LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placer County Office of Education Pathways Charter School
CDS Code: 31 10314 0126904
School Year: 2022-23
LEA contact information:
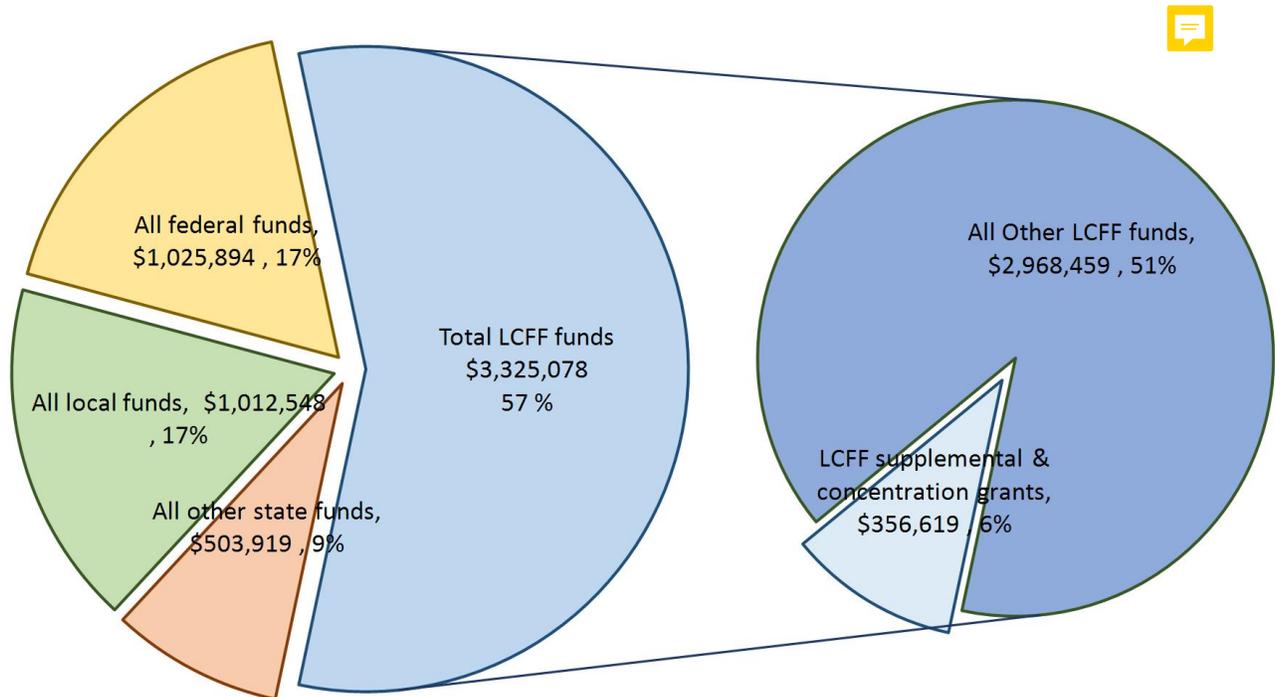Susan Connolly
Assistant Superintendent
sconnolly@placercoe.org
(530) 745-1440

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $1,025,894 , 17%

All local funds, $1,012,548 , 17%

All other state funds, $503,919 , 9%

Total LCFF funds $3,325,078 57 %

All Other LCFF funds, $2,968,459 , 51%

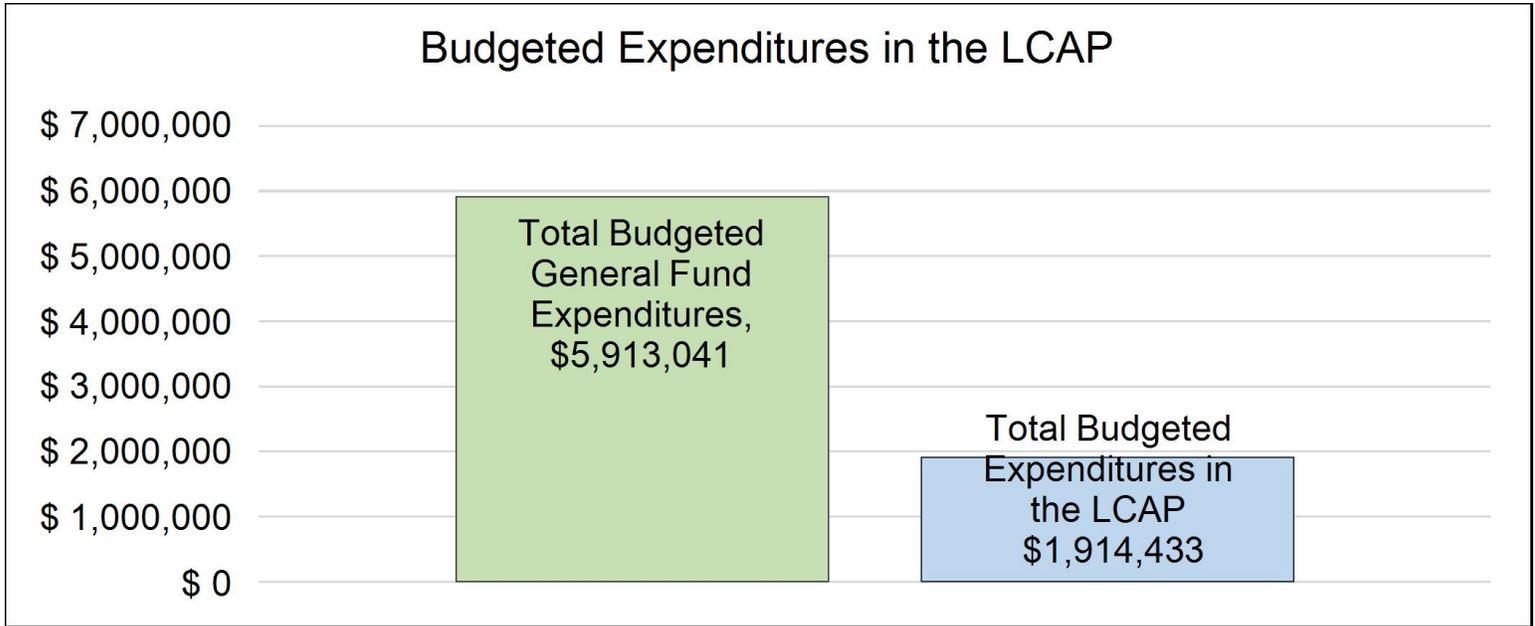LCFF supplemental & concentration grants, $356,619 , 6%

This chart shows the total general purpose revenue Placer County Office of Education Pathways Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placer County Office of Education Pathways Charter School is $5,867,439, of which $3,325,078 is Local Control Funding Formula

(LCFF), $503,919 is other state funds, $1,012,548 is local funds, and $1,025,894 is federal funds. Of the $3,325,078 in LCFF Funds, $356,619 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,913,041	Total Budgeted Expenditures in the LCAP $1,914,433

This chart provides a quick summary of how much Placer County Office of Education Pathways Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Placer County Office of Education Pathways Charter School plans to spend $5,913,041 for the 2022-23 school year. Of that amount, $1,914,433 is tied to actions/services in the LCAP and $3,960,557 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
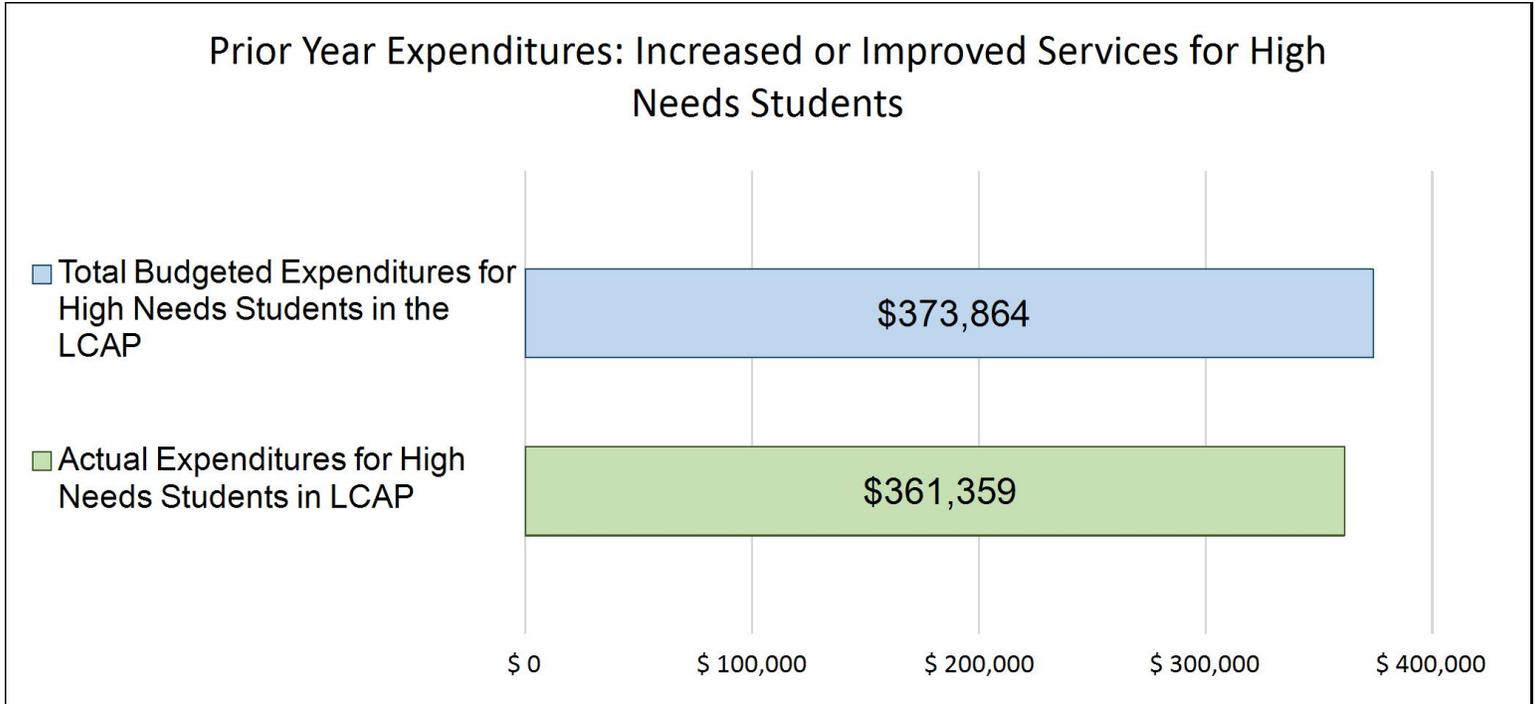
General Education Services

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Placer County Office of Education Pathways Charter School is projecting it will receive $356,619 based on the enrollment of foster youth, English learner, and low-income students. Placer County Office of Education Pathways Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Placer County Office of Education Pathways Charter School plans to spend $368,477 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$373,864
☐ Actual Expenditures for High Needs Students in LCAP	$361,359

$0 $100,000 $200,000 $300,000 $400,000

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

The text description of the above chart is as follows: In 2021-22, Placer County Office of Education Pathways Charter School's LCAP budgeted $373,864 for planned actions to increase or improve services for high needs students. Placer County Office of Education Pathways Charter School actually spent $361,359 for actions to increase or improve services for high needs students in 2021-22.

