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 2019-20 LCAP Year**

![Projected Revenue by Fund Source](chart)

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

The total revenue projected for Placer County Office of Education (Pathways Charter) is $4,206,516, of which $3,310,926 is Local Control Funding Formula (LCFF), $370,449 is other state funds, $96,394 is local funds, and $428,747 is federal funds. Of the $3,310,926 in LCFF Funds, $393,713 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Placer County Office of Education (Pathways Charter) plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Placer County Office of Education (Pathways Charter) plans to spend $4,229,890 for the 2019-20 school year. Of that amount, $837,828 is tied to actions/services in the LCAP and $3,392,062 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- The costs of providing general education services are not included.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Placer County Office of Education (Pathways Charter) is projecting it will receive $393,713 based on the enrollment of foster youth, English learner, and low-income students. Placer County Office of Education (Pathways Charter) must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Placer County Office of Education (Pathways Charter) plans to spend $423,705 on actions to meet this requirement.
This chart compares what Placer County Office of Education (Pathways Charter) 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) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Placer County Office of Education (Pathways Charter)'s LCAP budgeted $483,543 for planned actions to increase or improve services for high needs students. Placer County Office of Education (Pathways Charter) estimates that it will actually spend $471,461 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-12,082 had the following impact on Placer County Office of Education (Pathways Charter)'s ability to increase or improve services for high needs students:
There was no impact in the actions and services. All actions and services occurred as stated.
Local Control Accountability Plan and Annual Update (LCAP) Template

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placer County Office of Education (Pathways Charter)</td>
<td>Phillip Williams Deputy Superintendent</td>
<td><a href="mailto:pwilliams@placercoe.k12.ca.us">pwilliams@placercoe.k12.ca.us</a> 530.745.1389</td>
</tr>
</tbody>
</table>

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

2017-20 Plan Summary

The Story

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

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

The Placer County Pathways Charter School is located at multiple sites in Placer County. As a Placer County Office of Education school, Pathways serves students in grades transitional kindergarten through twelve (TK-12).

The Pathways Charter School serves students in several distinct programs:

The iLearn Academy is an Independent Study program which serves families with children in grades TK-8 who choose to educate their children at home or in a home/school 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 on-line learning, on-site enrichment classes, field trip, and school-wide events to promote community and connections with others. iLearn Academy typically serves 170-200 students at any one time. Demographic data: 12.06% Hispanic, 1.01% American Indian/Alaskan Native, 1.51% Asian, .5% Black/African American, .5% Hawaiian/Pacific Islander, 79.40% White, 3.52% Multiple, 3.02% English Learners, 18.09% Special Education, 13.57% Socio-Economically Disadvantaged, 0.00% Foster Youth.
Intensive CARE (iCARE) is a partnership between the Placer County Office of Education and local school districts and provides a program tailored to the student’s educational and social-emotional needs. iCARE provides a variety of services and supports to seventh through twelfth graders to ensure developing academic and social-emotional success. Students are referred by probation or the School Attendance Review Board (SARB), expelled from their home school or placed by their parent or guardian. Academic intervention is provided for those who need credit recovery or extra academic support. iCARE has a low teacher-student ratio to provide differentiated instruction and Individualized Learning Plans for all students. iCARE provides opportunities for enrichment to students who benefit from social-emotional support, substance-abuse awareness classes, classes related to anger-management/decision making, and health and wellness activities. Academic and Career Counseling is provided to all students and a broad course of study is available using a blended model of in-class instruction, Career Technical Education, and on-line coursework. iCARE may also provide a voluntary independent study option for students who are probation referred, expelled, or voluntarily placed by parent. The school specific demographic data reported below was collected on April 5th, 2019 but this data can be extremely variable due to the transient nature of the student population. iCARE Community School typically serves 30-60 students at any one time. However, a large percentage of these students transfer in and out of the program throughout the school year. iCARE also provides a voluntary independent study option. Demographic data: 22.22% Hispanic, 1.38% American Indian/Alaskan Native, 4.16% Asian, 1.38% Black/African American, 62.5% White, 8.33% Multiple, 11.11% English Learners, 27.77% Special Education, 44.44% Socio-Economically Disadvantaged, 4.16% Foster Youth.

iCARE Come Back Program (Intensive Community Action for Responsive Education Come Back Program) is an independent study program specifically designed to address the academic needs of adult learners, 17 to 24 years of age, who have not completed high school and who wish to obtain a high school diploma. The iCARE Come Back Program reaches students who have "dropped out," are not currently enrolled in any school, or who face particular challenges - such as health issues or the need to work - that make daily attendance difficult. The iCARE Come Back Program educates students who have fallen behind in their studies, provides opportunities and resources to increase career/workforce readiness skills, and assists students in achieving a high school diploma. Demographic data: 31.43% Hispanic, 0.00% American Indian/Alaskan Native, 2.86% Asian, 0.00% Black/African American, 57.14% White, 5.71% Multiple, 2.86% English Learners, 5.71% Special Education, 26.92% Socio-Economically Disadvantaged, 0.00% Foster Youth.

**LCAP Highlights**

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

The highlights and key features of this year’s 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 competency, English Language Development, UDL and high quality instruction
- Current technology utilizing laptops provided to all students
- Blended program providing both traditional classes and an on-line learning platform with A-G course options
- Career Technical Education
- Outdoor environmental education opportunities and enrichment activities
• A District Improvement Team evaluation process is in place to analyze/evaluate district initiatives, analyze data, and support the implementation of the LCAP goals and actions
• Administration of the Northwest Evaluation Association Measures of Academic Progress (MAP) three times per year to track student progress and academic achievement data, inform instruction and professional development
• Individual counseling and Social Skills Groups provided by School Psychologist/Social Worker
• Academic counseling for students and parents

Placer County Pathways Charter is acting as a Single School District this year. Therefore, the LCAP will also serve all purposes of the School Plan for Student Achievement (SPSA), and the LCAP received appropriate School Site Council approval on May 28, 2019.

Review of Performance

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

Greatest Progress

Pathways Charter received a California School Dashboard for the first time in 2018. The greatest strength reported was in English Language Arts - all students earned a green performance color. This status was high (18.4 points above the standard), and performance increased from 2017 by 10.4 points.

