based decisions to improve success• Principal's leadership has resulted in a clear, well thought out plan of action and each member of the school understands their role in achieving the goal• Progress on plan is steady, well-prioritized, and regularly evaluated• ACS Benchmark Tool scoring is on track for majority of benchmarks
	0-----8-----16	17-----19-----21	23-----24-----25

<p>ESTABLISHING A POSITIVE CULTURE</p> <p>Building relationships based on mutual trust, respect and responsibility</p>	<ul style="list-style-type: none"> Principal struggles to act as a positive role model for developing a positive and productive culture Majority of staff does not feel supported and respected as professionals, does not feel they are part of an effective team, and/or has low morale Teachers feel uncomfortable expressing concerns with administration Significant numbers of students feel unknown, unvalued, or unsafe Disrespect for rules, cultural norms, authority, and facility are common or accepted Student retention is low Staff retention is low Parents are confused or unaware of school guidelines or scheduled events Parents do not come to express concerns to the school administration or feel uncomfortable talking to administration When discussing performance issues with personnel, staff members do not feel comfortable with the process or the communication surrounding the issue. Administration is difficult to contact Classroom visits by administration are uncommon Staff members do not participate in school decision-making processes Staff and/or students are not supported during conflicts that arise or do not feel that their needs are a priority in decisions made by administration 	<ul style="list-style-type: none"> Principal is responsive to open communication and constructive feedback in a timely manner Staff are treated equitably and with respect and feel good about their work environment Teachers feel comfortable expressing concerns to administration Students feel that they are in an environment in which they can learn Abuse of freedoms, disrespect of others are uncommon Safety and security concerns are promptly and appropriately addressed (vandalism, etc.) Student and staff retention rates are consistent with or better than SBSB Parents in general feel information is available about the school guidelines and events on campus Parents feel comfortable expressing concerns to administration When the administration addresses performance issues with personnel, staff feel supported and comfortable with procedures Schedule of administration is available most of the time Classroom visits take place in each room once a month or bimonthly All staff are encouraged to participate collaboratively in school decision-making processes Staff members are supported as professionals and their contributions are recognized as valuable Principal is able to explain how decisions advocate for teacher and student needs 	<ul style="list-style-type: none"> Principal is an effective role model for developing a positive culture by embodying the work habits, communication styles, and attitudes that most benefit the school A majority of staff feel supported and respected as professionals, that they are an important part of an effective team, and have high morale Teachers look to administration as a support and guide for resolving issues as well as celebrating successes Most students feel well-known on campus by staff and peers, valued by the school, and safe in a well-organized learning environment Student retention is high, even with high risk or individuals who struggle with discipline Staff retention is above rate of SBSB schools Parents feel an integral part of the school culture and are well-informed about school guidelines and events on campus Parents feel that administration is responsive and open to concerns and know how and when to get in touch with the principal There is a clear procedure for helping staff with an action plan when performance issues arise. Administration spends majority of time on campus observing in classrooms and can be easily reached by staff members, parents, and students All staff regularly participate in pertinent school decision-making and feel ownership in school processes Staff and students understand the reasoning behind administrative decisions and how they support the school mission
	0-----8-----16	17-----19-----21	23-----24-----25

MAINTAINING A STANDARD Developing and implementing a pro-active feedback, evaluation and discipline system	<ul style="list-style-type: none"> • Staff and leadership are unclear as to the performance and behavior expectations the school has of them • Feedback and evaluation systems for staff do not exist, are implemented sporadically, or inconsistently • Students are unclear as to the performance and behavior expectations the school has of them • Feedback and evaluation systems for students do not exist, are implemented sporadically, or inconsistently • Opportunities for improvement (i.e. Professional learning, critical friends) are minimal • Focus for improvement is on test scores • Administration does not participate in teaching opportunities or does not model effective teaching practices • Administration does not know California state standards for most grades and is unable to academically support a teacher in the area of academic rigor 	<ul style="list-style-type: none"> • Staff and leadership are informed of the performance and behavior expectations the school has for them • Staff members get personalized feedback • Students are informed of the performance and behavior expectations the school has for them • Students get personalized feedback • Opportunities for improvement and support (i.e. Professional learning, sharing of curriculum ideas, collaboration time) are available • Professional learning is aligned with the mission and vision of the school and is directly applicable to student achievement (growth, learning, needs, etc.) • Focus for improvement is on student achievement and research-based teaching practices for bilingual approaches • Administration periodically participates in teaching activities and models effective teaching practices • Administration is versed in the state of California content standards for multiple grades 	<ul style="list-style-type: none"> • All staff members are clear about the performance and behavior expectations of the school. • Leadership takes an active roll in implementing 360-degree evaluation system for themselves and all staff. • Staff get timely and pro-active feed back on their strengths and challenges designed to improve their contribution levels • All students are clear about the performance and behavior expectations of the school • Students get timely and pro-active feed back on their strengths and challenges designed to improve their skills and abilities • Opportunities for improvement (i.e. Professional learning, sharing of curriculum ideas, collaboration time) are created and organized as the need arises • Focus for improvement is on student achievement, research-based practices in bilingual approaches, and social and mental health of students and teachers • Administration regularly participates in teaching activities and models effective teaching practices as part of ongoing Professional learning • Administration is knowledgeable about all California state content standards for all grades
	0-----8-----16	17-----19-----21	23-----24-----25

<p>EFFECTIVE PARTNERING AND ADVOCACY</p> <p>If you want to go fast, go alone, but if you want to go far, go with others</p>	<ul style="list-style-type: none"> Principal is unwilling or unable to play an effective advocacy roll that provides the resources necessary for the school to be effective School image in the community is not positive and hurts the school's ability to be successful; student recruitment low Principal has failed to develop or nurture effective partnerships with parents Principal has failed to develop or nurture effective community partnerships to further the school's goals (relationships with business in the community, junior high/high school, service learning, etc) 	<ul style="list-style-type: none"> Principal is an effective advocate for the school to acquire the necessary resources (staffing, technology, facilities) to achieve the school's goals. Public image of school is neutral to positive and does not detract from the school's success; student recruitment is sufficient Principal has developed or nurtured effective partnerships with parents Principal has developed or nurtured effective community partnerships to further the school's goals (relationships with business in the community, junior high/high school, service learning, etc) 	<ul style="list-style-type: none"> Principal has been extraordinarily effective in getting an abundance resources (staffing, technology, facilities) that significantly ease the school's efforts to achieve it's goals. Principal has been extraordinarily effective in creating a positive image in the community which helps the school be successful; student recruitment is overwhelming Principal has created or nurtured a powerful partnership that empowers parents to play a significant and positive role in the school. Principal has created and leveraged significant community and business partnerships that have a vested interest in the success of the school and actively work to ensure it's success
<p>FINANCIAL AND LOGISTICAL MANAGEMENT</p> <p>Crossing the Ts and dotting the Is</p>	<p>0-----8-----16</p> <ul style="list-style-type: none"> Principal has not developed a budget designed to maintain the sustainability of the school Members of the school are largely unaware of how money and resources are being allocated Legal and District requirements of the school are not addressed or fulfilled Parent hours are not tracked or are disorganized Administration only periodically attends school activities 	<p>17-----19-----21</p> <ul style="list-style-type: none"> Principal has created a budget designed to maintain the sustainability of the school Budget is accurate in the short term Legal and District requirements of the school are addressed and fulfilled Parent hours are well-organized and tracked Administration is in attendance at the majority of school activities including evening and/or weekend events 	<p>23-----24-----25</p> <ul style="list-style-type: none"> Principal has created and communicated a clear and complete budget that accurately represents the values, goals and realities of the school The budget proves to be accurate over time in maintaining a sustainable school Legal and District requirements of the school are altered to meet the needs of the school Parent hours are tracked and used as data to encourage parents to participate in different ways Administration is in attendance at all school activities including evening and/or weekend events
	<p>0-----8-----16</p>	<p>17-----19-----21</p>	<p>23-----24-----25</p>

Cesar Estrada Chavez Dual Language Immersion Charter School, Inc.,
dba Adelante Charter School of Santa Barbara

CONFLICTS OF INTEREST CODE PURSUANT TO THE POLITICAL REFORM ACT OF 1974
(GOVERNMENT CODE §§ 87100, ET SEQ.)