Pathways Charter School had some savings from staff turnover that was offset by overall higher staffing costs. Instructional materials was less than anticipated since various instructional platforms were purchased from federal funds. No services were adversely affected.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placer County Office of Education Pathways Charter School	Susan Connolly Assistant Superintendent, Student Services	sconnolly@placercoe.org 530-745-1440

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Placer County Pathways Charter engaged or planned to engage educational partners on the use of funds received through the Budget Act of 2021-22 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP) in the following ways:

Universal Transitional Kindergarten (UTK): Pathways Charter will consult with educational partners to develop and implement a UTK plan by June 2022.

Educator Effectiveness Block Grant: Actions described in this grant are a two-year extension of actions included in the 2021-2024 LCAP. Pathways Charter engaged educational partners via the LCAP development process. The local governing board approved this grant in December 2021.

California Career Technical Education Incentive Grant (CTEIG) Program: Actions described in this grant extend Career Technical Education (CTE) actions at iCARE that were included in the 2021-2024 LCAP. Pathways Charter engaged educational partners via the LCAP development process.

ESSER III: Pathways Charter elected to include ESSER III funds in the LCAP. Thus, all educational partners were engaged in the use of these funds throughout the LCAP development process.

A full description of the educational partner feedback used in the development of the 2021-2024 LCAP can be found on pages 59-61 of the LCAP posted at this address: https://www.placercoe.org/PCOEDocuments/PCOE/Educational-Services/Student-Services/Pathways-Charter-LCAP-Package.pdf

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Pathways Charter is not eligible for additional concentration dollars because the enrollment of unduplicated students is less than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Pathways Charter School's educational partner engagement process began in January 2021. Opportunities to share educational partner feedback were made available to parents, staff, students, and Board members using robust engagement opportunities.

Pathways Charter staff collected parent and staff feedback via electronic surveys, hard copy surveys, one-on-one phone calls and facilitated virtual opportunities for all Pathways Charter School staff to provide input. Each of our non-English speaking parents and parents of foster and homeless students was individually called by a Pathways Charter program administrator or support staff and verbally asked survey questions designed to solicit educational partner feedback. Principals and administrators were engaged in a series of interactive meetings where staff collected input and made recommendations that informed this plan. Student feedback was also collected via electronic and hard copy surveys and free-response essays. Pathways Charter School solicited recommendations and comments from the public regarding actions and expenditures included in the plan.

A small team met to identify themes found between all educational partners' feedback pieces. First, the staff analyzed data from surveys. Next, comments from educational partner engagement sessions and individual phone calls were condensed into one document. Then, feedback was organized into categories. Areas of strength, concern, and other themes were captured. Finally, these themes informed the seven supplemental instruction and support strategies described below.

Members of the public were given the opportunity to comment on the proposed actions and expenditures at the Board meeting held on June 10, 2021, and September 9, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PCOE is committed to ensuring the safety of students, parents, and staff members. To begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, PCOE has developed a Framework for Reopening Schools. The Framework includes the following components: Administrators and staff will make every effort to implement and share best practices, including:

1. Implement physical distancing best practices

2. Regular safety meetings with all staff

3. Have designated family curbside drop-off/pick-up station

4. Support and encourage self-monitoring

5. Stay home if showing or experiencing any sign of sickness

6. Post signage of COVID 19, risk assessment, and preventative measures

7. Parent volunteers are not permitted at this time

8. Restrict activities and visitors, including volunteers and parent tours

9. Require students and staff to conduct handwashing or sanitizing as their first activity upon arrival each day and regularly throughout the day

10. Stock cleaning supplies for each cohort/classroom

11. Have a stock of face coverings if a child or staff member exhibits symptoms

12. Clean and disinfect frequently

13. Keep play materials on-site; and not allow equipment to go home with students

14. Keep emergency contact information up to date.

More detailed information can be found in the In-person Instructional Offerings section of the 2020-2021 Learning Continuity and Attendance Plan.

Placer County Pathways Charter School has experienced successes and challenges during the implementation of the American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan.

Successes of actions related to improving effective first instruction (LCAP Goal 1):
Ongoing PLCs and PDs focusing on effective instructional practices, student engagement, and formative assessment have contributed to a 70% increase in the percentage of charter teachers regularly using formative assessment to inform instruction.   The percent of teachers using formative assessments increased from 23% at the end of 2020-21 to 93% in December 2021. PCOE's Equity, Innovation, and Supports (EIS) department provided professional development related to ELD strategies, and it was well-received by instructional staff.

Successes of actions related to providing extended learning opportunities (LCAP Goal 1 and ELO plan):
Ten additional instructional days were added to the iLearn school calendar for the 2021-2022 school year.

Challenges of actions related to improving effective first instruction (LCAP Goal 1):
Hiring additional instructional assistants for both charter programs took several months. Due to time constraints related to the pandemic, site administrators have not started formal individualized coaching cycles with staff members. The team will develop a structure for and launch coaching cycles in the second half of the 2021-2022 school year. PCOE will also provide individualized coaching to teachers on the Reading with Relevance curriculum.

Challenges of actions related to reclassifying English learners (LCAP Goal 1):
The English Learner reclassification rate is lower than in previous years. Students must now earn a Level 4 on the ELPAC to be considered for reclassification.

Successes of college and career readiness supports (LCAP Goal 2):
The introduction of the Academic Counselor position has resulted in new systems that connect students with additional college and career readiness opportunities. As a result, 43% of graduating Independent Study students have submitted the FAFSA. Last year, 27% of students did the same, and the goal is 50% by 2024. Also, 33 iCARE Independent Study and Come Back Program students have been referred to Golden Sierra Job training services compared to 36 students in 2020-2021. The goal is 60 students per year.

Challenges of college and career readiness supports (LCAP Goal 2):
Few students are earning Career Readiness Certifications at iCARE and iCARE Independent Study and the Come Back Program: The goal is 75 certifications earned annually, and as of December 1, 2021, students earned only three certifications.   To increase student access to earning Career Readiness Certifications, the team will implement structured opportunities for all students within the context of existing CTE courses.

Successes of providing tiered supports for all students (PBIS and MTSS) (LCAP Goal 3 and ESSER III):
PBIS team meetings occur regularly across charter sites. These meetings are designed to monitor Tier I systems and practices. Tier II and III intervention meetings are a successful avenue for connecting students with higher support needs with appropriate interventions.

Mid-year school climate survey data indicates an increased positive perception by iLearn middle school students in many areas compared to last year. iLearn and iCARE staff perceptions on the school climate survey were maintained at high rates across all categories.

The PPS intern provided weekly Second Step Social-Emotional Learning lessons to each grade level at iLearn for eight weeks and provided individual and group student support to students with Tier II needs at iCARE for eight weeks. Rotations between sites will continue.

Zero suspensions or expulsions at all Pathways Charter sites as of December 1, 2021.

Challenges of providing tiered supports for all students (PBIS and MTSS) (LCAP Goal 3 and ESSER III):
The charter programs are still in the first phase of increasing counseling services for unduplicated students. The school psychologist currently participates in all bi-weekly intervention meetings at both charter sites and helps select and design appropriate intervention supports for any student demonstrating Tier II or III social-emotional-behavioral support needs. However, other mandated priorities have delayed the launch of the school psychologist providing additional individual counseling services for unduplicated students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Fiscal resources in Pathways Charter's applicable plans are well aligned with its 2021-22 LCAP and annual updates. All plans have a consistent focus on Academic Supports, College and Career Readiness and Mental Health, and Social-Emotional Well-Being.

 1. ESSER III Plan.
https://go.boarddocs.com/ca/pcoe/Board.nsf/files/C98P7C60A788/$file/2021_ESSER_III_Expenditure_Plan_Placer_County_Pathways_Charter_School_20211025%20(Highlighted).pdf

 2. Educator Effectiveness.
https://go.boarddocs.com/ca/pcoe/Board.nsf/files/C98P7T60A790/$file/Educator%20Effectiveness%202021.pdf

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placer County Office of Education Pathways Charter School	Susan Connolly Assistant Superintendent	sconnolly@placercoe.org (530) 745-1440

Plan Summary [2022-23]

General Information

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

Situated in the Sierra Foothills, the Placer County Office of Education (PCOE) serves nearly 75,000 students in 16 school districts across Placer County. To help Placer County students, PCOE provides an array of programs and services to meet student needs. This task is accomplished by providing high-quality, specialized programs for students, developing highly qualified staff, and monitoring fiscal accountability and expenditures.

The Placer County Pathways Charter School (a non-classroom-based charter) is located at multiple sites in Placer County. As a Placer County Office of Education school, Pathways Charter School serves students in transitional kindergarten through grade twelve (TK-12). According to 2020-2021 data from Data Quest, the stability rate of Pathways Charter School was 46.4%. In addition, 211 out of 455 students had stable enrollments (enrolled 245 consecutive calendar days at the same school without a disqualifying exit). In comparison, the Placer County stability rate is 88.7%, and the statewide stability rate is 92.3%.

The Pathways Charter School serves students in several distinct programs:

Pathways iLearn Academy is an Independent Study program that serves families with children in grades TK-8 who choose to educate their children by utilizing an Independent Study model or a hybrid program. iLearn Academy maintains a core belief that independent study is a viable educational alternative. iLearn teachers collaborate with parents and students to provide a rigorous, common core standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to web-based learning, on-site enrichment classes, field trips, and school-wide events to promote community and connections with others. iLearn Academy typically serves 190-200 students.

Pathways iCARE is a county community school (Rocklin) program serving seventh through twelfth graders who are probation referred, expelled, or voluntarily placed by a parent. iCARE provides a small classroom setting with individualized instruction and support. In addition,

students have access to Career Technical Education (CTE) classes. CTE programs and services are a vital component of the 9th-12th grade portion of the iCARE program. These high school classes offer an integrated curriculum for students who thrive on experiential learning. Lessons are highly engaging and prepare students for a specific career pathway and community college entrance. All instructors integrate standards with real-world applications to develop relevant knowledge. Pathways iCARE is Western Association of Schools and Colleges (WASC) accredited. In addition, Pathways iCARE has a voluntary Independent option for ninth through twelfth graders who are probation referred, expelled, or voluntarily placed by a parent. iCARE Independent Study is WASC accredited. Pathways iCARE typically serves 100 students annually.

The Come Back Program is a voluntary independent study program specifically designed to address the academic needs of adult students who have not completed high school and who wish to obtain a high school diploma. The Come Back Program reaches students who have "dropped out" or are not currently enrolled in any school or face barriers that make daily attendance difficult. The Come Back Program educates students who have fallen behind in their studies, provides opportunities and resources to increase career/workforce readiness skills, provides individualized instruction, and assists students in achieving a high school diploma. The Come Back Program is WASC accredited. The Come Back Program typically serves 160 students annually.