Dashboard data from the 2018-19 school year indicates the following strengths:
• CAASPP English Language Arts increased 10.4 points to a high status of 18.4 points above the standard - Green
• Graduation Rate increased 38.5% to 88% of students completing graduation requirements - No Performance Color
• Suspension Rate decreased significantly by 6.5% from 13.5% to 7% of students being suspended at least once - Yellow

Additional data collected through stakeholder feedback, local assessments, the California Assessment of Student Performance and Progress (CAASPP) and local indicator data demonstrates the effectiveness of current actions and services. Preliminary data for the 2018-2019 school year indicates the following:
• Out of school suspension incidents significantly decreased by 43% (44 suspension incidents in 2017-18 to 19 suspension incidents in April 2019)
• Out of school suspension days significantly decreased by 33% (51 suspension days in 2017-18 to 34 suspension days in 2018-19)
• Behavior referrals significantly decreased by 26% (757 referrals in 2017-18 to 562 referrals in 2018-19 YTD)
• Student Substance Use decreased by 14%, as reported on the California Healthy Kids Survey
- Enrollment in iCARE Comeback program experienced significant increases from 3 students in 2018 to 64 students in 2018-2019.
- Enrollment in iCARE Independent Study program experienced significant increases from 14 students in 2018 to 27 students in 2018-2019.

Local data demonstrates that the LCAP actions and services are contributing to improved student performance. Instructional Coaching has been instrumental in providing teachers with content training, demonstration lessons, co-plan/co-teach opportunities and observation/feedback to improve instruction. Staff have increased their data fluency in intervention meetings where they monitor and deeply analyze SWIS data to assing tiered interventions to students, change environments and increase PBIS implementation fidelity. Ongoing Professional Learning Communities (PLCs) have allowed teachers to implement, revise and monitor formative assessments. The ability to analyze data from formative and summative assessments in order to plan instruction has been successful and will continue. Professional Development related to the implementation of Universal Design for Learning (UDL) is one area of focus for Instructional Coaching. The implementation of Positive Behavior Interventions and Supports (PBIS) and professional development related to Cultural Competency has improved student outcomes, resulting in a reduction in days of suspension and behavior referrals.

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

**Greatest Needs**

Dashboard data from the 2017-2018 school year indicates the following:
- Math declined 9.5 points to a status of 9.8 points below the standard (yellow for All Students and White students)
- Chronic Absenteeism Rate increased 1.3% to 2.9% (yellow for All Students and green for White students)
- College and Career - prepared 0% (no color)
- College and Career - approaching prepared 7.7% (no color)
- Percentage of students who achieved language level 3 (Moderately Developed) or 4 (Well Developed) on the ELPAC assessment - 63.7%

A small student group size resulted in no color or status reporting for indicators not listed above. No student groups were two or more levels below all students. Referring to the California School Dashboard, Pathways Charter did not receive a Red or Orange performance color in any state indicator or local performance indicator. Additionally, Pathways Charter met all local indicators; no "Not Met” or “Not Met for Two or More Years” ratings were received.

As identified through dashboard and local data, Pathways Charter's greatest needs are increasing academic achievement for all students, improving attendance and reducing chronic absenteeism in the iCARE program and reducing out of school suspensions and behavior referrals. Providing appropriate instruction for English Learners in order to increase the number of students eligible for reclassification is also an area of need. In addition to these items, Social-Emotional learning will
continue to be an area of focus with regards to increasing student engagement and academic motivation and reducing substance abuse.

The Percentage of English Learners who were reclassified (this data includes EL students from all PCOE programs):

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>12.5%</td>
</tr>
<tr>
<td>2018-19</td>
<td>50%</td>
</tr>
</tbody>
</table>

Pathways Charter School attendance rate (iCARE, CARE, iCARE IS, iLearn Academy, Come Back Program)

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>2017-18</td>
<td>96.18%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.7%</td>
</tr>
</tbody>
</table>

2017-18 attendance rate by program
iCARE 84.7%
iCARE IS 84.6%

2018-19 attendance rate by program
iCARE 84.6%
iCARE IS 93%
iCARE and CARE chronic absenteeism rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>53.2%</td>
</tr>
<tr>
<td>2018-19</td>
<td>64%</td>
</tr>
</tbody>
</table>

2017-18 chronic absenteeism rate by program
iCARE 56.6%
CARE 25.0%

2018-19 chronic absenteeism rate by program
iCARE 67%
CARE 44.4% iCARE Number of Behavioral Referrals

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>866</td>
</tr>
</tbody>
</table>
Pathways Charter Out-of-School Suspension Days

2017-18 51
2018-19 34

California Healthy Kids Survey (CHKS)

Current Alcohol or Drug Use - percentage of students reporting using alcohol or drugs within the last 30 days:

2017-18 43%
2018-19 29%

29% of students reported Current Alcohol or Drug Use - This is a significant decrease of 14 points from 2017-18. One possible explanation for this change is the increase in 7th and 8th grade students from iLearn participating in the survey in 2018-19. County-wide results indicate that 48% of all 7th-11th graders enrolled in non-traditional settings report Current Alcohol or Drug Use.

Academic Motivation - % of students who agree or strongly agree to the following statements:
- I try hard to make sure that I am good at my schoolwork.
- I try hard at school because I am interested in my work.
- I work hard to try to understand new things at school.
- I am always trying to do better in my schoolwork.

2017-18 62%
2018-19 65%

65% of students agree or strongly agree with statements associated with Academic Motivation. This is a 3% increase over last year. More importantly, there was a significant positive shift in the percentage of students who strongly agree. In 2017-18, 22% strongly agreed while in 2018-19, this increased to 33% of students; an 11 point increase. County-wide data results demonstrate that 28% of all 7th-11th graders in non-traditional settings responded “strongly agree” to the same questions.

The Come Back Program will collect baseline engagement/graduation data to determine if the program is effective. The Come Back Program was developed for adult students who enroll to earn a high school diploma.

The following baseline data will be collected 2018-2019:

Total number of students enrolled in 2018-2019 - 64
Percentage of enrolled students who exited without a diploma during 2018-2019 - 23%
Percentage of enrolled students who were continually enrolled in the Come Back Program or graduated in 2018-2019 - 74%
Total number of graduates in 2018-2019 - 14

The following steps will be taken to address the areas with the greatest need for improvement:

- Provide all teachers with Instructional Coaching with an emphasis on supporting English Learners and Universal Design for Learning (UDL).
- Provide students with academic interventions, small group instruction and extended year learning opportunities.
- Implement Tier 1, 2, and 3 attendance interventions provided through individual school sites and the SARB process.
- Utilize a Bilingual parent liaison to assist with providing attendance check-ins and parent support.
- Continue to improve school climate and social-emotional learning through access to counseling and social work services.
- Continued implementation of Positive Behavior Interventions and Supports (PBIS) with fidelity.
- Collaborate with community providers to offer a range of substance abuse prevention, awareness and treatment options.
- Provide a Career Technical Education Pathway at iCARE Community School.
- Provide academic counseling at iCARE Community School.
- Utilize Other Means of Correction (OMC) in lieu of out of school suspension whenever possible.
- Explore discipline disproportionate data.
- Provide all teachers with cultural competency training with a focus on implicit bias and culture of poverty.

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

Performance Gaps

There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance. However, though Students with Disabilities and Socioeconomically Disadvantaged (SED) Students both showed declines in Suspension rates over 2017, these two student groups each received an orange performance color, one level below all students. This is an area of concern for the LEA.