I. Adoption

The Board of Directors hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all Board of Directors members, candidates for member of the board, and all other designated employees of the **Adelante Charter School** (“School”).

II. Definitions

“Designated Employees” are employees of the School, Board members and candidates, who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest. The designated positions are listed in Exhibit “A” attached to this policy and incorporated herein by reference.

“Common Directors” are those Board members that sit on the Board of Directors of the School and the board of directors of another corporation with which the School is considering entering a contract or transaction.

“Interested Directors” are those Board members, or their family members, compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director.

III. Disclosure Statements

a) A. Statement of Economic Interest

Each designated employee, including Board of Directors members and candidates, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in Exhibit A.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

b) Contents of Statements

Initial Statements: Initial Statements shall disclose any reportable investments, interests in real property, business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

Assuming Office Statements: Assuming Office Statements shall disclose any reportable investments, business positions, interests in real property held on, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

Annual Statements: Annual Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the previous calendar year or since the date the designated employee took office if during the calendar year.

Leaving Office Statement: Leaving Office Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

c) Timing of Filings

An initial Statement shall be filed by each designated employee within 30 days after the effective date of the Code. Thereafter, each new designated employee shall file a Statement within 30 days after assuming office. Each designated employee shall file an annual Statement 30 days after the charter school's annual meeting. Every designated employee who leaves office shall file a Statement within 30 days of leaving office.

d) Statements Filed With the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

B. Common Director Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each Board member shall complete a Common Director Disclosure Statement and provide it to the Charter School identifying all organizations for which he/she is a board member or committee member that are not otherwise disclosed in the Statement of Economic Interest.

IV. Disqualification

Designated Employees: No Designated Employee may make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Employee or a member of his or her immediate family on:

- Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth two thousand dollars (\$2,000) or more.
- Any source of income totaling five hundred dollars (\$500) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)
- The designated employee's personal finances or those of his/her immediate family. A decision will have an effect on this economic interest if the decision will result in the personal expenses, income, assets or liabilities of the designated employee or his/her immediate family increasing or decreasing.
- Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- Any business entity that is a parent or subsidiary of, or is otherwise related to, a business entity in which the designated employee has an interest.
- Any donor, or intermediary or agent of a donor, of gifts totaling \$360 or more in value provided to, promised to, or received by the designated employee within twelve months prior to the time when the decision is made.

No Designated Employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the Designated Employee's participation legally required.)

Common Directors: No Common Director may make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which involves the Common Director's other directorship.

Interested Directors: Not more than 49 percent of the persons serving on the Board of the Charter School may be Interested Directors.

2) Manner of Disqualification

Designated Employees: When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of the Charter School Director, this determination and disclosure shall be made in writing to the Board of Directors.

Board of Directors members shall orally disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board's official record. The disqualified Board member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Employee or Common Director:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Employees and Common Directors shall not be counted toward achieving a quorum while the item is discussed.

Adopted:

Amended:

EXHIBIT A

Section I.02 Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B (i.e. categories 1, 2, and 3).
 - A. Members of the Board of Directors
 - B. Candidates for Member of the Board of Directors
 - C. Members of Committees of the Board of Directors
 - D. Director of Charter School
 - E. Assistant Director
 - F. Chief Business Officer
 - G. Director of Personnel Services
 - H. Assistant Director of Personnel Services
 - I. Consultants
 - J. Other Employees

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of Exhibit B.
 - A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of Exhibit B.
 - A. Information Systems Technician
 - B. Contractor
 - C. Other Employees

(i) EXHIBIT B

Section I.03 Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the geographical service area of the School, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$2,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the geographical service area of the School.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the geographical service area of the School.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$2,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$500 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

Adelante Charter School

Multi-Year Forecast

Revised 4/26/2019



	2018-19	2019-20	2020-21	2021-22
	Forecast	Forecast	Forecast	Forecast

Assumptions

LCFF COLA	3.70%	2.57%	2.67%	3.17%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%
Enrollment	290.00	290.00	290.00	290.00
Average Daily Attendance	274.58	275.50	275.50	275.50

Revenues

State Aid - Revenue Limit

8011 LCFF State Aid	327,272	406,295	485,963	564,205
8012 Education Protection Account	54,915	55,100	55,100	55,100
8096 In Lieu of Property Taxes	2,131,839	2,138,982	2,138,982	2,138,982
	<u>2,514,027</u>	<u>2,600,377</u>	<u>2,680,045</u>	<u>2,758,287</u>

Federal Revenue

8181 Special Education - Entitlement	44,389	46,370	46,370	46,370
8290 Title I, Part A - Basic Low Income	81,124	81,124	81,124	81,124
8291 Title II, Part A - Teacher Quality	8,229	8,229	8,229	8,229
8293 Title III - Limited English	14,263	14,263	14,263	14,263
8296 Other Federal Revenue	10,000	9,008	9,008	9,008
	<u>158,005</u>	<u>158,994</u>	<u>158,994</u>	<u>158,994</u>

Other State Revenue

8311 State Special Education	136,933	143,037	143,037	143,037
8550 Mandated Cost	55,023	4,484	4,499	4,499
8560 State Lottery	53,269	53,447	53,447	53,447
8598 Prior Year Revenue	4,721	-	-	-
8599 Other State Revenue	52,679	-	-	-
	<u>302,625</u>	<u>200,968</u>	<u>200,983</u>	<u>200,983</u>

Other Local Revenue

8660 Interest Revenue	21,738	-	-	-
8689 Other Fees and Contracts	8,971	-	-	-
8699 School Fundraising	74,795	6,888	6,888	6,888
8990 Contributions, Restricted	14,291	-	-	-
	<u>119,795</u>	<u>6,888</u>	<u>6,888</u>	<u>6,888</u>

Total Revenue	\$ 3,094,451	\$ 2,967,226	\$ 3,046,910	\$ 3,125,152
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Expenses

Certificated Salaries

1100 Teachers' Salaries	1,204,973	1,230,526	1,255,137	1,280,240
1170 Teachers' Substitute Hours	42,998	40,000	40,000	40,800
1175 Teachers' Extra Duty/Stipends	4,136	-	-	-
1300 Administrators' Salaries	125,656	126,929	129,467	132,057
	<u>1,377,763</u>	<u>1,397,455</u>	<u>1,424,604</u>	<u>1,453,096</u>