Due to the transient nature of student enrollments at Pathways iCARE, traditional academic cohort data is not available and is not an appropriate indicator of student learning loss or progress. In addition, the highly variable student enrollment and low student numbers cause metrics to vary significantly from year to year. This includes California Assessment of Student Performance and Progress (CAASPP) metrics, English Language Proficiency Indicator, A-G Course completion, Career Technical Education pathway completion, advanced placement examination passage, and middle school and high school dropout rates. Student progress is measured three times per year using a norm-referenced assessment (NWEA MAP) to determine if students have met specific reading, language, and math growth targets. Due to the large number of students who are enrolled in the Independent Study model, school attendance rates and chronic absenteeism rates do not apply to Pathways Charter School.

Reflections: Successes

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

SUMMARY: The CA Dashboard and local data demonstrate the following successes:

- Pathways Charter School enrollment increased 6% from 2019-2020 to 2020-2021 (280 to 297 students)
- The percentage of Pathways Charter students meeting growth targets in Language Usage increased by 24% (47% in 2020-2021 to 71% in 2021-2022).
- The percentage of Pathways Charter students meeting growth targets in Math increased by 16% (48% in 2020-2021 to 64% in 2021-2022).
- The Pathways Charter School graduation rate was maintained at 98% (48/49 students).
- The Pathways Charter School suspension Rate decreased from 1.1% in 2019-2020 to 0% in 2020-2021 (Data Quest).

- 75% of graduating Pathways Charter School students interested in college completed the FAFSA.
- iLearn Academy earned platinum medal status and iCARE maintained silver medal status in Statewide Recognition for Positive Behavioral Interventions and Supports (PBIS) implementation.
- The Come Back Program Persistency Rate (2020-2021) was 79%. 39% of students graduated (63 students) and 40% of students continued (66 students) in the program.
- iCARE Students earned 17 career readiness certifications as of April 15, 2022 (10 students earned 17 certifications).

Academic Outcome Data -

Pathways Charter School employs a local assessment Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to measure individual student growth against normative national growth targets. NWEA MAP Reading, Language Usage, and Math assessments are administered in alignment with national testing windows in the Fall, Winter, and Spring.

Each student's growth target is the average normative growth, which considers a student's enrolled grade, initial achievement level, and the number of weeks of instruction received. Even within the same grade, within a single school, one student's growth target may be larger than another's, depending on their initial achievement levels. Nationally, one could reasonably expect that about 50% of all students should meet their growth targets.

NWEA MAP is an adaptive assessment. That means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get more challenging. As the student answers incorrectly, the questions get easier. By the end of the test, most students will have answered about half the questions correctly.

Unlike standardized tests, NWEA MAP is administered periodically during the school year. Standardized tests are usually designed to measure what students already know based on what is expected at their grade level. NWEA MAP Growth is designed to measure student achievement in the moment and growth over time, regardless of grade level. Pathways Charter School collects and analyzes NWEA MAP data regularly to monitor student achievement, inform instruction and support the development of the Pathways Charter School Local Control Accountability Plan.

Pathways Charter NWEA MAP Assessment Results - Reading:

2020-2021
- 50% (74 out of 148) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 65% (15 out of 23) Students with Disabilities (SwD)
- 100% (1 out of 1) English learners (EL)
- 65% (15 out of 23) Hispanic students

2021-2022
- 51% (68 out of 133) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- No EL students had a pre and post-assessment
- 57% (8 out of 14) Hispanic students

NWEA MAP Assessment Results - Language Usage:

2020-2021
- 47% (70 out of 133) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 41% (16 out of 39) SED (Socio-Economically Disadvantaged)
- 33% (7 out of 21) SwD
- 100% (1 out of 1) EL
- 56% (10 out of 18) Hispanic students

2021-2022
- 71% (74 out of 148) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 73% (29 out of 40) SED
- 72% (13 out of 18) SwD
- No EL students had a pre and post-assessment
- 64% (9 out of 14) Hispanic students

NWEA MAP Assessment Results - Math:

2020-2021
- 48% (75 out of 156) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 53% (24 out of 45) SED
- 63% (15 out of 24) SwD
- 100% (1 out of 1) EL
- 67% (18 out of 27) Hispanic students

2021-2022
- 64% (87 out of 135) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 69% (27 out of 39) SED
- 67% (14 out of 21) SwD
- No EL students had a pre and post-assessment
- 67% (10 out of 15) Hispanic students

Pathways Charter School plans to maintain and build upon this success in the following ways:

- Continue to analyze MAP pre and post-assessment information to differentiate instruction to increase student achievement.
- Continue to analyze data from formative and summative assessments to plan instruction to support individual student outcomes.
- Infuse instructional coaching to provide teachers with content training, demonstration lessons, co-plan/co-teach opportunities, and observation/feedback to improve instruction.
- Commit to ongoing PLCs to support teachers in implementing, revising, and monitoring formative assessments.
- Continue to implement PBIS systems and practices which impact positive school climate, safety, and school engagement.

Pathways Charter will continue to monitor Dashboard indicators, local data, and stakeholder feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available.

Reflections: Identified Need

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

SUMMARY: As identified through education partner feedback and data analysis of state and local measures, Pathways Charter's greatest need is to increase academic achievement, specifically in Reading for socioeconomically disadvantaged students and students with disabilities at all sites. Though the percentage of iLearn students in grades 3-8 meeting or exceeding the standard in ELA and Math was greater than the state average, students at iLearn underperformed the county average both ELA, Math, and Science on the 2021 CAASPP. In addition to this, instructional practices that communicate high standards for academic achievement and allow for student voice and choice will be an area of focus.

Academic Outcome Data -

Pathways Charter NWEA MAP Assessment Results - Reading:

2020-2021
- 45% (20 out of 44) SED

2021-2022
- 48% (19 out of 40) SED
- 41% (9 out of 22) SwD

CAASPP Assessment Results:

At i-Learn, students in grades 3-8 participated in the summative end-of-year (CAASPP) in English Language Arts and Math. Due to the pandemic, California's State Board of Education paused all state testing in 2020. In 2021, Local Education Agencies (LEAs) across the state were required to administer a summative assessment but were given a choice between CAASPP and another local assessment. PCOE elected to administer CAASPP ELA and Math to all students in grades 3-8 and 11 and Science to students in grades 5, 8, and 12.

Before the pandemic, the percentage of iLearn students meeting or exceeding the standard in ELA gradually increased from 46% in 2015 to 66% in 2018. Likewise, 58% percent of students met or exceeded the standard in 2019. In 2021, 56% (66 out of 118) of iLearn students in grades 3-8 met or exceeded the standard in ELA. This was a slight decrease over 2019.

Before the pandemic, the percentage of students meeting or exceeding the standard in Math increased gradually between 2015 (49%) and 2018 (57%). 55% of iLearn students met or exceeded the standard in Math in 2019. CAASPP was not administered in 2020. In 2021, 40% (47 out of 118) of iLearn students met or exceeded the standard in Math.

2020-2021
- 56% of iLearn students met or exceeded the standard in ELA (the State average was 49%, county average was 60%).
- 40% of iLearn students met or exceeded the standard in Math (the State average was 34%, county average was 43%).
- 40% of iLearn 5th-grade students met or exceeded the standard in Science (the State average was 30%, county average was 43%).

School Climate - PBIS School Climate Survey results (academic expectations)

iCARE student ratings related to feeling successful:
- 2020: 2.9 out of 4.0
- 2021: 2.6 out of 4.0

iCARE student ratings related to high standards for achievement:
- 2020: 2.7 out of 4.0
- 2021: 2.6 out of 4.0

School Climate - California Healthy Kids Survey (CHKS) results - "I help decide things like class activities or rules."

2019-2020: 31% of students responded "pretty much true" or "very true"
2020-2021: 29% of students responded "pretty much true" or "very true"

Pathways Charter staff will take the following steps to address the areas with the greatest need for improvement:

- Provide all teachers with Instructional Coaching.
- Provide students with academic interventions, small group instruction, and extended year learning opportunities.
- Continue to provide tiered academic interventions.
- Emphasize lesson design and student voice and choice.

LCAP Highlights

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

The key features of the Pathways Charter School 2021-24 LCAP are summarized in three goals:

Goal 1: Increase student growth and achievement through improved instructional practices. (Broad Goal)

Goal 1 Context: Analysis of MAP pre and post-test results from the 2020-2021 year revealed that more students identified as Students with Disabilities, English Learners, and Hispanic students met their growth targets than the "All Students" average. To support all students in achieving projected growth targets, Site Administrators identified a need to enhance school-wide instructional supports, including robust monthly professional learning for effective first instruction, formative assessments infused into lesson plans, and individualized coaching for all teachers.

Many students enroll in Pathways Charter programs with gaps in their knowledge, low levels of academic confidence, or deficits in academic organization and preparedness. Many students require intensified approaches to goal setting and progress monitoring. Therefore, Pathways Charter students will be assessed upon enrollment, and team members will collaboratively develop individual learning plans with student input to set short- and long-term goals. In addition, various data sources will be analyzed regularly to identify students in need of tiered academic supports.

Goal 2: Prepare every student for success by ensuring College and/or Career Readiness. (Broad Goal)

Goal 2 Context: Students enrolled in Pathways Charter programs in grades 9-12 do not have access to more traditional means to achieve college and career readiness as measured on the CA Dashboard, such as multiple options for CTE Career Pathway completion, A-G course completion, college credit courses, leadership/military science, AP exams, IB exams, or the State Seal of Bi-literacy. Therefore, this goal focuses heavily on local actions and metrics that provide various means for students to prepare for success after high school.

Goal 3: Continue to foster safe, engaging, and connected School environments for all students. (Maintenance Goal)

Goal 3 Context: Positive school climate, trauma-informed practices, school safety, and strong interpersonal connections are foundational

elements in keeping Pathways Charter families and students safe, engaged, and connected. While the iCARE and iLearn student population and program designs present slightly different needs, both sites benefit from the same actions related to supporting school climate and student wellness.

Due to the adverse experiences, high mobility, and exclusionary practices that many iCARE students have experienced, it is necessary to develop and maintain intensified tiered systems of support to ensure they can positively engage at school. At iLearn, PBIS implementation, family engagement, and SEL opportunities are critical parts of maintaining a strong partnership with parents and maintaining consistency for students between home and school settings.

Specific local metrics have been crafted based on the identified needs of students in the programs.