For the academic indicators on the 2018 California Dashboard, only All students relieved a color - all other student groups had fewer than 30 students and did not receive a color. Once 2018-19 CASSPP results become available, the District Improvement Team will explore disaggregated data for Pathways, iLearn, and iCARE to identify student groups whose performance is below that of All Students. Based on historical data, it is predicted that these groups will likely be Hispanic students, Students with Disabilities and SED students.

The LEA plans on taking the following steps to address these performance gaps:

- Provide data deep dive to educate all staff on student performance and needs.
- Tailor summer and school year professional development to provide all teachers with cultural competency and implicit bias support.
- Continue to implement Tier I, II and III PBIS supports with fidelity, with an emphasis on supports for students with disabilities and SED students.
- Provide Instructional Coaching with an emphasis on English Language Development (ELD) professional development.
- Provide students with academic interventions, small group instruction and extended year learning opportunities.
- Provide academic counseling at iCARE Community School.
- Provide Career Technical Education Pathway at iCARE and career exploration courses for middle-school students at iLearn.

2017-2018 CAASPP/Smarter Balanced dis-aggregated assessment data for iLearn Academy

Percentage of students who met or exceeded standard in English Language Arts
- 66% of all students
- 30% of students with disabilities
- 60% of socioeconomically disadvantaged students
- 40% of Hispanic students

Percentage of students who met or exceeded standard in Math
- 57% of all students
- 30% of students with disabilities
- 40% of socioeconomically disadvantaged students
- 29% of Hispanic students

2018-19 CAASPP/Smarter Balanced dis-aggregated assessment data for iLearn Academy:

Percentage of students who met or exceeded standard in English Language Arts
- 58% of all students
- 36% of students with disabilities
- 46% of socioeconomically disadvantaged students
- 47% of Hispanic students

Percentage of students who met or exceeded standard in Math
- 55% of all students
- 50% of students with disabilities
- 40% of socioeconomically disadvantaged students
- 47% of Hispanic students

**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.

No schools within the LEA were identified for CSI.
Support for Identified Schools
Describe how the LEA supported 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.
No schools within the LEA were identified for CSI.

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.
No schools within the LEA were identified for CSI.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP, Smarter Balanced Assessment, Williams Act Compliance</td>
<td></td>
<td>A. 33% of all iCARE/CARE students with pre and post assessment data made one year or more of growth on NWEA MAP in Reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. 32% of all iCARE/CARE students with pre and post assessment data made one year or more of growth on NWEA MAP in Language Usage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. 33% of all iCARE/CARE students with pre and post assessment data made one year or more of growth on NWEA MAP in Math.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. iLearn Academy- students who meet or exceed Math and Language Arts Standards decreased by 2% on the Math and 8% on the ELA Smarter Balanced Assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Maintained 100% Williams Act compliance.</td>
</tr>
</tbody>
</table>
### 18-19

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 60% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Reading.</td>
<td>F. 2017-2018 Graduation Rate - 88.5%</td>
</tr>
<tr>
<td>B. 39% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Language Usage.</td>
<td>G. 2017-2018 College and Career Indicator: Prepared - 0% Approaching Prepared - 7.7%</td>
</tr>
<tr>
<td>C. 39% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Math.</td>
<td></td>
</tr>
<tr>
<td>D. iLearn Academy- students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Math Smarter Balanced Assessment.</td>
<td></td>
</tr>
<tr>
<td>E. Maintain 100% Williams Act compliance.</td>
<td></td>
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</tbody>
</table>

### Baseline

<table>
<thead>
<tr>
<th>Baseline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Reading - 50%</td>
<td></td>
</tr>
<tr>
<td>B. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Language Usage - 29%</td>
<td></td>
</tr>
<tr>
<td>C. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Math - 29%</td>
<td></td>
</tr>
<tr>
<td>D. 2016-2017 iLearn results for Smarter Balanced Assessment in English Language Arts - 55% meet or exceed</td>
<td></td>
</tr>
<tr>
<td>2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed</td>
<td></td>
</tr>
<tr>
<td>E. 2016-2017 Williams Act compliance - 100%</td>
<td></td>
</tr>
</tbody>
</table>

### Actions / Services

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

### Action 1
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide professional development and Instructional Coaching to school staff. a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes. b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback. c) Provide Professional Development for implementation of State Adopted Standards. d) Provide Cultural Competency Professional Development.</td>
<td>1. Provide professional development and Instructional Coaching to school staff. a) Provided support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyzed data from formative and summative assessments in order to plan instruction to support individual student outcomes. b) Provided Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback. c) Provided Professional Development for implementation of State Adopted Standards. d) Provided Cultural Competency Professional Development.</td>
<td>Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089 Title 1A 74,271</td>
<td>Certificated Salaries and Benefits, $48,373; Indirect Costs, $4,320 Title 1A 52,693</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services and Other Operating, $2,100; Indirect Costs, $188 Title 1A 2,288</td>
<td>Services and Other Operating, $2,100; Indirect Costs, $188 Title 1A 2,288</td>
</tr>
</tbody>
</table>

### Action 2

<table>
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<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Provide professional development a) Provide Universal Design for Learning (UDL) Trainer of Trainers Professional Development. b) Positive Behavioral Intervention and Supports (PBIS) Professional Development.</td>
<td>2. Provide professional development a) Provided Universal Design for Learning (UDL) Trainer of Trainers Professional Development. b) Provided Positive Behavioral Intervention and Supports (PBIS) Professional Development.</td>
<td>Duplicate costs: Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089, reference Goal 1, Action 1 Title 1A Duplicate</td>
<td>Duplicate costs: Certificated Salaries and Benefits, $48,373; Indirect Costs, $4,320, reference Goal 1, Action 1 Title 1A Duplicate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classified Salaries and Benefits, $17,128; Indirect Costs, $1,530 Title 1A 18,658</td>
<td>Classified Salaries and Benefits, $18,737; Indirect Costs, $1,673 Title 1A 20,410</td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Provide multiple ways to access Common Core Curriculum. a) Maintain the use of Cyber High for credit recovery, acceleration and targeted intervention.</td>
<td>3. Provide multiple ways to access Common Core Curriculum. a) Maintained the use of Cyber High for credit recovery, acceleration and targeted intervention.</td>
<td>Services and Other Operating, $4,250; Indirect $380 Lottery 4,630</td>
<td>Services and Other Operating, $2,833; Indirect $253 Lottery 3,086</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Maintain Support Staff a) Maintain Behavior Specialist b) Maintain School Psychologist c) Principal-Instructional Coaching and Supervision</td>
<td>4. Maintain Support Staff a) Maintained Behavior Specialist b) Maintained School Psychologist c) Maintained Principal-Instructional Coaching and Supervision</td>
<td>Classified Salaries and Benefits, $23,336; Indirect Costs, $2,084 Title 1A 25,420</td>
<td>Classified Salaries and Benefits, $22,797; Indirect Costs, $2,084 Title 1A 24,833</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Technology a) Maintain bandwidth and wireless capacity at iLearn. b) Advertise and market PCOE school APP to increase student/parent capacity and engagement.</td>
<td>5. Technology a) Maintained bandwidth and wireless capacity at iLearn. b) Advertised and marketed PCOE school APP to increase student/parent capacity and engagement.</td>
<td>Services and Other Operating, $4,000; Indirect Costs, $357 LCFF/Base 4,357</td>
<td>Services and Other Operating, $6,912; Indirect Costs, $617 LCFF/Base 7,529</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
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</tr>
</tbody>
</table>
c) Monitor use and effectiveness of on-line grade monitoring and PCOE APP.
d) Provide current devices for all iCARE students.