Adelante Charter School

Multi-Year Forecast

Revised 4/26/2019



	2018-19	2019-20	2020-21	2021-22
	Forecast	Forecast	Forecast	Forecast
Classified Salaries				
2100 Instructional Salaries	65,317	73,037	74,498	75,988
2200 Support Salaries	63,127	67,850	69,207	70,591
2400 Clerical and Office Staff Salaries	139,095	140,392	143,200	146,064
2900 Other Classified Salaries	90,726	97,251	99,196	101,180
	<u>358,266</u>	<u>378,530</u>	<u>386,101</u>	<u>393,823</u>
Benefits				
3101 STRS	209,416	246,493	272,099	277,541
3202 PERS	63,901	78,436	82,351	88,939
3301 OASDI	41,860	23,469	23,938	24,417
3311 Medicare	7,309	25,752	26,255	26,780
3401 Health and Welfare	95,263	100,008	102,858	105,765
3501 State Unemployment	1,531	6,400	6,406	6,411
3601 Workers' Compensation	17,973	24,864	25,350	25,857
	<u>437,252</u>	<u>505,422</u>	<u>539,257</u>	<u>555,711</u>
Books and Supplies				
4100 Textbooks and Core Curricula	20,000	20,000	20,400	20,808
4200 Books and Other Materials	5,799	7,500	7,650	7,803
4302 School Supplies	16,049	20,000	20,400	20,808
4305 Software	14,367	17,500	17,850	18,207
4310 Office Expense	13,550	20,000	20,400	20,808
4311 Business Meals	2,208	2,500	2,550	2,601
4312 School Fundraising	33,597	-	-	-
4400 Noncapitalized Equipment	10,000	10,000	15,000	15,000
	<u>115,569</u>	<u>97,500</u>	<u>104,250</u>	<u>106,035</u>
Subagreement Services				
5101 Nursing	12,579	17,500	17,850	18,207
5102 Special Education	85,486	85,000	86,700	88,434
5104 Transportation	41	150	153	156
5105 Security	818	1,500	1,530	1,561
5106 Other Educational Consultants	16,875	20,000	20,400	20,808
	<u>115,799</u>	<u>124,150</u>	<u>126,633</u>	<u>129,166</u>
Operations and Housekeeping				
5201 Auto and Travel	6,118	6,500	6,630	6,763
5300 Dues & Memberships	250	2,500	2,550	2,601
5400 Insurance	25,431	27,000	27,540	28,091
5502 Janitorial Services	6,111	8,000	8,160	8,323
5516 Miscellaneous Expense	8,260	-	-	-
5900 Communications	1,402	2,500	2,550	2,601
5901 Postage and Shipping	1,425	1,500	1,530	1,561
	<u>48,997</u>	<u>48,000</u>	<u>48,960</u>	<u>49,939</u>

Adelante Charter School

Multi-Year Forecast

Revised 4/26/2019



	2018-19	2019-20	2020-21	2021-22
	Forecast	Forecast	Forecast	Forecast
Facilities, Repairs and Other Leases				
5601 Rent	110,001	110,000	110,000	110,000
5603 Equipment Leases	6,097	7,500	7,650	7,803
5604 Other Leases	3,875	4,500	4,590	4,682
5610 Repairs and Maintenance	3,724	5,000	5,100	5,202
	<u>123,697</u>	<u>127,000</u>	<u>127,340</u>	<u>127,687</u>
Professional/Consulting Services				
5801 IT	1,424	2,500	2,550	2,601
5802 Audit & Taxes	4,500	9,200	9,384	9,572
5803 Legal	1,388	2,500	2,550	2,601
5804 Professional Development	37,681	40,000	40,800	41,616
5805 General Consulting	67,426	65,000	66,300	67,626
5806 Special Activities/Field Trips	30,097	35,000	35,700	36,414
5807 Bank Charges	193	500	510	520
5808 Printing	557	1,500	1,530	1,561
5809 Other taxes and fees	(15,950)	4,500	4,590	4,682
5810 Payroll Service Fee	5,700	5,700	5,814	5,930
5811 Management Fee	73,367	81,141	82,763	84,419
5812 District Oversight Fee	25,140	26,004	26,800	27,583
5813 County Fees	2,850	5,700	5,814	5,930
	<u>234,373</u>	<u>279,244</u>	<u>285,106</u>	<u>291,054</u>
Depreciation				
6900 Depreciation Expense	1,862	2,500	2,550	2,601
	<u>1,862</u>	<u>2,500</u>	<u>2,550</u>	<u>2,601</u>
Total Expenses	\$ 2,813,578	\$ 2,959,801	\$ 3,044,801	\$ 3,109,112
Surplus (Deficit)	\$ 280,872	\$ 7,425	\$ 2,108	\$ 16,040
Fund Balance, Beginning of Year	\$ 1,363,225	\$ 1,644,097	\$ 1,651,522	\$ 1,653,630
Fund Balance, End of Year	\$ 1,644,097	\$ 1,651,522	\$ 1,653,630	\$ 1,669,670
	58.4%	55.8%	54.3%	53.7%
Cash Flow Adjustments				
Surplus (Deficit)	280,872	7,425	2,108	16,040
Cash Flows From Operating Activities				
Depreciation/Amortization	1,862	2,500	2,550	2,601
Public Funding Receivables	205,679	58,347	(51,285)	(7,042)
Grants and Contributions Rec.	(29,196)	-	-	-
Prepaid Expenses	(11,469)	-	-	-
Accounts Payable	5,533	(18,481)	148	99
Accrued Expenses	(1,311,840)	-	-	-
Other Liabilities	(22,693)	-	-	-
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	(12,671)	-	-	-
Total Change in Cash	(893,923)	49,791	(46,479)	11,698
Cash, Beginning of Year	2,552,119	1,658,196	1,707,988	1,661,509
Cash, End of Year	\$ 1,658,196	\$ 1,707,988	\$ 1,661,509	\$ 1,673,207