The highlights of all goals in the 2021-24 LCAP include the following:

- Instructional Coaching Model with 1:1 coaching support for all teachers, including multiple coaching cycles that include lesson design and modeling, co-teaching, observations, and feedback
- Professional Development related to cultural proficiency and culturally responsive instruction, English Language Development, and strategies for the effective first instruction
- Current technology utilizing 1:1 laptops for all students
- Additional school days, academic intervention, and tutoring
- Career Technical Education, including career certifications and access to a career pathway
- Administration of the NWEA MAP three times per year to monitor student growth
- Individual counseling and Social Skills Groups provided by School Psychologist/Social Worker
- Academic counseling for grades 9-12
- Continue to implement Positive Behavioral Interventions and Supports (PBIS) with fidelity, to support a positive school climate and trauma-informed practices
- Student Support Practitioner to support families and coordinate services accessed through community providers
- Academic and career exploration enrichment classes for grades 6-8

Comprehensive Support and Improvement

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

Schools Identified

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

Pathways Charter school is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Pathways Charter school is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Pathways Charter school is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Pathways Charter School's stakeholder engagement process for the 2021-2024 LCAP began in Fall 2020 and continued throughout the 2021-2022 school year. A robust menu of opportunities to share feedback was made available to parents, teachers, principals, administrators, other school personnel, students, the school site council/parent advisory committee (SSC/PAC), and Board members. In addition, the LCAP development team collected educational partner feedback via electronic surveys, hard copy surveys, one-on-one phone calls and virtually facilitated stakeholder feedback sessions, including structured data walks in January 2021 and March 2022.

Education Partner Feedback Actions - Parents
Non-English speaking parents were contacted by support staff and verbally asked survey questions designed to solicit stakeholder feedback. Parents of foster and homeless students were individually called by staff and verbally asked survey questions designed to solicit stakeholder feedback.

Education Partner Feedback Actions - Teachers and Administrators
A series of interactive meetings with Principals and administrators were completed in March and April 2021. In addition, targeted feedback from these partners was collected at monthly Leadership Team Meetings and Administrator LCAP Meetings through the 2021-2022 school year. In addition, Pathways Charter School teachers attended the April 2022 data walk and feedback session and responded to the opportunity to provide verbal and written input.

Education Partner Feedback Actions - Students
Student feedback was collected via electronic and hard copy surveys and virtual focus groups in the 2020-2021 school year. In the 2021-2022 school year, student feedback was collected via electronic surveys and small group conversations with LCAP team members.

Education Partner Feedback Actions - Public and Other School Personnel
PCOE solicited recommendations and comments from the public regarding actions and expenditures included in the plan. SELPA program specialists provided consultation on developing the 2021-2024 LCAP and 2021-2022 Annual Update. The Latino Leadership Council participated in the structured data walk in March 2022. Pathways Charter School does not have enough English Learners to necessitate an English Learner Parent Advisory Committee.

Education Partner Feedback Summary
In March 2021, a small team met to identify themes found between all educational partner feedback pieces. First, data from surveys were analyzed. Next, comments from educational partner engagement sessions and individual phone calls were condensed into one document. Then, feedback was organized into categories related to commonly identified areas. From there, areas of strength, areas of concern, and other themes were combined with an analysis of student outcome data to develop the goals and actions in this plan. As soon as feedback

was gathered in early 2022, the LCAP team checked progress towards the goals, identified themes in the feedback, and drafted revisions to metrics and actions.

Placer County Pathways Charter acts as a Single School District. Therefore, the LCAP will also serve all School Plan for Student Achievement (SPSA) purposes. The LCAP received appropriate School Site Council/Parent Advisory Committee approval on May 19, 2022. School Site Council Members expressed appreciation that their feedback was reflected in the LCAP.

Members of the public were given the opportunity to comment on the proposed LCAP at the Board meetings held on June 9, 2022, and June 16, 2022.

A summary of the feedback provided by specific educational partners.

Analysis of feedback received from specific stakeholder groups throughout the LCAP development process revealed the following trends and inputs:

Student Achievement - 2021 Feedback:

- Staff, parents, and students were thrilled with the 2019-20 graduate rate and five-year graduation trends.
- iLearn staff expressed a need to support parents as co-teachers by providing clarity with assignments, providing professional development to parents, and communicating about student work completion.
- iCARE stakeholders wanted to support independent study students with the thinking skills required to do well on the ELA CAASPP assessment.
- Teachers requested additional English Learner professional development, coaching, and opportunities to observe other teachers implementing effective strategies.
- Staff, parents, and students had positive responses to the increasing trend of English Learner reclassification.
- Pathways Charter staff expressed the need to increase effective first instruction due to concerns related to learning loss, as evidenced in MAP data from Fall-Winter 2020.

Student Achievement - 2022 Feedback:

- Staff had positive reviews of the English Learner professional development and requested more short-term EL support strategies.
- Staff acknowledged that student performance on NWEA MAP could be improved with a more strategic test administration schedule.
- Parents at iLearn want support with curriculum pacing, timelines, and teaching more complex concepts in older grades to support their roles as co-teachers during independent study instructional days at home.
- Parents at iLearn want more support with math instruction.
- Parents and staff at iLearn expressed concern over the academic performance of socioeconomically disadvantaged students as measured by MAP growth targets.

- Staff at iCARE requested revisions to the Individual Learning Plan template to facilitate targeted conversations with students, specifically 7th and 8th graders.

School Climate and Engagement - 2021 Feedback:

- Pathways Charter staff and parents expressed concerns about low CHKS scores in meaningful participation/say in how things are done and agreed that this is an area for improvement.
- Pathways Charter staff and parents were enthusiastic about student perceptions related to school safety and connections with school staff.
- Families and staff provided high ratings on school climate, survey items related to school safety, clarity of expectations, connectedness, and structure for learning.

School Climate and Engagement - 2022 Feedback:

- Staff and parents/guardians iCARE and iLearn provided feedback that school is safe and positive for students.
- Staff and parents/guardians at iLearn requested more opportunities for post-pandemic social events.
- Parents at iLearn expressed a desire to engage more families in participating in school-wide activities and planning meetings.
- Parents at iLearn praised the "wonderfully safe and supportive environment."
- Staff at iCARE identified attendance as a barrier for some students.
- Parents at iCARE shared that the school website is challenging to navigate, including problems accessing the school calendar or staff contact information and outdated information on the site.

Student Wellness - 2021 Feedback:

- Parents requested additional SEL supports for students.
- Pathways Charter staff and parents expressed concerns about the CHKS result related to school connectedness and had suggestions about digging deeper into healthy connection strategies.

Student Wellness - 2022 Feedback:

- Staff and parents/guardians believe students are connected with the support they need. One iCARE parent said, "(my) student has earned more credits since September than he learned his entire HS career. He feels supported and can work at their own pace."
- iCARE parents/guardians requested additional transitional support between Pathways Charter and the student's prior district.
- iCARE parents/guardians requested different food options, access to drinking water that does not require students to bring their refillable water bottles, and more comfortable student furniture in all classrooms.

College and Career Readiness - 2021 Feedback:

- iLearn staff and parents expressed a desire to have a wider variety of enrichment courses
- iCARE teachers and parents requested resources to support students transitioning to college or career after high school.

College and Career Readiness - 2022 Feedback:

- Staff and parents/guardians requested additional post-high school connections such as mentor programs, financial classes, soft skill workshops, career day activities, and guest speakers.
- Staff and parents/guardians at iCARE provided positive feedback about the impact of the CTE teacher, Academic Counselor, and Workability staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The themes identified by educational partners directly informed the development of the three goals in the 2021-24 LCAP. In addition, specific pieces of input influenced actions in the LCAP.

Goal 1:

2021 Feedback: Staff, parents, and student feedback around student achievement shaped Goal 1. Data from 2020-2021 Fall to Winter MAP assessments shows that Pathways Charter has an area of growth in general Tier I supports for all students. Data suggests patterns of learning loss in Reading and Language Usage for all students. Educational partners also expressed concern about patterns in the data and had questions regarding the decline in academic performance. Actions focus heavily on improving first instruction through professional development and coaching, increasing staff understanding and usage of MAP growth target data, and providing academic intervention to students. Educational partners selected metrics to measure ongoing staff skill development, student perception of voice and choice within instruction, and formative and summative assessments to measure academic growth and achievement.

2022 Feedback: Educational partner feedback in 2021-2022 supports the continuation of Goal 1 and the corresponding actions. Feedback endorsed the continuation of English Language professional development and efforts to support student perception of the school's high academic expectations. MAP data suggests a need for continued support for high-quality instruction in English Language Arts for all students, and staff and family are in support of continuing actions around coaching and support for effective instructional practices.

Goal 2:

2021 Feedback: Graduation and CCI data from the 2019-20 LCAP informed Goal 2 of the 2021-24 LCAP. In 2019-20, 98% of Pathways Charter school students graduated with their one-year cohort. The one-year graduation rate is a metric Pathways Charter School will continue to track in Goal 2. In 2019-20, 0% of Pathways Charter students were "prepared" as measured by the College and Career Indicator on the California Dashboard. Educational partner reactions to these data points informed actions in Goal 2 that expand CTE and enrichment courses and increase parent and student engagement in college and career readiness activities. The leadership team developed local metrics and actions focused heavily on expanding alternative opportunities to enhance students' college and career preparation.

2022 Feedback: Educational partner feedback supports the continuation of Goal 2 and the corresponding actions, including continuing CTE activities and parent and student engagement. Based on feedback, additional career connection activities such as mock interviews, career days, and guest speakers were added to Goal 2, Action 2.

Goal 3:

2021 Feedback: The positive reactions from staff, parents, and students to data regarding school climate and engagement informed Goal 3, a maintenance goal. Pathways Charter educational partners, including students, staff, and families, all reported high confidence levels concerning school climate. Survey feedback identified strengths of school safety, predictable routines and structures, and student connections to adults on campus. Fidelity data reflects the consistent implementation of PBIS Systems and Practices, including specific strategies to maintain a strong school climate and student wellness support. Actions reflect the continued implementation of tiered social-emotional practices to support the previously documented positive outcomes and stakeholder perceptions. Metrics include implementation fidelity, stakeholder perception of school climate, and student perception of connectedness with other students on campus. Most Pathways Charter school students are primarily enrolled as Independent Study students, and thus metrics related to attendance and Chronic Absenteeism are not appropriate.

2022 Feedback: Educational partner feedback in 2021-2022 supports the continuation of Goal 3 and the corresponding actions, including specific strategies to maintain a strong school climate and counseling for all students. In addition, educational partners agreed that the addition of a Student Support Practitioner has been an effective action in connecting students and families with more community resources and increasing ongoing communication with families through a digital school newsletter.

Goals and Actions

Goal

Goal #	Description
1	Increase student growth and achievement through improved instructional practices.

An explanation of why the LEA has developed this goal.