c) Monitored use and effectiveness of on-line grade monitoring and PCOE APP.
d) Provided current devices for all iCARE students.

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

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

Actions and Services for this goal were implemented as planned. Professional development for Common Core Standards and Universal Design for Learning (UDL) were provided to teachers. Teachers reported continued benefit from instructional support through the use of the instructional coaches. Cyber High was successfully used for credit recovery, acceleration and targeted intervention. Teachers and administrators indicated a need for ongoing professional development for MAP to understand and utilize its full capabilities. Positive Behavior Intervention and Supports (PBIS) is in the mid-implementation at iLearn Academy and was fully implemented at iCARE. Additional Tier I, II and III interventions were added at both sites. Support staff were provided to meet student needs. 1:1 devices were provided to all students at iCARE and 4-8th grade students at iLearn. Professional Learning Communities will continue to be utilized to inform instruction and increase student achievement.

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

Data collected through stakeholder feedback, local assessments, the California Assessment of Student Performance and Progress (CAASPP) and local indicator data demonstrates the effectiveness of current actions and services.

2018-19 NWEA MAP Data:

A. 33% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Reading.

B. 32% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Language Usage.

C. 33% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Math.

D. 2018-19 iLearn CAASPP/Smarter Balanced Assessment results:
8% decrease in iLearn Academy students who meet or exceed ELA standards.
2% decrease in iLearn Academy students who meet or exceed Math standards.

E. Maintained 100% Williams Act compliance

F. 2017-2018 Graduation Rate - 88.5%

G. 2018-2019 College and Career Indicator:
Prepared - 0%
Approaching Prepared - 7.7%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal#1, Action#1-Inadvertently over budgeted. Services were performed as listed.
Goal#1, Action#5-Internet costs were higher than estimated.
Goal#1, Action#5-With enrollment increases, computer needs increased.

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

After discussions with stakeholders, a review of the LCAP and an examination of the local data, PCOE will continue Goal 1 with modifications to the metrics and Action 5.

The following changes have been made to Goal 1:

Goal 1 Metrics:

In the 2019-20 school year, the LEA will modify the metric used to measure student performance on the MAP test. The percent of students meeting their projected growth will be measured. Based on research of millions of students across the nation, NWEA MAP results includes "projected growth" scores for each student tested. Projected growth is the typical score expected for matching peers within the NWEA norms study—those in the same grade who have the same RIT score in the first term, and similar weeks of Instruction before testing. The LEA will measure and report the percent of students meeting their projected growth in 2019-20. The percent of students meeting their projected growth score in 2018-19 will be used as baseline data. This will allow for a deeper understanding of the achievement and growth of all students from low to high performers.

Action 5 - The bandwidth and wireless capacity at iLearn Academy was improved during the 2017-2018 school year. This action has been changed to maintain the current bandwidth and wireless capacity at iLearn Academy.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

All students will be engaged in the process of their education.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate, chronic absenteeism data, suspension data and California Healthy Kids Survey</td>
<td></td>
<td>A. 95.7% attendance rate</td>
</tr>
<tr>
<td>18-19</td>
<td>A. Students will maintain 96% attendance rate</td>
<td>B. Out of school suspensions decreased by 33% (from 51 days in 2017-18 to 34 days in 2018-19)</td>
</tr>
<tr>
<td></td>
<td>B. Out of school suspensions will be decreased by 25% and a new baseline will be established</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Increase Academic Motivation by 5% on the CHKS and reduce Current Alcohol and Drug Use by 5% on the CHKS</td>
<td>C. Academic Motivation increased by 3% on the CHKS and Current Alcohol and Drug Use decreased by 14% on the CHKS</td>
</tr>
<tr>
<td></td>
<td>D. Reduce chronic absenteeism rate by 5%</td>
<td>D. iCARE/CARE chronic absenteeism rate increased by 10.8% (from 53.2% in 2017-18 to 64% 2018-19)</td>
</tr>
</tbody>
</table>
### Baseline

A. 2016-2017 Pathways Charter School attendance rate - 96.44%

B. 2016-2017 number of out of school suspensions for Pathways Charter School - 166 days

C. 2016-2017 Data from California Healthy Kids Survey (CHKS):
   - 27% Students who reported having/feeling Academic Motivation (trying hard, effort)
   - 46% Students who reported Current Alcohol or Drug Use

D. 2016-2017 Pathways iCARE/CARE chronic absenteeism rate - 48.06%

### Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 1. Implement Individual Learning Plans for all students  
   a) Counsel and assist students in enrolling in additional courses in order to facilitate credit recovery.  
   b) Counsel and assist students in enrolling in the correct courses in order to ensure graduation in a timely manner.  
   c) Provide college readiness activities funded by College Readiness Block Grant (CRBG). | 1. Implemented Individual Learning Plans for all students  
   a) Counseled and assisted students in enrolling in additional courses in order to facilitate credit recovery.  
   b) Counseled and assisted students in enrolling in the correct courses in order to ensure graduation in a timely manner.  
   c) Provided college readiness activities funded by College Readiness Block Grant (CRBG). | Services and Other Operating, $11,051; Indirect Costs, $987 CRBG 12,038 | Services and Other Operating, $8,140; Indirect Costs, $727 CRBG 8,867 |
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 2. Technology for Students  
  a) Provide each student a student e-mail address.  
  b) LEA coordinated utilization of Learning Management System (LMS). | 2. Technology for Students  
  a) Provided each student a student e-mail address. | Services and Other Operating, $12,295; Indirect Costs, $1,098 LCFF/Base 13,393 | Services and Other Operating, $12,295; Indirect Costs, $1,098 LCFF/Base 13,393 |

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 3. School Attendance Review Board (SARB)  
  a) Bilingual Translator/Parent Liaison | 3. School Attendance Review Board (SARB)  
  a) Provided Bilingual Translator/Parent Liaison | Classified Salaries and Benefits, $5,141; Indirect Costs, $459  
  Supplemental 5,600 | Classified Salaries and Benefits, $5,202; Indirect Costs, $465  
  Supplemental 5,667 |