Adelante Charter School

Monthly Cash Flow/Forecast FY18-19

Revised 4/26/2019

ADA = 274.58

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCF State Aid	19,547	19,547	35,184	35,184	35,184	35,184	35,184	22,717	22,717	22,717	22,717	22,717	(1,327)	327,272
8012 Education Protection Account	-	-	13,731	-	-	13,730	-	-	14,357	-	-	-	13,097	54,915
8096 In Lieu of Property Taxes	-	-	369,822	164,365	164,365	164,365	164,365	173,423	322,360	184,093	184,093	184,093	56,496	2,131,839
	19,547	19,547	418,737	199,549	199,549	213,279	199,549	196,140	359,434	206,810	206,810	206,810	68,266	2,514,027
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	8,878	8,878	8,878	17,756	44,389
8290 Title I, Part A - Basic Low Income	-	-	-	19,814	-	-	61,310	-	-	-	-	-	-	81,124
8291 Title II, Part A - Teacher Quality	-	-	-	2,064	-	-	6,165	-	-	-	-	-	-	8,229
8293 Title III - Limited English	-	-	-	3,566	-	-	-	-	10,697	-	-	-	-	14,263
8296 Other Federal Revenue	-	-	-	2,500	-	7,500	-	-	-	-	-	-	-	10,000
	-	-	-	27,944	-	7,500	67,475	-	10,697	8,878	8,878	8,878	17,756	158,005
Other State Revenue														
8311 State Special Education	-	7,646	-	13,764	6,761	6,852	37,199	-	6,989	12,942	12,942	12,942	18,895	136,933
8550 Mandated Cost	-	-	-	-	-	4,484	25,271	-	-	-	-	25,268	-	55,023
8560 State Lottery	-	-	-	-	-	-	14,185	-	-	13,319	-	-	25,765	53,269
8598 Prior Year Revenue	-	-	3,235	-	-	-	1,486	-	-	-	-	-	-	4,721
8599 Other State Revenue	-	29,352	-	8,992	-	4,107	-	-	-	-	2,964	7,264	-	52,679
	-	36,998	3,235	22,756	6,761	15,443	78,141	-	6,989	26,261	15,906	45,474	44,660	302,625
Other Local Revenue														
8660 Interest Revenue	6,802	574	29	6,347	31	31	6,151	23	-	583	583	583	-	21,738
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	8,971	-	8,971
8699 School Fundraising	-	-	2,416	33,497	5,728	21,415	3,357	2,332	6,050	-	-	-	-	74,795
8990 Contributions, Restricted	-	-	-	14,291	-	-	-	-	-	-	-	-	-	14,291
	6,802	574	2,445	54,134	5,759	21,446	9,508	2,355	6,050	583	583	9,554	-	119,795
Total Revenue	26,349	57,119	424,416	304,383	212,069	257,668	354,673	198,495	383,170	242,532	232,177	270,716	130,682	3,094,451
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	-	406	120,335	120,503	120,694	120,556	121,149	121,585	119,002	120,248	120,248	120,248	-	1,204,973
1170 Teachers' Substitute Hours	-	125	3,625	3,375	6,600	7,829	2,750	4,353	9,295	2,273	2,273	500	-	42,998
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	1,818	1,818	500	-	4,136
1300 Administrators' Salaries	11,993	10,573	10,370	10,370	10,370	10,370	10,370	10,370	10,370	10,167	10,167	10,167	-	125,656
	11,993	11,104	134,330	134,248	137,664	138,755	134,269	136,308	138,667	134,505	134,505	131,414	-	1,377,763
Classified Salaries														
2100 Instructional Salaries	-	89	9,037	3,000	8,948	6,469	5,620	5,648	6,778	6,510	6,510	6,510	-	65,317
2200 Support Salaries	-	-	-	12,971	6,469	6,041	5,626	6,392	6,211	6,473	6,473	6,473	-	63,127
2400 Clerical and Office Staff Salaries	-	12,513	12,513	12,513	12,513	13,969	12,513	12,513	12,513	12,513	12,513	12,513	-	139,095
2900 Other Classified Salaries	-	2,359	6,304	13,333	9,470	7,803	7,724	9,696	8,668	8,457	8,457	8,457	-	90,726
	-	14,960	27,854	41,816	37,399	34,282	31,682	34,249	34,169	33,951	33,951	33,951	-	358,266
Benefits														
3101 STRS	-	1,787	19,044	20,210	21,355	20,881	20,978	20,914	21,056	21,226	21,226	20,738	-	209,416
3202 PERS	-	2,065	5,514	7,249	6,361	5,871	5,526	6,268	6,070	6,326	6,326	6,326	-	63,901
3301 OASDI	-	1,098	4,635	5,351	4,899	4,511	4,899	4,899	4,965	2,167	2,167	2,167	-	41,860
3311 Medicare	-	-	-	-	-	-	-	-	-	2,451	2,451	2,406	-	7,309
3401 Health and Welfare	-	(3)	9,343	9,518	6,837	10,665	9,830	9,830	9,842	9,800	9,800	9,800	-	95,263
3501 State Unemployment	-	13	77	84	84	82	79	81	82	316	316	316	-	1,531
3601 Workers' Compensation	-	-	-	-	3,010	-	-	7,906	-	2,367	2,367	2,323	-	17,973
	-	4,960	38,613	42,413	42,718	42,329	40,924	49,898	42,014	44,653	44,653	44,077	-	437,252

Adelante Charter School

Monthly Cash Flow/Forecast FY18-19

Revised 4/26/2019

ADA = 274.58

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Materials	-	-	2,670	-	-	-	-	-	658	5,557	5,557	5,557	-	20,000
4200 Books and Reference Materials	-	633	2,305	108	-	-	-	311	2,442	-	-	-	-	5,799
4302 School Supplies	-	738	164	307	108	1,583	-	89	2,568	3,164	3,164	3,164	-	15,049
4303 Special Activities/Field Trips	-	2,280	494	4,524	4,400	-	-	5,175	683	4,180	4,180	4,180	-	30,097
4304 Uniforms	-	-	-	-	-	-	-	-	333	333	333	333	-	1,000
4305 Software	625	3,925	883	908	1,763	883	883	883	1,239	792	792	792	-	14,367
4400 Noncapitalized Equipment	-	(430)	24	1,626	4,134	-	-	656	144	1,282	1,282	1,282	-	10,000
	625	7,146	6,541	7,473	10,405	2,466	883	7,114	7,734	15,309	15,309	15,309	-	96,312
Subsignment Services														
5101 Nursing	-	-	-	-	1,350	60	-	1,467	47	3,218	3,218	3,218	-	12,579
5102 Special Education	-	-	-	1,840	16,773	-	14,165	7,500	17,986	10,000	10,000	7,222	-	85,486
5104 Transportation	-	-	-	-	-	-	-	-	14	14	14	14	-	41
5105 Security	-	-	-	-	-	-	-	-	273	273	273	273	-	818
5106 Other Educational Consultants	-	-	-	-	2,500	2,500	-	-	2,500	3,125	3,125	3,125	-	16,875
	-	-	-	1,840	20,623	2,560	14,165	8,967	20,533	16,629	16,629	13,851	-	115,799
Professional/Consulting Services														
5801 IT	-	125	-	-	-	125	-	125	549	125	125	250	-	1,424
5802 Audit & Taxes	-	-	-	-	-	4,500	-	-	-	-	-	-	-	4,500
5803 Legal	-	500	-	-	-	-	55	-	208	208	208	416	-	1,388
5804 Professional Development	-	1,652	3,000	5,484	(15,155)	12,700	-	-	-	10,000	10,000	10,000	-	37,681
5805 General Consulting	-	150	4,044	5,005	18,463	9,583	466	13,164	4,552	4,000	4,000	4,000	-	67,426
5810 Payroll Service Fee	-	-	-	-	-	5,700	-	-	-	-	-	-	-	5,700
5811 Management Fee	5,537	5,537	7,864	5,687	5,762	6,627	6,102	6,252	6,593	5,802	5,802	5,802	-	73,367
5812 District Oversight Fee	-	-	-	-	-	-	-	-	2,068	2,068	2,068	2,068	-	25,140
5813 County Fees	-	-	-	-	-	-	-	-	1,425	-	-	-	1,425	2,850
	5,537	7,964	14,908	16,176	9,070	39,235	6,623	19,541	11,694	23,629	22,204	22,537	20,361	219,476
Facilities, Repairs and Other Leases														
5601 Rent	-	18,333	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-	110,001
5603 Equipment Leases	674	251	250	343	409	500	834	695	515	542	542	542	-	6,097
5604 Other Leases	620	279	279	279	403	279	279	341	279	279	279	279	-	3,875
5610 Repairs and Maintenance	-	-	-	-	-	997	-	265	319	714	714	714	-	3,724
	1,294	18,863	9,696	9,789	9,979	10,943	10,280	10,468	10,280	10,702	10,702	10,702	-	123,697
Operations and Housekeeping														
5201 Auto and Travel	-	1,705	2,044	1,154	20	696	-	-	-	250	250	-	-	6,118
5203 Business Meals	-	179	379	233	103	463	52	174	-	208	208	208	-	2,208
5300 Dues & Memberships	-	-	-	-	-	-	-	-	-	83	83	83	-	250
5400 Insurance	-	6,160	2,514	1,423	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	-	25,431
5502 Janitorial/Trash Removal	-	1,848	1,236	20	-	998	89	166	504	417	417	417	-	6,111
5510 Office Expense	-	2,694	1,441	737	1,085	1,018	16	1,449	1,359	1,250	1,250	1,250	-	13,550
5511 Postage and Shipping	-	217	191	74	108	180	67	174	113	100	100	100	-	1,425
5512 Printing	-	61	-	-	-	46	-	-	150	150	150	150	-	557
5513 Other taxes and fees	-	-	69	80	-	(17,776)	327	-	-	450	450	450	-	(15,950)
5514 Bank Charges	1,472	(1,472)	-	67	-	-	-	-	-	42	42	42	-	193
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	8,260	-	-	-	8,260
5530 School Fundraising Expense	-	-	2,772	1,584	18,573	2,575	1,753	3,222	3,119	-	-	-	-	33,597
5900 Communications	-	132	-	182	28	160	84	84	108	208	208	208	-	1,402
	1,472	11,524	10,647	5,554	21,834	(9,724)	4,304	7,185	7,120	5,075	13,335	4,825	-	83,151
Depreciation														
6900 Depreciation Expense	74	74	74	174	174	174	174	211	211	174	174	174	-	1,862
	74	74	74	174	174	174	174	211	211	174	174	174	-	1,862
Total Expenses	20,996	76,595	242,661	259,483	289,865	261,021	243,303	273,942	272,422	284,627	291,463	276,840	20,361	2,813,578
Monthly Surplus (Deficit)	5,353	(19,476)	181,755	44,901	(77,756)	(3,352)	111,370	(75,446)	110,749	(42,096)	(59,285)	(6,124)	110,321	280,872