Data suggests patterns of learning loss in reading and language usage for all students. Stakeholders also expressed concern about patterns in the data and had questions regarding the decline in academic performance. Actions focus heavily on improving first instruction through professional development and coaching, increasing staff understanding and usage of MAP growth target data, and providing academic intervention to students. Staff selected metrics to measure ongoing staff skill development, student perception of voice and choice within instruction, and formative and summative assessments to measure academic growth and achievement. (Broad Goal - addresses Priorities 1, 2, 4, & 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pathways Charter ELA and Math participation rate on CAASPP	2019 ELA: 92% 2019 Math: 93%	2021 ELA: 95% (134/141) 2021 Math: 95% (134/141)			95% of students will participate in CAASPP ELA and Math testing
Percentage of teachers who demonstrate the use of formative assessment that is used to modify instruction, based on administrator observation two times per year	2020-21: 23% (3/13) of hybrid and seat-based teachers demonstrated the use of formative assessment strategies which they used to modify instruction	2021-2022: 100% (13/13) of hybrid and seat-based teachers are using formative assessments to modify instruction (iLearn: 100%, iCARE: 100%)			80% of hybrid and seat-based teachers will demonstrate the use of formative assessment that is used to modify instruction, based on administrator observation two times per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of charter students who responded "pretty much true" or "very true" to the statements, "I help decide things like class activities or rules" in the Meaningful Participation scale in the California Healthy Kids Survey (CHKS)	2019-2020: 31% of students who completed the California Healthy Kids Survey (CHKS) responded to the question "I help decide things like class activities or rules" by answering "pretty much true" or "very true"	2020-2021: 29% of students who completed the California Healthy Kids Survey (CHKS) responded to the question "I help decide things like class activities or rules" by answering "pretty much true" or "very true"			50% of students completing the CHKS will response either "pretty much true" or "very true" to the item, "I help decide things like class activities or rules"
Percentage of all English Learners who are reclassified (includes all PCOE programs) Note: EL reclassification rates may vary dramatically year to year since the number of EL students enrolled changes significantly over time, and students must achieve an overall score of 4 on the ELPAC to qualify for reclassification	In 2019-2020: 39% (7 out of 18) of all English Learners were reclassified across PCOE programs	In 2021-2022, 0% (0 out of 13) English Learners were reclassified across PCOE Programs.			50% of EL students across PCOE programs will be reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who are making progress towards English Language proficiency, as reported on the California Dashboard Note: The threshold to meet the progress level of "Very High" is 65% or higher	2019-2020 Dashboard: 83.3% of students made progress towards English Language proficiency. (Maintained ELPI level 4 or progressed at least one ELPI level)	2020-2021: No Dashboard Data			A minimum of 65% of students will make progress towards English Language Proficiency (Very High Status on the CA Dashboard)
MAP - Percentage of Pathways Charter students who meet their MAP growth targets in Reading	2019-2020: 52% (74/141) 2020-2021: 50% (74/148)	2021-2022: 51% (68/133)			60% of students will meet their MAP growth targets in ELA
MAP - Percentage of Pathways Charter students who meet their MAP growth targets in Language Usage	2019-2020: 59% (82/139) 2020-2021: 47% (63/133)	2021-2022: 71% (89/125)			60% of students will meet their MAP growth targets in Language Usage
MAP - Percentage of Pathways Charter students who meet their MAP growth targets in Math	2019-2020: 52% (74/141) 2020-2021: 48% (75/156)	2021-2022: 64% (87/135)			60% of students will meet their MAP growth targets in Math
MAP - Percentage of Pathways Charter SED students who meet NWEA MAP	2019-2020: 60% (30/50) 2020-2021: 45% (20/44)	2021-2022: 48% (19/41)			60% of Pathways Charter SED students will meet growth targets in reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
growth targets in Reading					
MAP - Percentage of Pathways Charter Students with Disabilities students who meet NWEA MAP growth targets in Language Usage	2019-2020: 64% (18/28) 2020-2021: 33% (7/21)	2021-2022: 72% (13/18)			60% of Pathways Charter Students with Disabilities will meet NWEA MAP growth targets in Language Usage
MAP - Percentage of Pathways Charter SED students who meet NWEA MAP growth targets in Language Usage	2019-2020: 60% (28/47) 2020-2021: 41% (16/39)	2021-2022: 73% (29/40)			60% of Pathways Charter SED students who meet growth targets in Language Usage
2022-2023 New Metric: MAP - Percentage of iCARE students who meet NWEA MAP growth targets in Reading	2022-2023 New Metric: 2020-2021 Baseline: 61%	2021-2022: 54% (13/24)			60% of iCARE students will meet growth targets in Reading
2022-2023 New Metric: MAP - Percentage of iCARE students who meet NWEA MAP growth targets in Language Usage	2022-2023 New Metric: 2020-2021 Baseline: 59%	2021-2022: 57% (12/21)			60% of iCARE students will meet growth targets in Language Usage

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2022-2023 New Metric: MAP - Percentage of iCARE students who meet NWEA MAP growth targets in Math	2022-2023 New Metric: 2020-2021 Baseline: 77%	2021-2022: 52% (12/23)			60% of iCARE students will meet growth targets in Math
CAASPP - Percentage of iLearn students who meet or exceed standards in English Language Arts	2018-2019 58%	2020-2021: 56% (66/118)			65% of iLearn students will meet or exceed standards in English Language Arts
CAASPP - Percentage of iLearn students who meet or exceed standards in Math	2018-2019: 55%	2020-2021: 40% (47/118)			60% of iLearn students will meet or exceed standards in Math
CAASPP - Percentage of iLearn students who meet or exceed standards in Science	2018-2019: 17% (4/17, 5th grade only)	2020-2021: 40% (8/20, 5th grade only)			47% of iLearn students will meet or exceed standards in Science (5th grade only)
CAASPP - Percentage of iLearn students with disabilities who meet or exceed standards in English Language Arts	2018-2019: 36%	2020-2021: 36% (10/28)			60% of iLearn students with disabilities will meet or exceed standards in English Language Arts
CAASPP - Percentage of iLearn	2018-2019: 40%	2020-2021: 21% (5/24)			60% of iLearn socio-economically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
socio-economically disadvantaged students who meet or exceed standards in Math					disadvantaged students will meet or exceed standards in Math

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Design and deliver professional development for effective first instruction	Site administrators will meet monthly to develop a professional development sequence, with support and resources from SELPA/PCOE team. Site administrators will deliver ongoing professional development annually, targeting effective instructional practices, as well as using formative assessment data and MAP growth data to inform lesson planning. 2022-2023 Amended Action: Site administrators will meet monthly to develop a professional development sequence, with support and resources from the PCOE Equity, Innovation, and Supports (EIS) department. Site administrators will deliver and monitor ongoing professional development annually, targeting effective instructional practices, as well as using formative assessment data, MAP growth data to inform lesson planning and engagement strategies for high academic expectations.	$364,966.00	No
1.2	Provide robust professional learning for teachers around effective first instruction (Duplicative Expense Goal 1, Action 1)	Site administrators will evaluate team training needs and provide targeted and focused monthly professional learning and collaboration aligned with prioritized effective teaching practices, including backward planning and standards-based lesson design. Continue to provide professional learning related to the use of current technology and learning management systems. At least one professional learning		No

Action #	Title	Description	Total Funds	Contributing
		session per month includes an activity related to using formative assessment data to inform instruction. 2022-2023 Amended Action: Site administrators will evaluate team training needs and provide/monitor targeted and focused monthly professional learning and collaboration aligned with prioritized effective teaching practices, including backward planning and standards-based lesson design with support and resources from the PCOE EIS department. Continue to provide professional learning related to the use of current technology and learning management systems. At least one professional learning session per month includes an activity related to using formative assessment data to inform instruction.		
1.3	Provide instructional coaching to all teachers	Site administrators will facilitate individual coaching cycles with all staff at least twice a year, with coaching support from SELPA/PCOE team as needed, focusing on increased use of formative assessment and foundations of effective lesson design for all students. Add site support staff to help support Administrators' availability to provide coaching. 2022-2023 Amended Action: Site administrators will facilitate individual coaching cycles with all staff at least twice a year, with coaching support from the PCOE EIS department as needed, focusing on increased use of formative assessment and foundations of effective lesson design for all students.	$1,316.00	No
1.4	Provide English Language Development (ELD) supports	Obtain support from PCOE's Equity, Innovation, and Supports (EIS) department to provide ELD professional development to site administrators and teachers to increase knowledge and application of ELD standards, curriculum, and strategies. PCOE English Language Coordinator(s) will follow the process for reclassifying eligible students.	$31,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Provide additional academic supports for all students	Provide individual and small group academic interventions for students who qualify for tiered support to increase the percentage of students who meet their MAP growth targets.	$135,580.00	No
1.6	Support parents as teachers (iLearn only)	The site administrator and CTE teacher will create and provide resources and support to strengthen the instructional skills of parent co-teachers at iLearn, by providing a video support series and other monthly resources. Professional development related to MAP growth targets in Reading, Language Usage, and Math will be provided.	$47,629.00	No
1.7	Provide fully credentialed teachers, standards aligned instruction and instructional materials, and maintained school facilities	Teachers are assigned and fully credentialed for the students they are teaching. Students have access to the standards-aligned instructional materials resources. School facilities are well maintained and in good repair. Teachers will provide high-quality instruction based on the academic content and performance standards to all students, including English learners. Students have access to 1:1 devices and technology to support connectivity and access to online courses and materials.	$78,976.00	No
1.8	Provide extended learning opportunities	Sites will provide additional school days to promote student learning acceleration, credit recovery and skill maintenance.	$59,147.00	No
1.9	Support high school preparedness (iLearn only)	Site administrator and 8th-grade mathematics teacher will create and support a weekly Integrated I math course as an enrichment course for 8th graders. The site administrator and 8th-grade mathematics teacher will also maintain a relationship with high schools so students can take the HS Integrated I final exam. If students score 80% or above, they will enter high school as a freshman starting in Integrated II. Tiered supports for study skills will be provided to 6th-8th grade students.	$27,412.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Develop a data oversight team and data systems	Develop a Data Oversight Team to build systems and staff capacity with respect to formative data measures that relate to students' academic achievement (e.g., AERIES Analytics, NWEA MAP assessment scores, etc.). District Leadership Team will review progress towards LCAP goals and actions on a monthly basis.	$215,301.00	No
1.11	Develop and implement Individual Learning Plans (ILPs) with students - iCARE	School site staff will develop ILPs for all students 7-12, and will review ILP goals and student growth targets with students at least quarterly.	$2,105.00	No

Goal Analysis [2021-22]

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

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

Multiple actions were successfully implemented during the 2021-2022 school year, contributing to maintaining the positive outcomes addressed in Goal 1. The Data Oversight Team successfully reviewed progress towards LCAP goals and actions monthly, developing action plans and refining processes. Site administrators collaborated with PCOE's EIS department to provide professional development focusing on effective instructional strategies, English Language Development strategies, and effective approaches for accelerated learning. Students requiring additional support in specific academic areas received individualized or small group support and feedback about their MAP growth targets and related skills to improve. In addition, to support accelerated learning and/or credit recovery, ten additional school days were added to iLearn's 2021-2022 school calendar, and additional days were added to iCARE's calendar via their extended summer session.

Action 1.3 Provide Instructional Coaching to all teachers: Due to unforeseen pressing priorities during the 2021-2022 school year, site administrators could not provide each teacher with two complete instructional coaching cycles. As a result, the team has developed a modified coaching plan for the 2022-2023 school year, which incorporates coaching support provided by PCOE's EIS department.
Action 1.6 (iLearn only) Support Parents as Teachers: The team has created a list of video topics, a general framework for the video content, and has secured a public Google site to house the videos. However, videos have not yet been created and introduced to iLearn parents due to other pressing priorities. Consultation and support from PCOE's EIS department will be utilized to secure a launch for these videos in the fall of 2022.
Action 1.11 (iCARE only) Develop and implement Individual Learning Plans (ILPs) with students: The development and quarterly review of Individual Learning Plans at iCARE was not completed consistently by all teachers. Instead, teachers focused more heavily on weekly

individual check-ins with students regarding weekly goals and credit acquisition. As a result, the staff plans to re-format the ILPs into a more engaging format that can be accessed digitally.