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| 4. Student Resiliency  
  a. Counseling and social work services provided by school social worker.  
  b. Administer and analyze data from California Healthy Kids Survey. | 4. Student Resiliency  
  a. Counseling and social work services provided by school social worker.  
  b. Administered and analyzed data from California Healthy Kids Survey. | Services and Other Operating, $1,000; Indirect Costs, $89  
  TUPE 1,089 | Services and Other Operating, $1,599; Indirect Costs, $143  
  TUPE 1,742 |
  | | | | |
| | | Certificated Salaries and Benefits, $16,687; Indirect Costs, $1,490  
  Mental Health 18,177 | Certificated Salaries and Benefits, $24,176; Indirect Costs, $2,159  
  Mental Health 26,335 |
| | | Certificated Salaries and Benefits, $69,851; Indirect Costs, $6,238  
  Supplemental 76,089 | Certificated Salaries and Benefits, $63,166; Indirect Costs, $5,641  
  Supplemental 68,807 |
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Broader Course of Study</strong>&lt;br&gt;a) Provide programming and robotics courses</td>
<td><strong>5. Broader Course of Study</strong>&lt;br&gt;a) Provided programming and robotics courses</td>
<td><strong>Books and Materials, $1,000; Services and Other Operating; $2,000; Indirect Costs $268</strong> Title 1A 3,268</td>
<td><strong>Books and Materials, $0; Services and Other Operating; $0; Indirect Costs $0</strong> Title 1A 0</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Provide Career Technical Education using Career Tech Education Incentive Grant funds.</strong>&lt;br&gt;a) Provide career exploration classes for middle school students at iLearn.&lt;br&gt;b) Provide Career Pathway for high school students at iCARE.</td>
<td><strong>6. Provide Career Technical Education using Career Tech Education Incentive Grant funds.</strong>&lt;br&gt;a) Provided career exploration classes for middle school students at iLearn.&lt;br&gt;b) Provided Career Pathway for high school students at iCARE.</td>
<td><strong>Certificated Salaries and Benefits, $124,557; Books and Supplies, $14,518; Indirect Costs, $12,419. CTEIG 151,494</strong></td>
<td><strong>Certificated Salaries and Benefits, $135,634; Books and Supplies, $122,908; Equipment, $18,271, Indirect Costs, $23,088. CTEIG 299,901</strong></td>
</tr>
</tbody>
</table>

### Analysis

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

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

Actions and Services for this goal were implemented as planned. Based on student feedback, continued use of Individual Learning Plans for all students has helped students, in partnership with school staff, determine goals and next steps related to academic achievement and college/career readiness. College readiness activities included academic counseling, college campus field trips, CTE course access and individual orientation support in preparation for admission to the local community college. As part of the Individual Learning Plan process, teachers also met with students to discuss school attendance goals and attendance barriers.

Based on teacher feedback, LEA chose not to coordinate utilization of Learning Management System (LMS).
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Data collected through stakeholder feedback, local assessments, the California Assessment of Student Performance and Progress (CAASPP) and local indicator data demonstrates the effectiveness of current actions and services. Students at Pathways Charter maintained the target attendance rate of 96%. Great strides were made in suspension reduction; there was a 33% decrease in the number of suspension incidents between 2017-18 and 2018-19. There was also a notable 11 point increase in the percent of students who chose "strongly agree" with items related to Academic Motivation on the California Healthy Kids Survey. The percent of students reporting using alcohol or drugs in the last 30 days decreased by 14%. There were also positive movement in the percent of students who are chronically absent. Last year, in 2017-18, more than half of students (53.2%) missed more than 10% of the days they were enrolled. In 2018-19, this percent dropped by 8.8 points to 44.4%.

A. Students achieved 95.7% attendance rate
B. Out of school suspensions decreased by 33% (from 51 days in 2017-18 to 34 days in 2018-19)
C. 2017-2018 California Healthy Kids Survey (CHKS) Results:

33% of students report "strongly agreeing" with the following statements related to Academic Motivation:

- I try hard to make sure that I am good at my schoolwork.
- I try hard at school because I am interested in my work.
- I work hard to try to understand new things at school.
- I am always trying to do better in my schoolwork.

There was a 11% increase in the percent of students reporting that they "strongly agree" with statements related the Academic Motivation section of the CHKS. An additional 22% of students reported they "agree" with these statements, which results in a total of 65% of all students strongly agreeing or agreeing that they are academically motivated at school, a 3% increase over last year.

29% of students report Current Alcohol or Drug Use - Current Alcohol and Drug Use decreased by 14%.

D. iCARE/CARE chronic absenteeism rate increased by 10.8% (from 53.2% in 2017-18 to 64% 2018-19)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal#2, Action#1 - There was less College & Career Readiness Block Grant funds than was anticipated.
Goal#2, Action#4 - The Healthy Kid Survey was more than anticipated. More time documentation than anticipated occurred in mental health services.
Goal#2, Action#5 - This budget is for replacement parts and equipment repair for the robotics program. Nothing was needed in this fiscal year.
Goal#2, Action#6 - Increased funding from Career Technical Education Grant was used to purchase books, equipment and other instructional materials.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on teacher feedback, LEA chose not to coordinate utilization of Learning Management System (LMS). After discussions with stakeholders, a review of the LCAP and an examination of the local data, Pathways Charter will continue Goal 2 and all other actions/services related to Goal 2.
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 3**

All students with additional needs enrolled in Pathways Charter School will receive supplemental support.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wide Information System, CAASPP and CELDT Assessments, Suspension Data</td>
<td></td>
<td>A. Students who attend the iCARE program showed a 26% reduction in behavior referrals</td>
</tr>
<tr>
<td>(The CELDT Assessment will be phased out after the 2017-2018 school year and the ELPAC will be utilized instead of the CELDT)</td>
<td></td>
<td>B. Students who attend iCARE/CARE showed a 33% reduction in the number of out of school suspension days (from 51 days in 2017-18 to 34 days in 2018-19)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. 63.7% of English Learners reached language levels 3 or 4 on ELPAC Assessment.</td>
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<tr>
<td></td>
<td></td>
<td>D. 100% of Redesignated fluent English proficient pupils maintained proficiency in English Language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. iLearn Academy- students who meet or exceed Math and Language Arts Standards decreased by 2% on the Math and 8% on the ELA Smarter Balanced Assessment.</td>
</tr>
</tbody>
</table>
A. Students who attend the iCARE program will have a 50% reduction in behavior referrals.

B. Students who attend iCARE/CARE will have a 25% reduction in out of school suspensions.

C. 60% of English Learners will reach language levels 4 or 5 on ELPAC Assessment.

D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language Arts.

E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.