Adelante Charter School

Monthly Cash Flow/Forecast FY18-19

Revised 4/26/2019

ADA = 274.58

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	5,353	(19,476)	181,755	44,901	(77,796)	(3,352)	111,370	(75,446)	110,749	(42,096)	(59,285)	(6,124)	110,321	280,872
Cash flows from operating activities														
Depreciation/Amortization	74	74	74	174	174	174	174	211	211	174	174	174	-	1,862
Public Funding Receivables	296,409	-	10,688	(27,876)	27,944	(1,143)	(24,128)	25,271	(33,414)	-	33,414	29,196	(130,682)	205,679
Grants and Contributions Rec.	-	(29,196)	-	-	-	-	-	-	-	-	-	-	-	(29,196)
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	1,300	(3,682)	(1,776)	(7,294)	2,800	2,800	(11,215)	(3,772)	9,372	-	-	-	-	(11,469)
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(14,828)	-	-	6,019	(5,991)	(28)	-	-	-	-	-	-	-	5,533
Accrued Expenses	(783,819)	(588,021)	11,250	3,196	8,888	9,167	9,446	8,972	9,083	-	-	-	-	(1,311,840)
Other Liabilities	-	-	-	(4,917)	-	(17,776)	-	-	-	-	-	-	-	(22,693)
Cash flows from investing activities														
Purchases of Prop. And Equip.	(4,430)	-	-	(6,019)	-	-	-	(2,223)	-	-	-	-	-	(12,671)
Total Change in Cash	(499,941)	(640,301)	201,991	8,184	(43,982)	(10,159)	85,646	(46,988)	96,000	(41,922)	(25,697)	23,246		
Cash, Beginning of Month	2,552,119	2,052,178	1,411,877	1,613,868	1,622,052	1,578,070	1,567,911	1,653,557	1,606,569	1,702,570	1,660,648	1,634,950		
Cash, End of Month	2,052,178	1,411,877	1,613,868	1,622,052	1,578,070	1,567,911	1,653,557	1,606,569	1,702,570	1,660,648	1,634,950	1,658,196		

Adelante Charter School

Monthly Cash Flow/Budget FY19-20

Revised 4/26/2019

ADA = 275.50



	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget	Original Budget Total	PY Forecast	Favorable / (Unfav.)
Revenues																	
State Aid - Revenue Limit															ADA =	ADA = 274.58	
8011 LCFF State Aid	-	22,505	22,505	40,510	40,510	40,510	40,510	40,510	31,747	31,747	31,747	31,747	31,747	406,295	406,295	327,272	79,022
8012 Education Protection Account	-	-	13,775	-	-	13,775	-	-	-	-	-	-	-	55,100	55,100	54,915	185
8096 In Lieu of Property Taxes	127,910	255,821	170,547	170,547	170,547	170,547	300,838	150,419	150,419	150,419	150,419	150,419	13,775	2,138,982	2,138,982	2,131,839	7,143
	127,910	278,326	206,828	211,057	211,057	224,832	211,057	341,348	195,941	182,166	182,166	182,166	45,522	2,600,377	2,600,377		86,350
Federal Revenue																	
8181 Special Education - Entitlement	2,311	2,311	4,159	4,159	4,159	4,159	4,159	4,190	4,190	4,190	4,190	4,190	0	46,370	46,370	44,389	1,981
8290 Title I, Part A - Basic Low Income	-	-	20,281	-	-	60,843	-	-	-	-	-	-	-	81,124	81,124	81,124	-
8291 Title II, Part A - Teacher Quality	-	-	2,057	-	-	6,172	-	-	-	-	-	-	-	8,229	8,229	8,229	-
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	14,263	14,263	14,263	-
8296 Other Federal Revenue	-	-	-	-	-	4,504	-	-	-	-	-	4,504	-	9,008	9,008	10,000	(992)
	2,311	2,311	26,498	4,159	4,159	75,678	4,159	4,190	4,190	4,190	4,190	22,957	0	158,994	158,994		989
Other State Revenue																	
8311 State Special Education	7,128	7,128	12,830	12,830	12,830	12,830	12,830	12,926	12,926	12,926	12,926	12,926	0	143,037	143,037	136,933	6,104
8550 Mandated Cost	-	-	-	-	-	4,484	-	-	-	-	-	-	-	4,484	4,484	55,023	(50,539)
8560 State Lottery	-	-	-	-	-	-	-	-	-	13,317	-	-	-	53,447	53,447	53,269	178
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,721	(4,721)
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52,679	(52,679)
	7,128	7,128	12,830	12,830	12,830	17,314	26,147	12,926	12,926	26,243	12,926	12,926	26,813	200,968	200,968	302,625	(101,657)
Other Local Revenue																	
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21,738	(21,738)
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,971	(8,971)
8699 School Fundraising	-	344	344	895	758	758	758	758	758	758	758	-	-	6,888	6,888	74,795	(67,908)
8990 Contributions, Restricted	-	344	344	895	758	758	758	758	758	758	758	-	-	-	-	14,291	(14,291)
	-	-	-	-	-	-	-	-	-	-	-	-	-	6,888	6,888	119,795	(112,907)
Total Revenue	137,349	288,109	246,500	228,942	228,804	318,582	242,121	359,222	213,815	213,357	200,040	218,049	72,335	2,967,226	2,967,226	3,094,451	(127,225)
Expenses																	
Certificated Salaries																	
1100 Teachers Salaries	-	3,921	122,661	122,661	122,661	122,661	122,661	122,661	122,661	122,661	122,661	122,661	-	1,230,526	1,230,526	1,204,973	(25,554)
1170 Teachers Substitute Hours	-	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	-	40,000	40,000	42,998	2,998
1175 Teachers Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,136	4,136
1300 Administrators' Salaries	10,577	10,577	10,577	10,577	10,577	10,577	10,577	10,577	10,577	10,577	10,577	10,577	-	126,929	126,929	125,656	(1,273)
	10,577	18,135	136,874	136,874	136,874	136,874	136,874	136,874	136,874	136,874	136,874	136,874	-	1,397,455	1,397,455	1,377,763	(19,692)
Classified Salaries																	
2100 Instructional Salaries	-	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	-	73,037	73,037	65,317	(7,720)
2200 Support Salaries	-	1,915	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	6,593	-	67,850	67,850	63,127	(4,723)
2400 Clerical and Office Staff Salaries	-	12,763	12,763	12,763	12,763	12,763	12,763	12,763	12,763	12,763	12,763	12,763	-	140,392	140,392	135,095	(1,296)
2900 Other Classified Salaries	-	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	8,841	-	97,251	97,251	90,726	(6,524)
	-	30,159	34,837	34,837	34,837	34,837	34,837	34,837	34,837	34,837	34,837	34,837	-	378,530	378,530	358,266	(20,264)
Benefits																	
3101 STRS	1,866	3,199	24,143	24,143	24,143	24,143	24,143	24,143	24,143	24,143	24,143	24,143	-	246,493	246,493	209,416	(37,077)
3202 PERS	-	6,249	7,219	7,219	7,219	7,219	7,219	7,219	7,219	7,219	7,219	7,219	-	78,436	78,436	63,901	(14,535)
3301 OASDI	-	1,870	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	23,469	23,469	41,860	18,391
3311 Medicare	153	700	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	2,490	-	25,752	25,752	7,309	(18,443)
3401 Health and Welfare	8,334	8,334	8,334	8,334	8,334	8,334	8,334	8,334	8,334	8,334	8,334	8,334	-	100,008	100,008	95,263	(4,745)
3501 State Unemployment	320	320	320	320	320	320	1,600	1,280	640	320	320	320	-	6,400	6,400	1,531	(4,870)
3601 Workers' Compensation	148	676	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	-	24,864	24,864	17,973	(6,891)
	10,821	21,348	47,069	47,069	47,069	47,069	48,349	48,029	47,389	47,069	47,069	47,069	-	505,422	505,422	437,252	(68,169)