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

Goal 1 Action 4 - this expense was less than expected because the actual salary was less than the budgeted salary.
Goal 1 Action 5 - this expense was less than expected due to staff shortages.
Goal 1 Action 6 - this expense was more than expected due to salary increases.
Goal 1 Action 7 - this expense was more than expected due to increased technology and license costs for Learning Management Systems.
Goal 1 Action 8 - this expense was more than expected due to salary increases.
Goal 1 Action 10 - this expense was more than expected due to salary increases.
Goal 1 Action 11 - this expense was less than expected due to reduced web-based assessment costs.

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

Goal 1 Actions 1, 2, and 3 - These actions were effective as demonstrated by the 77% increase (23% in 2020-2021 to 100% in 2021-2022) in the percentage of teachers using formative assessments to inform instruction, maintenance in the rate of students meeting growth targets in Reading (50% in 2020-2021 to 51% in 2021-2022), and an increase of the percentage of students meeting growth targets in Math (48% in 2020-2021 and 64% 2021-2022).
Goal 1 Action 4 - English Language Development training opportunities have been well received by staff, as evidenced by qualitative feedback requesting additional support and positive post-training survey results not tracked in the LCAP.
Goal 1 Action 5 and 8 - Providing additional academic support has allowed for targeted small group instruction. These actions have led to more students meeting their growth targets in Math.
Goal 1 Action 6 - This action is in progress. The site administrator and CTE teacher are in the process of creating videos for parents.
Goal 1 Action 7 - This action was effective as supported by Local Indicator data in Priority Area 1.
Goal 1 Action 9 - Five iLearn students have enrolled in Integrated Math I and are preparing to take the exam.
Goal 1 Action 10 - This action has led to refined data processes, and this work is ongoing. The accuracy of the English Learner reclassification rate is one indicator of the effectiveness of this work.
Goal 1, Action 11 - Student growth targets are tracked and monitored during the ILP process. This action has been moderately effective, and feedback from educational partners is informing modifications to the ILP review and monitoring process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Amended Goal: No Changes Amended Metrics: Added new metrics for iCARE related to the MAP assessment. Amended Desired Outcomes: Added new desired outcomes for iCARE related to the MAP assessment. Amended Actions: Action 1.1 - changed the scope of Professional Development to include site administrators and administrators from the Equity, Innovation, and Supports department. Action 1.2 - changed the scope of Professional Learning to include site administrators and administrators from the Equity, Innovation, and Supports department. Action 1.3 - changed the scope of Coaching to include site administrators and administrators from the Equity, Innovation, and Supports department.

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

Goals and Actions

Goal

Goal #	Description
2	Prepare every student for success by ensuring college and/or career readiness.

An explanation of why the LEA has developed this goal.
Stakeholders expressed positive feedback and enthusiasm about the one-year graduation rate and graduation rate trends. However, traditional college and career indicators on the dashboard are less attainable for students enrolled for 9-12 months before returning to a comprehensive campus. Because of this, the leadership team developed local metrics and actions focused heavily on expanding alternative opportunities to enhance students' college and career preparation. (Broad goal - addresses priorities 2, 5, 7, & 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students graduating with their one year cohort (DASS)	2020: 98%	2020-2021: 98% of Pathways Charter students graduated with their one year cohort (48/49)			95% or above
2022-2023 New Metric: Percentage of A-G courses completed with a C or better	2020-2021 Baseline Data: Percentage of A-G courses completed with a C or better - 98.67% (148 out of 150 courses)	Not Applicable			2022-2023 New Outcome: 80% of A-G courses will be completed with a C or better
Percentage of graduating students at iCARE and iCARE Independent Study	2020-2021: iCARE: 0% (no potential graduates)	As of April 15, 2022: iCARE: 100% (2 out of 2) of all graduates			50% of graduating students at iCARE and iCARE IS will submit the Free

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who submitted the Free Application for Federal Student Aid (FAFSA) 2022-2023 Amended Metric: Percentage of graduating students at iCARE and iCARE Independent Study who are interested in pursuing post-secondary education who submitted the Free Application for Federal Student Aid (FAFSA)	iCARE IS: 27% of all graduates completed the FAFSA.	completed the FAFSA. iCARE IS: 25% (4 out of 12) of all graduates completed the FAFSA.			Application for Federal Student Aid (FAFSA) 2022-2023 Amended Outcome: 80% of graduating students at iCARE and iCARE IS who are interested in pursuing post-secondary education will submit the Free Application for Federal Student Aid (FAFSA)
Percentage of 9th-12th grade iCARE and iCARE Independent Study students who earned credit in a Career Technical Education (CTE) course	2019-20: 37% of 9th-12th grade students students earned credits in a CTE course	As of April 15 2022: 43% (30/70) iCARE and iCARE Independent student students earned credit in a CTE course			50% of 9th-12th grade iCARE students will earn credit in a Career Technical Education (CTE) course
Total number of career readiness certifications earned by iCARE students annually	2019-2020: 0	As of April 15 2022: 17 career readiness certifications have been earned by 10 iCARE students.			Students will earn 75 career readiness certifications annually
Percentage of 6th-8th grade iLearn students	2018-2019: 50% of 6th-8th grade iLearn	As of April 15, 2022: 56% of 6th-8th grade			60% of 6th-8th grade iLearn students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that enrolled in at least one career exploration CTE enrichment course annually	students (41/81) enrolled in at least one career exploration CTE enrichment course annually	iLearn students (34/61) have enrolled in at least one CTE enrichment course			enroll in at least one career exploration CTE course annually
Percentage of graduating students in Come Back who submitted the Free Application for Federal Student Aid (FAFSA) 2022-2023 Amended Metric: Percentage of graduating students in Come Back who are interested in pursuing post-secondary education who submitted the FAFSA	2019-2020: 32% (16/50) of graduating Come Back students submitted the FAFSA	As of April 15, 2022: 17% of Come Back Program graduates completed the FAFSA (8/46).			50% of graduating students in the Come Back program will submit the Free Application for Federal Student Aid (FAFSA) 2022-2023 Amended Outcome: 80% of graduating students in the Come Back program who are interested in pursuing post-secondary education will submit the Free Application for Federal Student Aid (FAFSA)
Number of Come Back Program students referred to the Golden Sierra Job Training Agency	2020-2021: 36 Come Back Program students were referred to Golden Sierra Job Training Agency.	July 1, 2021-April 15, 2022: 64 Come Back Program students were referred to Golden Sierra Job Training Agency.			60 Come Back program students will be referred to Golden Sierra Job Training Agency for services
Come Back Program Persistency Rate	2019-2020: 85% of students exited the Come Back Program with a diploma (49	2020-2021: 79% of students exited the Come Back Program with a diploma (63			Maintain 80% Persistency Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students) or continued in the program (78 students)	students, 39%) or continued in the program (66 students, 22%)			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Expand CTE and enrichment courses	Career Technical Education (CTE) teachers will provide students with a career pathway and career exploration courses, enrichment courses, academic field trips/coordination, and opportunities to earn career certifications.	$197,262.00	No
2.2	Increase parent and student outreach related to college and career readiness	The academic counselor will increase staff, student, and parent education with respect to college and career readiness options, including increasing student exposure to a variety of college and career programs, administering career assessments, and administration of the PSAT. The academic counselor will connect students with certificate and trade programs, academic enrichment classes at Sierra College, as well as job placement resources (Golden Sierra). The academic counselor will assist students and parents with the process to complete the Free Application for Federal Student Aid (FAFSA) application and college applications.

2022-2023 Amended Action:
The academic counselor will increase staff, student, and parent education with respect to college and career readiness options, including increasing student exposure to a variety of college and career programs, administering career assessments, and administration of the PSAT/ASVAB. The academic counselor will connect students with certificate and trade programs, academic enrichment classes at Sierra College, job placement resources | $16,072.00 | No |

Action #	Title	Description	Total Funds	Contributing
		(Golden Sierra Job Training Agency), and other career connection activities. The academic counselor will assist students and parents with the process to complete the Free Application for Federal Student Aid (FAFSA) application and college applications.		
2.3	Provide Tier I study skills supports (Duplicate expense in Goal 1, Action 1)	Site PBIS teams will work to develop universal strategies and tools related to study skills. Sites will incorporate these Tier I instructional strategies and supports to increase student academic organization and planning, goal-setting, self-monitoring of progress, and work completion. 2022-2023 Amended Action: Charter teachers and staff will work individually and in small groups with students on a weekly basis to support study skills strategies and academic planning. Consultation with students will focus on credit acquisition, academic organization and planning, work completion, and goal-setting.		No
2.4	Develop Individual Academic Plans - iLearn only (Duplicate expense from Goal 1, Action 1 & 11)	School site staff will meet every trimester with 6th-8th grade students to develop an Individual Academic Plan, which includes MAP growth targets, future goal-setting (e.g., college/career planning), and an individualized academic plan.		No
2.5	Provide courses for college credits (duplicate expense of 1.1)	The CTE teacher and site principal will explore offering dual enrollment courses on the iCARE campus which would allow students to earn college credits.		No
2.6	Provide workforce readiness activities and experiences to	The employment placement specialist will provide support to students with disabilities to promote career awareness and exploration, including vocational assessments, soft skills, training, workplace	$7,479.00	No

Action #	Title	Description	Total Funds	Contributing
	students with disabilities	etiquette and guidance to help students discover their strengths and interests.		
2.7	Provide a Broad Course of Study to all students	For students in grades 1 through 6, a Broad Course of Study is provided and includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. For students in grades 7 through 12, a Broad Course of Study is provided and includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Career Technical Education. All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. A-G courses are provided through the Cyber High online learning platform. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation.	$32,386.00	No
2.8	Provide central office support to ensure the timely transfer of records	Ensure rapid enrollment of returning adult students who seek to earn their high school diploma by providing central office support to quickly access existing transcripts from schools where the students were previously enrolled.	$25,613.00	No

Goal Analysis [2021-22]

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

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

The successful implementation of several Goal 2 actions had a significant impact on supporting college and/or career readiness. The addition of a full-time Academic Counselor was successful, as evidenced by an increase in student and family engagement related to FAFSA, Golden Sierra Job Training Agency, and other career connections. This position has also increased messaging to parents via the school newsletter and has formed stronger relationships between PCOE and the local community college program. The CTE teacher at iCARE continued to

provide courses for Career Technical Education credits and an increased percentage of students earned at least one credit in a CTE course. Pathways iCARE has also implemented an effective weekly academic planning structure for its students, which has improved students' ability to track their progress across both short- and long-term academic goals.