**Baseline**

A. 2016-2017 number of iCARE behavior referrals - 931

B. 2016-2017 number of out of school suspensions for Pathways Charter School - 166 days

C. 2016-2017 percentage of students who achieved language level 4 or 5 on CELDT - 50%

D. 2016-2017 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%

E. 2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in English Language Arts - 55% meet or exceed

2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed

**Actions / Services**

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

**Action 1**
<table>
<thead>
<tr>
<th>Action 1</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase/Maintain Support Staff a) Teachers to provide small group/individualized instruction and an in-school suspension option.</td>
<td>1. Increase/Maintain Support Staff a) Teachers provided small group/individualized instruction and a Learning Center option.</td>
<td>Certificated Salaries and Benefits, $138,365; Indirect Costs, $12,356 Supplemental 150,721</td>
<td>Certificated Salaries and Benefits, $142,227; Indirect Costs, $12,701 Supplemental 154,928</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 2</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Enrichment Opportunities a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities. b) Summer Program - Intervention and Instruction during Summer Months.</td>
<td>2. Enrichment Opportunities a) Provided Environmental Outdoor Education, supplemental supplies and other enrichment activities. b) Summer Program - Provided intervention and instruction during Summer Months.</td>
<td>Certificated Salaries and Benefits, $20,685; Books and Materials, $6,133; Services and Other Operating, $12,555, Indirect Costs, $3,516 Title 1A 42,889</td>
<td>Certificated Salaries and Benefits, $0; Books and Materials, $3,115; Services and Other Operating, $7,993, Indirect Costs, $992 Title 1A 11,108</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Foster Focus a) Track Foster Youth using Foster Youth database.</td>
<td>3. Foster Focus a) Tracked Foster Youth using Foster Youth database.</td>
<td>Services and Other Operating; $250, Indirect Costs; $22 Title 1A 272</td>
<td>Services and Other Operating; $0, Indirect Costs; $0 Title 1A 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Provide specific ELD Professional Development to improve instruction targeted at increasing language levels for English Learners. Review student</td>
<td>4. Provided specific ELD Professional Development to improve instruction targeted at increasing language levels for English Learners. Reviewed</td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089, Reference</td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $55,434; Indirect Costs, $4,78, Reference</td>
<td></td>
</tr>
</tbody>
</table>
Action 5

Planned Actions/Services

5. Use curriculum and instruction to maintain proficiency in English Language Arts (ELA) for redesignated fluent English proficient pupils. Assist students in maintaining ELA proficiency through instructional coaching.

Actual Actions/Services

5. Used curriculum and instruction to maintain proficiency in English Language Arts (ELA) for redesignated fluent English proficient pupils. Assisted students in maintaining ELA proficiency through instructional coaching.

Budgeted Expenditures

Duplicate Costs: Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089, Reference Goal 1, Action 1 Title 1A Duplicate

Estimated Actual Expenditures

Duplicate Costs: Certificated Salaries and Benefits, $55,434; Indirect Costs, $4,978, Reference Goal 1, Action 1 Title 1A Duplicate

Analysis

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

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

Actions and Services for this goal were implemented as planned. Based on feedback from stakeholders and data collected, PCOE will maintain the following support staff: Homeless and Foster Youth District Liaison, Special Education Teaching Assistant, Behavior Specialist, School Social Worker and teachers to support students’ unique needs. Providing Environmental Outdoor Education Activities has contributed to the success of our students and will continue to be implemented. Instructional coach provided teachers with specific ELD strategies aimed at improving instruction for English learners and students who are re-designated fluent English proficient. In addition, the coach supported the delivery of both integrated and designated instruction and the PCOE re-designation process. The Foster Focus database was functional during the 2018-2019 school year. Additional instructional days during the summer months (June and July) continue to support significant credit recovery.

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

Data collected through stakeholder feedback, local assessments, the California Assessment of Student Performance and Progress (CAASPP) and local indicator data demonstrates the impact of all students receiving supplemental support. This is especially
apparent in the movement in positive school climate and culture. Most notable are the significant reductions in behavioral referrals and out of school suspension days.

A. Students who attend the iCARE program showed a 26% reduction in behavior referrals.
B. Students who attend iCARE/CARE showed a 33% reduction in the number of out of school suspension days (from 51 days in 2017-18 to 34 days in 2018-19)
C. 63.7% of English Learners reached language levels 3 or 4 on ELPAC Assessment
D. 100% of Redesignated fluent English proficient pupils maintained proficiency in English.

E. 2018-2019 CAASPP/Smarter Balanced Assessment results:

58% of iLearn Academy students meet or exceed the standards in ELA
55% of iLearn Academy students meet or exceed the standards in Math

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal #3 Action #2 - Expenses shifted from Title IA to base funding. Actions still happened as projected.
Goal #3 Action #3 - The Foster Youth Tracking agreement did occur, but per terms of the agreement with Sacramento COE costs due not incur until the second year of the agreement.

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

After discussions with stakeholders, a review of the LCAP and an examination of the local data, Pathways Charter will continue Goal 3 and the actions/services related to Goal 3 with one addition. In addition, ELD Grammar and Literature courses will be offered via Cyber High to supplement curriculum when appropriate.
## Stakeholder Engagement

**LCAP Year: 2019-20**

### Involvement Process for LCAP and Annual Update

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

Students, parents and staff participated in the district-wide California Healthy Kids Survey (CHKS). Additional discussions in District Improvement Team meetings, Local Control Accountability Plan (LCAP) stakeholder meetings, School Site Council meetings and PTO meetings focused on areas of need and an analysis of student data.

The District Improvement Team (DIT) also used their monthly meetings to discuss District and school site issues. DIT members solicited additional information from their respective parent groups. Recommendations from the DIT are also shared with the administrative team. The DIT gave input on potential LCAP changes. Site administrators facilitated meetings with site staff and school site groups to solicit feedback regarding budget development and funding allocation, site safety and student support. District and site leaders also participated in Curriculum and Instruction meetings facilitated by the Placer County Office of Education.

2017-2018 - Distributed California Healthy Kids Survey to all staff, students and parents/guardians in November 2017. Survey results were returned in March and reviewed in April of 2018.

<table>
<thead>
<tr>
<th>Survey Participation by Stakeholder Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: 81</td>
</tr>
<tr>
<td>Parents: 67</td>
</tr>
<tr>
<td>Staff: 15</td>
</tr>
</tbody>
</table>

Total: 163 Survey Participants

October 11, 2018 - Actual annual outcome data from 2017-18 was reviewed with the PCOE Board of Education.

January 29, 2018 - A parent meeting was held with parents to share progress on actions and services in the 2017-2018 LCAP, share actual outcomes, and to gather feedback related to possible modifications to the 2017-2020 LCAP.