Adelante Charter School

Monthly Cash Flow/Budget FY19-20

Revised 4/26/2019

ADA = 275.50



ADA = 275.50																		
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget	Original Budget Total	PY Forecast	Favorable / (Unfav.)	
Books and Supplies																		
4100 Textbooks and Core Materials	-	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	-	20,000	20,000	20,000	0	
4200 Books and Reference Materials	1,500	1,500	1,500	1,500	1,500	-	-	-	-	-	-	-	-	7,500	7,500	7,500	5,799	
4302 School Supplies	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000	20,000	16,049	(1,701)	
4305 Software	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	20,000	20,000	15,049	(16,049)	
4310 Office Expense	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000	20,000	13,550	(3,133)	
4311 Business Meals	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	2,208	(6,450)	
4312 School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33,597	(292)	
4400 Noncapitalized Equipment	-	2,000	2,000	2,000	2,000	2,000	-	-	-	-	-	-	-	10,000	10,000	-	33,597	
Subagreement Services	6,500	13,500	13,500	13,500	13,500	7,000	5,000	5,000	5,000	5,000	5,000	5,000	-	97,500	97,500	115,569	18,069	
5101 Nursing	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	-	17,500	17,500	12,579	(4,921)	
5102 Special Education	-	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	-	85,000	85,000	85,486	486	
5104 Transportation	-	14	14	14	14	14	14	14	14	14	14	14	-	150	150	41	(109)	
5105 Security	-	136	136	136	136	136	136	136	136	136	136	136	-	1,500	1,500	818	(682)	
5106 Other Educational Consultants	-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	20,000	20,000	16,875	(3,125)	
Operations and Housekeeping	1,458	9,336	11,336	11,336	11,336	11,336	11,336	11,336	11,336	11,336	11,336	11,336	-	124,150	124,150	115,799	(8,351)	
5201 Auto and Travel	-	-	-	-	-	-	1,625	1,625	1,625	1,625	-	-	-	6,500	6,500	6,118	(382)	
5300 Dues & Memberships	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	250	(2,250)	
5400 Insurance	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	27,000	27,000	25,431	(1,569)	
5502 Janitorial Services	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000	8,000	6,111	(1,889)	
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,260	8,260	
5900 Communications	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	1,402	(1,098)	
5901 Postage and Shipping	-	-	150	150	150	150	150	150	150	150	150	150	-	1,500	1,500	1,425	(75)	
Facilities, Repairs and Other Leases	3,333	3,333	3,483	3,483	3,483	3,483	5,108	5,108	5,108	5,108	3,483	3,483	-	48,997	48,000	48,997	997	
5601 Rent	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-	110,000	110,000	110,001	1	
5603 Equipment Leases	625	625	625	625	625	625	625	625	625	625	625	625	-	7,500	7,500	6,097	(1,403)	
5604 Other Leases	375	375	375	375	375	375	375	375	375	375	375	375	-	4,500	4,500	3,875	(625)	
5610 Repairs and Maintenance	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000	5,000	3,724	(1,276)	
Professional/Consulting Services	10,583	10,583	10,583	10,583	10,583	10,583	10,583	10,583	10,583	10,583	10,583	10,583	-	127,000	127,000	123,697	(3,303)	
5801 IT	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	1,424	(1,076)	
5802 Audit & Taxes	-	-	-	3,067	3,067	3,067	-	-	-	-	-	-	-	9,200	9,200	4,500	(4,700)	
5803 Legal	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	1,388	(1,112)	
5804 Professional Development	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	40,000	40,000	37,681	(2,319)	
5805 General Consulting	-	-	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	-	65,000	65,000	67,426	2,426	
5806 Special Activities/Field Trips	-	-	-	-	-	11,667	11,667	11,667	-	-	-	-	-	35,000	35,000	30,097	(4,903)	
5807 Bank Charges	-	-	50	50	50	50	50	50	50	50	50	50	-	500	500	193	(307)	
5808 Printing	-	-	150	150	150	150	150	150	150	150	150	150	-	1,500	1,500	557	(943)	
5809 Other taxes and fees	-	-	450	450	450	450	450	450	450	450	450	450	-	4,500	4,500	(15,950)	(20,450)	
5810 Payroll Service Fee	475	475	475	475	475	475	475	475	475	475	475	475	-	5,700	5,700	5,700	-	
5811 Management Fee	6,762	6,762	6,762	6,762	6,762	6,762	6,762	6,762	6,762	6,762	6,762	6,762	-	81,141	81,141	73,367	(7,773)	
5812 District Oversight Fee	1,279	2,783	2,068	2,111	2,111	2,248	2,111	3,413	1,959	1,822	1,822	1,822	455	26,004	26,004	25,140	(864)	
5813 County Fees	-	-	-	1,425	-	-	1,425	-	-	1,425	-	-	1,425	-	5,700	5,700	2,850	(2,850)
Depreciation	8,932	10,437	20,872	25,406	23,981	35,785	34,006	33,884	20,763	22,050	20,625	20,625	1,880	279,244	279,244	234,373	(44,872)	
6900 Depreciation Expense	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	1,862	(638)	
Total Expenses	52,414	117,040	278,763	283,297	281,872	287,176	286,302	285,860	272,099	273,066	270,016	270,016	1,880	2,959,801	2,959,801	2,813,578	(146,223)	
Monthly Surplus (Deficit)	84,935	171,070	(32,263)	(54,355)	(53,067)	31,406	(44,180)	73,362	(58,284)	(59,709)	(69,976)	(51,967)	70,454	7,425	7,425	280,872	(273,448)	