Action 2.5 Provide courses for college credits: Pathways Charter administration continues to contact community partners to explore dual enrollment opportunities for students at iCARE. However, there have been barriers to this action related to communication and follow-through due to the pandemic. Staff will continue to meet with the local community college during the 2022-2023 school year to explore this opportunity for students further.

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

Goal 2 Action 1 - this expense was more than expected due to salary increases and increased use of career certifications.
Goal 2 Action 2 - this expense was more than expected due to salary increases.
Goal 2 Action 7 - this expense was less than expected due to budgeted instructional materials being funded from a different resource.
Goal 2 Action 8 - this expense was less than expected due to staff shortages.

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

Three specific actions were instrumental in making progress towards preparing every student for success by ensuring college and/or career readiness, as evidenced by positive growth in Goal 2 metrics:
Goal 2 Action 1 - Expand CTE and enrichment courses: This action was effective, evidenced by the increased percentage of students earning CTE credits and earning more career readiness certificates.
Goal 2 Actions 2 and 6- Increase parent and student outreach related to college and career readiness: The addition of a full-time Academic Counselor was effective, as evidenced by the increase in FAFSA applications submitted and an increase in referrals submitted to Golden Sierra Job Training Agency. This position has also increased messaging to parents via the school newsletter and has formed stronger connections between PCOE and the local community college program.
Goal 2 Action 3 - Provide Tier I study skills supports: Pathways iCARE has implemented an effective weekly academic planning structure which correlates with the successful DASS graduation rate metric of 98%.

Goal 2 Action 4 - Duplicate from Goal 1. Student growth targets are tracked and monitored during the ILP process. This action has been moderately effective, and feedback from educational partners is informing modifications to the ILP review and monitoring process.
Goal 2 Action 5 - Exploring courses for college credit; in progress; see note above. This action has not yet been effective.
Goal 2 Action 7 - This action was effective as measured by Local Indicator Priority Area 7.
Goal 2 Action 8 - This action has been very effective. The new position has aided in the timely transfer of records, facilitating student enrollments.

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

Amended Goal:
No Changes

Amended Metrics:
Added a metric measuring A-G course completion with a C or better.
The percentage of iCARE, iCARE IS, and Come Back students who submitted the FAFSA was changed to the percentage of students interested in post-secondary education who submitted the FAFSA.

Amended Desired Outcomes:
Added a desired outcome related to A-G course completion.
Amended the iCARE and iCARE IS FAFSA desired outcome to 80% of students interested in post-secondary education will submit the FAFSA.
Amended the Come Back Program FAFSA desired outcome to 60% of students interested in post-secondary education will submit the FAFSA.

Amended Actions:
Action 2.2 - added the ASVAB.
Action 2.3 - changed to reflect staff using weekly individual or small-group meetings to provide study skills supports.

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

Goals and Actions

Goal

Goal #	Description
3	Continue to foster safe, engaging, and connected school environments for all students.

An explanation of why the LEA has developed this goal.
Charter educational partners, including students, staff, and families, all reported high confidence levels concerning school climate. School safety, predictable routines and structures, and student connections to adults on campus were strengths identified within survey feedback. Fidelity data reflects the consistent implementation of PBIS Systems and Practices, including specific strategies to maintain a strong school climate and student wellness supports. Actions reflect the continued implementation of tiered social-emotional practices intended to maintain the previously documented positive outcomes and stakeholder perceptions. Metrics include implementation fidelity, stakeholder perception of school climate, and student perception of connectedness with other students on campus. Pathways Charter school students are primarily enrolled as Independent Study students, and thus metrics related to Absenteeism and Chronic Absenteeism are not appropriate. (Maintenance goal - addresses priorities 3, 5, & 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - percentage of students (cumulative enrollment) suspended for at least one day	2019 CA Dashboard: 3.7%	2020-2021 (Data Quest): 0%			Maintain Suspension Rate below 4%
Expulsion Rate - percentage of students (cumulative enrollment) who have been expelled	2019-2020: 0.22% (one student)	2021-2022: (Data Quest) 0%			Maintain Expulsion Rate below 1%
PBIS School Climate Surveys (PBIS Assessments) –	Fall 2020: Families	Fall 2021: Families: Avg 3.63			Average score for all school climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average perception of students, families, and staff related to school climate (1= strongly disagree, 4=strongly agree)	iCARE 3.62, iLearn 3.69 Students: iCARE 3.25, iLearn 3.49 Staff: iCARE 3.4, iLearn 3.73	iCARE 3.63, iLearn 3.62 Students: Avg 3.28 iCARE 2.73, iLearn 3.49, IS/CB 3.61 (first year of data) Staff: Avg 3.43 iCARE 3.26, iLearn 3.46, IS/CB 3.59 (first year of data)			surveys will maintain at 3 or higher
PBIS Tiered Fidelity Inventory (PBIS Assessments) - Measures the fidelity of implementation of core features of PBIS	2020-2021: iCARE: Tier I 73%, Tier II 85% IS/CB: Tier I 73% iLearn: Tier I 93%, Tier II 92%, Tier III 91%	2021-2022: iCARE: Tier I 90%, Tier II 81% IS/CB: Tier I 90% iLearn: Tier I 100%, Tier II 92%, Tier III 88%			Charter sites will score the recommend minimum of at least 70% across all Tiers in the PBIS Tiered Fidelity Inventory (TFI).
Percent of students answering "agree" or "strongly agree" to the California Healthy Kids Survey statement, "I feel close to people at this school"	In 2019-2020: 48% of students responded "agree" or "strongly agree" to the CHKS item, "I feel close to people at this school".	In 2020-2021: 62% of charter students responded "agree" or "strongly agree" to the CHKS item, "I feel close to people at this school".			At least 60% of students will answer "agree" or "strongly agree" to the California Healthy Kids Survey statement, "I feel close to people at this school".

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement Tier I PBIS practices and SEL competencies	Continue to implement core features of school-wide Positive Behavior Interventions and Supports as evidenced by monthly data-based PBIS meetings, explicit instruction related to school expectations, utilization of prevention-based trauma-informed practices, implementation of robust and focused student acknowledgment systems, and consistent school discipline policies, which include instructive and restorative approaches. Provide coaching and ongoing professional development to site teams and administrators. Focus Tier I practices on strengthening student connections and sense of belonging and student voice and representation through the implementation of culturally proficient practices. Coordinate and deliver school-wide Social-Emotional Learning curriculum, both embedded in academic instruction and targeted SEL skills (e.g., School Connect, BASE Education). Utilize ongoing survey and student self-assessment tools to monitor SEL growth and support needs.	$70,453.00	No
3.2	Support culturally proficient practices (Duplicate expense from Goal 1, Action 1)	Collaborate with PCOE Equity, Innovation and Supports Department and Prevention Supports and Services department for resources and professional development related to cultural proficiency, cultural representation, and culturally responsive instruction. Site leaders will provide annual professional development and coaching related to culturally proficient classroom practices/lesson design. Site leaders will provide at least two Culturally Proficient Practices Professional Development sessions annually, which braid together strategies of culturally responsive PBIS and culturally responsive instructional practices and curriculum. Site leaders will provide follow-up feedback and coaching to school staff. 2022-2023 Amended Action: Collaborate with partners such as PCOE Equity, Innovation and Supports Department, PCOE's Prevention Supports and Services department, and Reading with Relevance to deliver resources and professional development related to culturally proficient practices and		No

Action #	Title	Description	Total Funds	Contributing
		culturally responsive instruction. Site leaders will ensure the delivery of at least two Culturally Proficient Practices Professional Development sessions annually, including strategies of culturally responsive PBIS practices and culturally responsive instruction and curriculum. Site leaders will provide follow-up feedback and coaching to school staff.		
3.3	Engage families and students (Duplicate Expense from Goal 1, Action 1)	Sites will continue to provide opportunities for family engagement via events such as school site council/stakeholder feedback sessions, school safety committee meetings, spirit assemblies, "coffee with the principal", surveys, newsletters, School Messenger communication, positive postcards home, monthly student recognition activities, parent training and access to student information online (e.g., AERIES, LiveSchool, Canvas, Google classroom), PCOE technology support line, and student leadership opportunities. 2022-2023 Amended Action: Sites will continue to provide opportunities for family engagement via events such as school site council/educational partner feedback sessions, school safety committee meetings, spirit assemblies, surveys, "coffee with the principal", School Messenger communication, positive postcards home, ongoing student recognition activities, parent training, and access to student information online (e.g., AERIES, LiveSchool, Canvas, Google classroom), PCOE technology support line, and student leadership opportunities.		No
3.4	Maintain Data Systems for MTSS	Continue to utilize student information systems (e.g., AERIES) and program data analysts to support entry and analysis of high-quality academic and engagement data. Teams will continue to analyze MTSS data to determine whether systems changes or supports are needed at the site level.	$175,830.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Utilize Foster Focus system to support foster youth who attend Pathways Charter School	Pathways Charter School staff and the PCOE foster youth district liaison will utilize the Foster Focus data system to support and monitor outcomes for foster youth.	$9,970.00	No
3.6	Provide bilingual parent/student liaison	Pathways Charter School will improve bilingual support services through more robust communication and support for parents and families of English Learners. The bilingual parent liaison will increase student and parent outreach and make weekly contact with non-English speaking parents to answer questions and offer support.	$12,721.00	Yes
3.7	Provide counseling services and opportunities for social-emotional learning	Pathways Charter School will increase individual counseling services and supports for unduplicated students.	$321,026.00	Yes
3.8	Provide enhanced nursing services to support student wellness	The school nurse will provide enhanced support services to unduplicated students and their families related to preventative health and wellness practices, accessing medical care, and instruction related to the Family Life curriculum.	$41,898.00	Yes
3.9	Coordinate mental health supports and services	The mental health specialist will coordinate and implement attendance interventions and the SARB process. Provide support to classroom teachers related to culturally proficient practices and generalization of SEL skills. Participate in site intervention team meetings. Manage referrals from site staff related to access to community services for students and families, coordinate the Handle with Care program, and coordinate and provide professional development related to student wellness and healthy boundaries. Coordinate and provide Tier III interventions. Provide outreach to families regarding the availability of mental health supports at school sites. 2022-2023 Amended Action:	$53,432.00	No

Action #	Title	Description	Total Funds	Contributing
		The Student Support Practitioner will coordinate and implement attendance interventions and the SARB process. Participate in site intervention team meetings. Manage referrals from site staff related to access to community services for students and families, coordinate the Handle with Care program, and coordinate and provide professional development related to student wellness and healthy boundaries. Coordinate and provide Tier III interventions. Provide outreach to families regarding the availability of mental health supports at school sites.		