The Instructional Leadership Team met on the following dates: August 22, September 19, December 14, January 26, February 27, April 17 and May 22.
January and March 2019 - Student meetings were held to gather feedback regarding LCAP implementation and program effectiveness.

August 29, September 26, October 16, December 15, January 23, February 26, March 19, April 24, May 29 - District Improvement Team meetings to review goals and actions, data and LCAP implementation in order to inform the annual update and revisions to the LCAP.

Dates of School Site Council/Parent Advisory Meetings: September 24, October 29, December 17, January 30, February 25, March 25, April 29, and May 28.

- Discussed implementation of LCAP actions and progress on actions and goals.

January 18, 2018 - Staff meetings were held to discuss 2017-2018 LCAP implementation, progress on actions and services, and possible changes to the 2017-2020 LCAP.

June 13, 2019 - Board Meeting to review annual updates to the 2017-2020 Pathways Charter LCAP.

June 20, 2019 - Board Meeting to seek approval for the annual updates to the 2017-2020 Pathways Charter LCAP.

December 2019 LCAP Community Advisory Committee Meeting to review actual outcome data from 2018-19 and revised content of the 2017-2020 LCAP. This meeting will be held in December in order to better align with the actual outcomes presentation to the BOE in Fall of 2019. This will also allow the Advisory Committee to participate in LCAP development earlier in the process.

May 28, 2019 - School Site Council approved the LCAP

**Impact on LCAP and Annual Update**

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

This plan was revised as a result of the input and comments received from community members, parents, students and staff via School Site Meetings, Advisory Committee Meetings, Cabinet and District Board meetings. The collective qualitative and quantitative data provided guidance in the development and revision of the 2019-2020 LCAP.

The results from the latest California Healthy Kids Survey administered with students enrolled in the Placer County Office of Education Court and Community Schools revealed several meaningful data points. One hundred percent (100%) of students agree or strongly agree that adults at school ensure a safe and supportive environment at school, and ninety two percent (92%) strongly agree, agree or neither agree nor disagree that they feel safe at school. Four out of five (80%) of students strongly agree teachers treat them fairly.
In terms of academic motivation, 92% of students responded strongly agree, agree, or were neutral when asked if they are always trying to do better at schoolwork. Given many of our students show gaps in their academic achievement, it is encouraging to know they try hard to do well in their school work. Ninety six percent (96%) of students believe there is a teacher or some other adult who always wants them to do their best. Ensuring our students feel supported is a cornerstone of establishing strong school culture. One challenge the survey results revealed is that 48% of our students indicated they are not involved in deciding school activities or rules. This is an area to be reviewed and addressed.

Based on the data collected form the California Healthy Kids Survey, two areas of focus will continue to be academic motivation (effort) and student choice in school and classroom activities. The 2017-2020 LCAP will continue to support these two areas by supporting engaging instruction through professional development and instructional coaching, providing counseling (academic and social-emotional) and facilitating UDL focused professional development and coaching for teachers.

During Stakeholder Engagement meeting with staff, several valuable pieces of feedback were gathered. Staff expressed a desire to restructure their daily schedule with an earlier start time, shorter periods, possible enrichment activities in the morning, debrief at the end of the day, more breaks for students including additional ways to get kids outside, and rescheduling so that TLC and Cyber High are not together. There was also a request to have an administrator on site every day. In terms of professional development, staff expressed a desire to engage in additional coaching time, attend at least two academic trainings per year in addition to behavioral and/or mental health professional development opportunities.

Staff feedback informed the 2017-2020 LCAP in the following ways: instructional coaching will continue and content areas will be an area of focus, DIT will discuss ways to enhance professional development related to Cultural Competency as well as engage in an Improvement Science process exploring ways to better support teachers who lead Cyber High courses.

Results of a district wide parent survey suggest that parents feel welcomed and included in their child’s school. In fact, one hundred percent (100%) of parents strongly agree (69%) or agree (31%) that parents feel welcome to participate at their child’s school. All parents (100%) also strongly agree (67%) or agree (33%) that school staff treat parents with respect. Nearly all parents (93%) strongly agree (71%) or agree (22%) that the school promptly responds to phone calls, messages or emails. When it comes to college or career readiness, only 40% of parents think the school provides information on how to help their child plan for college or vocational school. Another data point for consideration is that 30% think electronic cigarette use could be a problem (15% small problem, somewhat a problem or large problem and 15% don't know).

As a result of this feedback from staff and parents, an Assistant Principal will be recruited and hired to support Alternative Education programs at Placer County Office of Education. In additional, Placer County Pathways Charter will continue to fund a School Social Worker and Interns, School Psychologist, Academic Counselor and a Behavior Specialist to support students and parents.

The District Improvement Team meets monthly to monitor data and expected outcomes. Based on the preliminary data, outcomes have demonstrated the LCAP goals and actions are supporting student achievement and engagement. The DIT has engaged in
Professional Learning related to improvement science and data-driven decision making. This has resulted in a more focused approach to LCAP implementation - less change from year to year and a thorough examination of precise problems and associated aims before any changes are made.

Student Feedback:

Students would like more (different) options to earn credits in a subject in addition to classes and Cyber High (more project options).

They would like a different lunch provider. They feel the lunches are “gross, dry and old”. They stated that they have felt sick several times after eating them. They would like fresher options with more variety.

They would like more outside opportunities – more sports.

They would like furniture that fits who they are – Standing desks, (taller/larger furniture).

They would like more elective options—a variety

iLearn Student LCAP Feedback 3-14-2019

Students stated:
- They like the new social studies curriculum in 7th and 8th grade
- They would like more opportunities for sports, including a track team (for younger students), girls’ basketball.
- They would like more days for the play production
- More equipment on the playground, like monkey bars and a play structure
- More “hands-on stuff” for science, including more stopwatches.
- They would like more digitized textbooks
- They would like a bigger library
- Students shared that they would like different math books/curriculum to learn more ways to do math
- Different types of science curriculum, including engineering options
- More opportunities for art classes
- One student shared that he would like to have options for transportation to and from school, like a school bus
- All of the students agreed that they would like different tables and chairs/furniture in classrooms.

Student feedback informed the 2017-2020 LCAP in the following ways: Continue with specific actions - Cyber high, CTE courses, Outdoor Environmental Education, supplemental classroom and counseling support. We will explore funding options to support functional seating options to be potentially incorporated in the 2020-23 LCAP. The District Improvement Team will engage in an Improvement Science process to explore how to better support student learning and Cyber High.
# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
</table>

## Goal 1

All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.

### State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

### Identified Need:

Need: Based on assessment data, Pathways Charter students who attend iCARE/CARE enter the program significantly below grade level and are typically enrolled in the program for 8-12 months. Pathways Charter students who attend iLearn Academy score below the county-wide average in Language Arts.

### 2016-17 NWEA MAP Data:

A.

50% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Reading.

9% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Reading.