Adelante Charter School

Monthly Cash Flow/Budget FY19-20

Revised 4/26/2019

ADA = 275.50

Cash Flow Adjustments

Monthly Surplus (Deficit)
Cash flows from operating activities
Depreciation/Amortization
Public Funding Receivables
Accounts Payable

Total Change in Cash
Cash, Beginning of Month
Cash, End of Month

Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	Annual Budget	Original Budget Total	PY Forecast	Favorable / (Unfav.)
													0%			
84,935	171,070	(32,263)	(54,355)	(53,067)	31,406	(44,180)	73,362	(58,284)	(59,709)	(69,976)	(51,967)	70,454	7,425			
208	208	208	208	208	208	208	208	208	208	208	208	-	2,500			
104,917	-	-	25,765	-	-	-	-	-	-	-	-	(72,335)	58,347			
(20,361)	-	-	-	-	-	-	-	-	-	-	-	1,880	(18,481)			
169,699	171,278	(32,055)	(28,381)	(52,859)	31,614	(43,972)	73,571	(58,076)	(59,501)	(69,768)	(51,759)					
1,658,196	1,827,895	1,999,173	1,967,119	1,938,737	1,885,878	1,917,492	1,873,520	1,947,091	1,889,015	1,829,514	1,759,746					
1,827,895	1,999,173	1,967,119	1,938,737	1,885,878	1,917,492	1,873,520	1,947,091	1,889,015	1,829,514	1,759,746	1,707,988					

Prior Year Forecast	Favorable / (Unfav.)
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ADA = 275.50

406,295	79,668
55,100	-
2,138,982	-
2,600,377	79,668

46,370
81,124
8,229
14,263
9,008

15 JULY 2005

143,037	15
4,484	
53,447	

15 JANUARY 2005

6,888

967,226

2,967,226	79,684
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1,230,526	(24,611)
40,000	-
126,929	(2,539)
1,397,455	(27,149)

1000000

73,037	(1,461)
67,850	(1,357)
140,392	(2,808)
97,251	(1,944)
378,530	(7,571)

246,493	(25,606)
78,436	(3,915)
23,469	(46)
25,752	(50,752)
100,008	(2,855)
6,400	(4)
24,864	(48)
505,422	(33,833)

20,000	(40)
7,500	(15)
20,000	(40)
17,500	(35)
20,000	(40)
2,500	(5)
10,000	(5,000)
97,500	(6,750)

Adelante Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 4/26/2019

ADA = 275.50

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Subsegment Services														17,850	17,500	(350)
5101 Nursing	1,488	1,488	1,488	1,488	1,488	1,488	1,488	1,488	1,488	1,488	1,488	1,488	-	86,700	85,000	(1,700)
5102 Special Education	-	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	7,882	-	153	150	(3)
5104 Transportation	-	14	14	14	14	14	14	14	14	14	14	14	-	1,530	1,500	(30)
5105 Security	-	139	139	139	139	139	139	139	139	139	139	139	-	20,400	20,000	(400)
5106 Other Educational Consultants	-	-	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	-	126,633	124,150	(2,483)
	1,488	9,522	11,562	11,562	11,562	11,562	11,562	11,562	11,562	11,562	11,562	11,562	-			
Operations and Housekeeping														6,630	6,500	(130)
5201 Auto and Travel	-	-	-	-	-	-	1,658	1,658	1,658	1,658	-	-	-	2,550	2,500	(50)
5300 Dues & Memberships	213	213	213	213	213	213	213	213	213	213	213	213	-	27,540	27,000	(540)
5400 Insurance	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	8,160	8,000	(160)
5502 Janitorial Services	680	680	680	680	680	680	680	680	680	680	680	680	-	2,550	2,500	(50)
5900 Communications	213	213	213	213	213	213	213	213	213	213	213	213	-	1,530	1,500	(30)
5901 Postage and Shipping	-	-	153	153	153	153	153	153	153	153	153	153	-	48,960	48,000	(960)
	3,400	3,400	3,553	3,553	3,553	3,553	5,211	5,211	5,211	5,211	3,553	3,553	-			
Facilities, Repairs and Other Leases														110,000	110,000	-
5601 Rent	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-	7,650	7,500	(150)
5603 Equipment Leases	638	638	638	638	638	638	638	638	638	638	638	638	-	4,590	4,500	(90)
5604 Other Leases	383	383	383	383	383	383	383	383	383	383	383	383	-	5,100	5,000	(100)
5610 Repairs and Maintenance	425	425	425	425	425	425	425	425	425	425	425	425	-	127,340	127,000	(340)
	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	10,612	-			
Professional/Consulting Services														2,550	2,500	(50)
5801 IT	213	213	213	213	213	213	213	213	213	213	213	213	-	9,384	9,200	(184)
5802 Audit & Taxes	-	-	-	3,128	3,128	3,128	-	-	-	-	-	-	-	2,550	2,500	(50)
5803 Legal	213	213	213	213	213	213	213	213	213	213	213	213	-	40,800	40,000	(800)
5804 Professional Development	-	-	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	-	66,300	65,000	(1,300)
5805 General Consulting	-	-	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	6,630	-	35,700	35,000	(700)
5806 Special Activities/Field Trips	-	-	-	-	-	-	11,900	11,900	11,900	11,900	-	-	-	510	500	(10)
5807 Bank Charges	-	-	51	51	51	51	51	51	51	51	51	51	-	1,530	1,500	(30)
5808 Printing	-	-	153	153	153	153	153	153	153	153	153	153	-	4,590	4,500	(90)
5809 Other taxes and fees	-	-	459	459	459	459	459	459	459	459	459	459	-	5,814	5,700	(114)
5810 Payroll Service Fee	485	485	485	485	485	485	485	485	485	485	485	485	-	82,763	81,141	(1,623)
5811 Management Fee	6,897	6,897	6,897	6,897	6,897	6,897	6,897	6,897	6,897	6,897	6,897	6,897	-	26,004	26,004	(797)
5812 District Oversight Fee	1,283	2,810	1,954	2,286	2,149	2,189	2,286	3,432	1,935	2,072	1,935	1,935	575	5,814	5,700	(114)
5813 County Fees	-	-	-	1,454	-	-	1,454	-	-	1,454	-	-	1,454	285,106	279,244	(5,862)
	9,090	10,616	21,134	26,047	24,456	24,456	22,919	34,511	33,014	34,605	21,114	21,114	-	2,550	2,500	(50)
Depreciation														2,550	2,500	(50)
6900 Depreciation Expense	213	213	213	213	213	213	213	213	213	213	213	213	-	2,959,801	2,959,801	(85,000)
	213	213	213	213	213	213	213	213	213	213	213	213	-	7,425	7,425	(5,316)
Total Expenses	53,479	120,574	287,190	292,104	290,513	283,883	282,284	293,556	291,418	292,689	277,541	277,541	2,029			
Monthly Surplus (Deficit)	74,860	170,216	(59,620)	(45,532)	(57,853)	(19,882)	(22,488)	67,442	(57,811)	(54,283)	(66,271)	(48,262)	121,591			