Goal Analysis [2021-22]

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

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

Several actions were successfully implemented during the 2021-2022 school year, contributing to maintaining the positive outcomes addressed in Goal 3. Across all three distinct Charter contexts (iLearn, iCARE, and iCARE Independent Study/ComeBack), the teams implemented core features of Positive Behavior Interventions and Supports (PBIS). They adapted their systems and practices to student needs that changed throughout the pandemic. In addition, family engagement was enhanced for the iCARE programs by the rollout of new monthly detailed newsletters, including information about school, community resources, and college/career readiness resources. A significantly successful action was the introduction of a Student Support practitioner mid-year; since January, this position has served to connect many students and families with outside resources and has integrated into all charter Intervention Team meetings. Another successful action is related to Action 3.4, Maintain Data Systems for MTSS. During the 2021-2022 school year, PCOE developed its Data Quality Team, which meets monthly to examine and refine internal data collection and analysis processes. The goal of this team is to ensure that the data being used for progress monitoring is efficient, reliable, consistent, and replicable.

Action 3.2 (Support Culturally Proficient Practices) was implemented differently than initially intended. While professional development and coaching related to culturally proficient practices was provided, the content did not braid together culturally proficient PBIS practices with culturally responsive instruction; these topics were covered in separate sessions due to the limited time available for a combined professional development session.

Action 3.9 (Coordinate Mental Health Services) was implemented differently. After initially hiring a Mental Health Specialist to support the programs, it became evident that they had different needs that would be better served by a Student Support Practitioner. Therefore, the Student Support Practitioner position began in January 2022 rather than at the beginning of the 2021-2022 school year.

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

Goal 3 Action 4 - this expense was more than expected due to salary increases
Goal 3 Action 6 - this expense was more than expected due to salary increases
Goal 3 Action 9 - this expense was less than expected due to a change in the position. The mental health specialist position was replaced with a student support practitioner to better meet the needs of students and families.

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

Goal 3 Actions 1, 2, 3, 7, and 9 - These actions were especially effective in fostering safe, engaging, and connected school environments for all students. This is evidenced by the positive outcomes in metrics related to school climate scores (including family, students, and staff), PBIS implementation fidelity scores, California Healthy Kids Survey scores related to connections at school, and 0% suspension and 0% expulsion rates.

Goal 3 Action 4 - Data systems have been effectively maintained. Improvements to data processes have resulted from progress monitoring. For example, monitoring the student attendance process led to improved documentation of student needs and staff interventions in Aeries.
Goal 3 Action 5 - Utilizing the Foster Focus system to support Foster Youth has effectively monitored student movement and ensured prompt enrollment.
Goal 3 Action 6 - Providing bilingual parent/student liaison has allowed non-English speaking parents to ask questions and request support. The positive interactions are evidenced by the positive response to the school climate survey.
Goal 3 Action 8 - Providing enhanced nursing services was effective. Unduplicated students had additional access to the school nurse to improve their physical and mental well-being.

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

Amended Goal:
No changes.

Amended Metrics:
No changes.

Amended Desired Outcomes:
No changes.

Amended Actions:

Action 3.2 - maintained professional development on cultural proficiency while removing the criteria that the content must braid together PBIS and instructional practices
Action 3.3 - changed stakeholder to educational partner
Action 3.9 - changed mental health specialist to student support practitioner

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$356,619	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.73%	0.0%	$0.00	10.73%

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

Required Descriptions

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

Pathways Charter considered the needs, conditions, and circumstances of unduplicated students first. As a result, all actions contributing to the increased or improved services are specific to these student groups and can be found in Prompt 2 below. None of the contributing actions were designed for school-wide or district-wide implementation.

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

Goal 1 - Increase student growth and achievement through improved instructional practices.

Action 4 - Provide English Language Development (ELD) supports:
Pathways Charter will increase ELD supports by providing ELD professional development to site administrators and teachers to increase knowledge and applications to ELD standards, curriculum and strategies.

Goal 3 - Continue to foster safe, engaging, and connected school environments for all students.

Action 6 - Provide bilingual parent/student liaison:
Pathways Charter will improve bilingual support services through more robust communication and support for parents and families of English Learners. The bilingual parent liaison will increase student and parent outreach.

Action 7 - Provide counseling services and opportunities for social-emotional learning:
Pathways Charter will increase individual counseling services and supports for all unduplicated student groups to support student mental health.

Action 8 - Provide enhanced nursing services to support student wellness:
Pathways Charter will increase nursing services to support student wellness for unduplicated students and their families related to preventative health and wellness practices, accessing medical care, and expanded instruction related to the Family Life curriculum.

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

Not Applicable

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,107,880.00	$286,325.00		$534,266.00	$1,928,471.00	$1,674,323.00	$254,148.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Design and deliver professional development for effective first instruction	All	$364,966.00				$364,966.00
1	1.2	Provide robust professional learning for teachers around effective first instruction (Duplicative Expense Goal 1, Action 1)	All					
1	1.3	Provide instructional coaching to all teachers	All	$1,316.00				$1,316.00
1	1.4	Provide English Language Development (ELD) supports	English Learners	$31,897.00				$31,897.00
1	1.5	Provide additional academic supports for all students	All	$135,580.00				$135,580.00
1	1.6	Support parents as teachers (iLearn only)	All		$47,629.00			$47,629.00
1	1.7	Provide fully credentialed teachers, standards aligned instruction and instructional materials, and maintained school facilities	All				$78,976.00	$78,976.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Provide extended learning opportunities	All		$59,147.00			$59,147.00
1	1.9	Support high school preparedness (iLearn only)	All	$23,379.00			$4,033.00	$27,412.00
1	1.10	Develop a data oversight team and data systems	All	$99,302.00			$115,999.00	$215,301.00
1	1.11	Develop and implement Individual Learning Plans (ILPs) with students - iCARE	All		$2,105.00			$2,105.00
2	2.1	Expand CTE and enrichment courses	All		$137,686.00		$59,576.00	$197,262.00
2	2.2	Increase parent and student outreach related to college and career readiness	All	$538.00			$15,534.00	$16,072.00
2	2.3	Provide Tier I study skills supports (Duplicate expense in Goal 1, Action 1)	All					
2	2.4	Develop Individual Academic Plans - iLearn only (Duplicate expense from Goal 1, Action 1 & 11)	All					
2	2.5	Provide courses for college credits (duplicate expense of 1.1)	All					
2	2.6	Provide workforce readiness activities and experiences to students with disabilities	Students with Disabilities				$7,479.00	$7,479.00
2	2.7	Provide a Broad Course of Study to all students	All	$28,299.00			$4,087.00	$32,386.00
2	2.8	Provide central office support to ensure the	All				$25,613.00	$25,613.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		timely transfer of records						
3	3.1	Implement Tier I PBIS practices and SEL competencies	All		$693.00		$69,760.00	$70,453.00
3	3.2	Support culturally proficient practices (Duplicate expense from Goal 1, Action 1)	All					
3	3.3	Engage families and students (Duplicate Expense from Goal 1, Action 1)	All					
3	3.4	Maintain Data Systems for MTSS	All	$86,023.00			$89,807.00	$175,830.00
3	3.5	Utilize Foster Focus system to support foster youth who attend Pathways Charter School	Foster Youth All				$9,970.00	$9,970.00
3	3.6	Provide bilingual parent/student liaison	English Learners	$12,721.00				$12,721.00
3	3.7	Provide counseling services and opportunities for social-emotional learning	English Learners Foster Youth Low Income	$281,961.00	$39,065.00			$321,026.00
3	3.8	Provide enhanced nursing services to support student wellness	English Learners Foster Youth Low Income	$41,898.00				$41,898.00
3	3.9	Coordinate mental health supports and services	All				$53,432.00	$53,432.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,325,078	$356,619	10.73%	0.0%	10.73%	$368,477.00	0.00%	11.08 %	**Total:**	$368,477.00
								LEA-wide Total:	$0.00
								Limited Total:	$368,477.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Provide English Language Development (ELD) supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$31,897.00	
3	**3.6**	Provide bilingual parent/student liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$12,721.00	
3	**3.7**	Provide counseling services and opportunities for social-emotional learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$281,961.00	
3	**3.8**	Provide enhanced nursing services to support student wellness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$41,898.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,955,664.00	$1,914,433.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Design and deliver professional development for effective first instruction	No	$346,227.00	$353,781
1	1.2	Provide robust professional learning for teachers around effective first instruction (Duplicative Expense Goal 1, Action 1)	No	Duplicate	Duplicate
1	1.3	Provide instructional coaching to all teachers	No	$32,950.00	$33,745
1	1.4	Provide English Language Development (ELD) supports	Yes	$28,438.00	$24,098
1	1.5	Provide additional academic supports for all students	No	$187,364.00	$137,458
1	1.6	Support parents as teachers (iLearn only)	No	$44,657.00	$47,831
1	1.7	Provide fully credentialed teachers, standards aligned instruction and instructional materials, and maintained school facilities	No	$53,895.00	$84,740
1	1.8	Provide extended learning opportunities	No	$53,394.00	$60,939
1	1.9	Support high school preparedness (iLearn only)	No	$21,293.00	$22,337

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Develop a data oversight team and data systems	No	$150,586.00	$160,533
1	1.11	Develop and implement Individual Learning Plans (ILPs) with students - iCARE	No	$2,368.00	$2,109
2	2.1	Expand CTE and enrichment courses	No	$177,808.00	$189,560
2	2.2	Increase parent and student outreach related to college and career readiness	No	$72,397.00	$77,958
2	2.3	Provide Tier I study skills supports (Duplicate expense in Goal 1, Action 1)	No	Duplicate	Duplicate
2	2.4	Develop Individual Academic Plans - iLearn only (Duplicate expense from Goal 1, Action 1 & 11)	No	Duplicate	Duplicate
2	2.5	Provide courses for college credits	No	no cost	no cost
2	2.6	Provide workforce readiness activities and experiences to students with disabilities	No	$7,723.00	$6,954
2	2.7	Provide a Broad Course of Study to all students	No	$56,472.00	$34,834
2	2.8	Provide central office support to ensure the timely transfer of records	No	$65,080.00	$16,746
3	3.1	Implement Tier I PBIS practices and SEL competencies	No	$52,027.00	$53,084
3	3.2	Support culturally proficient practices (Duplicate expense from Goal 1, Action 1)	No	Duplicate	Duplicate
3	3.3	Engage families and students (Duplicate Expense from Goal 1, Action 1)	No	Duplicate	Duplicate

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Maintain Data Systems for MTSS	No	$160,093.00	$168,075
3	3.5	Utilize Foster Focus system to support foster youth who attend Pathways Charter School	No	$9,210.00	$9,511
3	3.6	Provide bilingual parent/student liaison	Yes	$11,471.00	$12,739
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	$280,359.00	$300,038
3	3.8	Provide enhanced nursing services to support student wellness	Yes	$72,522.00	$71,785
3	3.9	Coordinate mental health supports and services	No	$69,330.00	$45,578

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$319,036	$373,864.00	$361,359.00	$12,505.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Provide English Language Development (ELD) supports	Yes	$28,438.00	$24,098		
3	3.6	Provide bilingual parent/student liaison	Yes	$11,471.00	$12,739		
3	3.7	Provide counseling services and opportunities for social-emotional learning	Yes	$261,433.00	$252,737		
3	3.8	Provide enhanced nursing services to support student wellness	Yes	$72,522.00	$71,785		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,256,042	$319,036	0.0%	9.80%	$361,359.00	0.00%	11.10%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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