Adelante Charter School

Monthly Cash Flow/Forecast FY20-21

Revised 4/26/2019

ADA = 275.50

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	74,860	170,216	(59,620)	(45,532)	(57,853)	(19,882)	(22,488)	67,442	(57,811)	(54,283)	(66,271)	(48,262)	121,591	2,108		
Cash flows from operating activities	213	213	213	213	213	213	213	213	213	213	213	213	-	2,550		
Depreciation/Amortization	45,522	-	-	-	-	26,813	-	-	-	-	-	-	(123,620)	(51,285)		
Public Funding Receivables	(1,880)	-	-	-	-	-	-	-	-	-	-	-	2,029	148		
Accounts Payable																
Total Change in Cash	118,714	170,429	(59,408)	(45,319)	(57,641)	7,143	(22,276)	67,655	(57,598)	(54,070)	(66,058)	(48,049)				
Cash, Beginning of Month	1,707,988	1,826,701	1,997,130	1,937,722	1,892,403	1,834,763	1,841,906	1,819,630	1,887,285	1,829,687	1,775,616	1,709,558				
Cash, End of Month	1,826,701	1,997,130	1,937,722	1,892,403	1,834,763	1,841,906	1,819,630	1,887,285	1,829,687	1,775,616	1,709,558	1,661,509				

Monthly Cash Flow/Forecast FY21-22

Revised 4/26/2019

ADA = 275.50

ADA = 275.50

[illegible]

Adelante Charter School
Monthly Cash Flow/Forecast FY21-22



Revised 4/26/2019

ADA = 275.50

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies														20,808	20,400	(408)
4100 Textbooks and Core Curriculum Mat	-	5,202	5,202	5,202	5,202	-	-	-	-	-	-	-	-	7,803	7,650	(153)
4200 Books and Other Reference Mater	1,561	1,561	1,561	1,561	1,561	-	-	-	-	-	-	-	-	20,808	20,400	(408)
4302 School Supplies	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	-	18,207	17,850	(357)
4305 Software	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	-	20,808	20,400	(408)
4310 Office Expense	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	-	2,601	2,550	(51)
4311 Business Meals	217	217	217	217	217	217	217	217	217	217	217	217	-	15,000	15,000	-
4400 Noncapitalized Equipment	-	3,000	3,000	3,000	3,000	-	-	-	-	-	-	-	-	106,035	104,250	(1,785)
Subagreement Services														18,207	17,850	(357)
5101 Nursing	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	-	88,434	86,700	(1,734)
5102 Special Education	-	8,039	8,039	8,039	8,039	8,039	8,039	8,039	8,039	8,039	8,039	8,039	-	156	153	(3)
5104 Transportation	-	14	14	14	14	14	14	14	14	14	14	14	-	1,561	1,530	(31)
5105 Security	-	142	142	142	142	142	142	142	142	142	142	142	-	20,808	20,400	(408)
5106 Other Educational Consultants	-	-	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	-	129,166	126,633	(2,533)
Operations and Housekeeping														6,763	6,630	(133)
5201 Auto and Travel	-	-	-	-	-	-	1,691	1,691	1,691	1,691	-	-	-	2,601	2,550	(51)
5300 Dues & Memberships	217	217	217	217	217	217	217	217	217	217	217	217	-	28,091	27,540	(551)
5400 Insurance	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	-	8,323	8,160	(163)
5502 Janitorial Services	694	694	694	694	694	694	694	694	694	694	694	694	-	2,601	2,550	(51)
5900 Communications	217	217	217	217	217	217	217	217	217	217	217	217	-	1,561	1,530	(31)
5901 Postage and Shipping	-	-	156	156	156	156	156	156	156	156	156	156	-	49,939	48,960	(979)
Facilities, Repairs and Other Leases														110,000	110,000	-
5601 Rent	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	-	7,803	7,650	(153)
5603 Equipment Leases	650	650	650	650	650	650	650	650	650	650	650	650	-	4,682	4,590	(92)
5604 Other Leases	390	390	390	390	390	390	390	390	390	390	390	390	-	5,202	5,100	(102)
5610 Repairs and Maintenance	434	434	434	434	434	434	434	434	434	434	434	434	-	127,687	127,340	(347)
Professional/Consulting Services														2,601	2,550	(51)
5801 IT	217	217	217	217	217	217	217	217	217	217	217	217	-	9,572	9,384	(188)
5802 Audit & Taxes	-	-	-	3,191	3,191	3,191	-	-	-	-	-	-	-	2,601	2,550	(51)
5803 Legal	217	217	217	217	217	217	217	217	217	217	217	217	-	41,616	40,800	(816)
5804 Professional Development	-	-	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-	67,626	66,300	(1,326)
5805 General Consulting	-	-	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	6,763	-	36,414	35,700	(714)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	12,138	12,138	12,138	-	-	-	520	510	(10)
5807 Bank Charges	-	-	52	52	52	52	52	52	52	52	52	52	-	1,561	1,530	(31)
5808 Printing	-	-	156	156	156	156	156	156	156	156	156	156	-	4,682	4,590	(92)
5809 Other taxes and fees	-	-	468	468	468	468	468	468	468	468	468	468	-	5,930	5,814	(116)
5810 Payroll Service Fee	494	494	494	494	494	494	494	494	494	494	494	494	-	84,419	82,763	(1,655)
5811 Management Fee	7,035	7,035	7,035	7,035	7,035	7,035	7,035	7,035	7,035	7,035	7,035	7,035	-	27,583	26,800	(782)
5812 District Oversight Fee	1,283	2,849	1,993	2,357	2,219	2,357	3,502	2,005	2,143	2,005	2,005	2,005	646	5,930	5,814	(116)
5813 County Fees	-	-	-	1,483	-	-	1,483	-	-	1,483	-	-	-	291,054	285,106	(5,949)
Depreciation														2,601	2,550	(51)
6900 Depreciation Expense	217	217	217	217	217	217	217	217	217	217	217	217	-	2,601	2,550	(51)
Total Expenses														3,109,112	3,044,801	(64,311)
Monthly Surplus (Deficit)														16,040	2,108	13,931

Adelante Charter School

Monthly Cash Flow/Forecast FY21-22

Revised 4/26/2019

ADA = 275.50

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	73,935	171,519	(61,728)	(44,633)	(56,925)	(18,821)	(21,428)	68,293	(56,959)	(53,460)	(65,148)	(47,138)	128,534	16,040		
Cash flows from operating activities	217	217	217	217	217	217	217	217	217	217	217	217	-	2,601		
Depreciation/Amortization	57,512	-	26,724	-	-	-	39,385	-	-	-	-	-	(130,662)	(7,042)		
Public Funding Receivables	(2,029)	-	-	-	-	-	-	-	-	-	-	-	2,128	99		
Accounts Payable																
Total Change in Cash	129,634	171,736	(34,788)	(44,416)	(56,708)	(18,605)	18,173	68,510	(56,742)	(53,243)	(64,931)	(46,922)				
Cash, Beginning of Month	1,661,509	1,791,143	1,962,879	1,928,091	1,883,675	1,826,967	1,808,362	1,826,535	1,895,045	1,838,303	1,785,060	1,720,129				
Cash, End of Month	<u>1,791,143</u>	<u>1,962,879</u>	<u>1,928,091</u>	<u>1,883,675</u>	<u>1,826,967</u>	<u>1,808,362</u>	<u>1,826,535</u>	<u>1,895,045</u>	<u>1,838,303</u>	<u>1,785,060</u>	<u>1,720,129</u>	<u>1,673,207</u>				