B.
29% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Language Usage.
5% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Language Usage.

C. 28% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Math.
14% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Math.

D. 2016-17 CAASPP Data:

iLearn Academy results in English Language Arts - 55% students meet or exceed standards
iLearn Academy results in Mathematics - 56% students meet or exceed standards

E. 2016-2017 Williams Act compliance - 100%

---

## Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP (New NWEA MAP baseline data will be collected in 2018-2019 and the MAP metric will change to percentage of students who met projected growth targets in 2019-2020)</td>
<td>A. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Reading - 50%</td>
<td>A. 55% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Reading. (Actual 60%)</td>
<td>A. 60% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Reading. (Actual 33%)</td>
<td>A. Percentage of iCARE and iCARE IS students who met projected growth targets on NWEA MAP: 75% in Reading 75% in Language Usage 75% in Math</td>
</tr>
<tr>
<td>Smarter Balanced Assessment</td>
<td>B. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Language Usage - 29%</td>
<td>B. 34% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Language Usage. (Actual 63%)</td>
<td>B. 39% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Language Usage. (Actual 32%)</td>
<td>B. iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the</td>
</tr>
<tr>
<td>Williams Act Compliance for maintained school facilities</td>
<td>C. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Math - 29%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Graduation Rate (Baseline Data Added from 2017-2018)</td>
<td>D. 2016-2017 iLearn results for Smarter Balanced Assessment in English Language Arts - 55% meet or exceed 2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed</td>
<td>C. 34% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Math. (Actual 53%)</td>
<td>C. 39% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Math. (Actual 33%)</td>
<td>CAASPP/Smarter Balanced Assessment.</td>
</tr>
<tr>
<td>College and Career Indicator (CCI) (Baseline Data Added from 2017-2018)</td>
<td>E. 2016-2017 Williams Act compliance - 100%</td>
<td>D. iLearn Academy-students who meet or exceed CAASPP/Smarter Balanced Math and Language Arts Standards will increase by 5% on the Smarter Balanced Assessment. (Actual ELA - 11% increase to 66% meet or exceed) (Actual Math - 1% increase to 57% meet or exceed)</td>
<td>D. iLearn Academy-students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Math Smarter Balanced Assessment. (Actual decreased 2% in Math and decreased 8% in Language Arts)</td>
<td>C. Maintain 100% Williams Act compliance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Maintain 100% Williams Act compliance. (Actual Maintained)</td>
<td>E. Maintain 100% Williams Act compliance. (Actual Maintained)</td>
<td>D. Graduation Rate - 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F. Baseline Graduation Rate - 88.5%</td>
<td>F. New iCARE NWEA MAP Baseline Data - Percentage of iCARE and iCARE IS students who met projected growth targets on NWEA MAP:</td>
<td>E. CCI Indicator: Prepared - 15% Approaching Prepared - 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. Baseline CCI Indicator: Prepared - 0%</td>
<td>45% in Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50% in Language Usage</td>
<td></td>
</tr>
</tbody>
</table>
### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
<tr>
<td>1. Provide professional development and Instructional Coaching to school staff.</td>
<td>1. Provide professional development and Instructional Coaching to school staff.</td>
<td>1. Provide professional development and Instructional Coaching to school staff.</td>
</tr>
<tr>
<td>a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes.</td>
<td>a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes.</td>
<td>a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes.</td>
</tr>
<tr>
<td>b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.</td>
<td>b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.</td>
<td>b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.</td>
</tr>
<tr>
<td>c) Provide Professional Development for implementation of State Adopted Standards.</td>
<td>c) Provide Professional Development for implementation of State Adopted Standards.</td>
<td>c) Provide Professional Development for implementation of State Adopted Standards.</td>
</tr>
<tr>
<td>d) Provide Cultural Competency Professional Development.</td>
<td>d) Provide Cultural Competency Professional Development.</td>
<td>d) Provide Cultural Competency Professional Development.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>66,346</td>
<td>74,271</td>
<td>60,412</td>
</tr>
<tr>
<td>Source</td>
<td>Title 1A</td>
<td>Title 1A</td>
<td>Title 1A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Certificated Salaries and Benefits, $60,896; Indirect Costs, $5,450</td>
<td>Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089</td>
<td>Certificated Salaries and Benefits, $55,434; Indirect Costs, $4,978</td>
</tr>
</tbody>
</table>
Amount: 2,288
Source: Title 1A
Budget Reference: Services and Other Operating, $2,100; Indirect Costs, $188

**Action 2**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**Actions/Services**

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

- Modified Action

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

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

2. Provide professional development
   a) Provide SmartBoard training.
   b) Provide Universal Design for Learning (UDL) Trainer of Trainers Professional Development.

2. Provide professional development
   a) Provide Universal Design for Learning (UDL) Trainer of Trainers Professional Development.
   b) Positive Behavioral Intervention and Supports (PBIS) Professional Development.

2. Provide professional development
   a) Provide Universal Design for Learning (UDL) Trainer of Trainers Professional Development.
   b) Provide Positive Behavioral Intervention and Supports (PBIS) Professional Development.
### Positive Behavioral Intervention and Supports (PBIS) Professional Development

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Duplicate</td>
<td>Title 1A</td>
<td>Duplicate costs: Certificated Salaries and Benefits, $60,896; Indirect Costs, $5,450, reference Goal 1, Action 1.</td>
</tr>
<tr>
<td>2018-19</td>
<td>17,483</td>
<td>Title 1A</td>
<td>Duplicate costs: Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089, reference Goal 1, Action 1</td>
</tr>
<tr>
<td>2019-20</td>
<td>21,259</td>
<td>Title 1A</td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $55,434; Indirect Costs, $4,978, reference Goal 1, Action 1</td>
</tr>
<tr>
<td>2017-18</td>
<td>17,483</td>
<td>Title 1D</td>
<td>Classified Salaries and Benefits, $16,047; Indirect Costs, $1,436</td>
</tr>
<tr>
<td>2018-19</td>
<td>8,029</td>
<td>Supplemental</td>
<td>Classified Salaries and Benefits, $17,128; Indirect Costs, $1,530</td>
</tr>
<tr>
<td>2019-20</td>
<td>9,109</td>
<td>Supplemental</td>
<td>Classified Salaries and Benefits, $19,507; Indirect Costs, $1,752</td>
</tr>
<tr>
<td>2017-18</td>
<td>2,179</td>
<td>Title 1A</td>
<td>Certificated Salaries and Benefits, $7,369; Indirect Costs, $660</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td>Certificated Salaries and Benefits, $7,858; Indirect Costs, $702</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td>Certificated Salaries and Benefits, $8,358; Indirect Costs, $751</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Schools: iCARE</td>
</tr>
</tbody>
</table>

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

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

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

#### 2017-18 Actions/Services

3. Provide multiple ways to access Common Core Curriculum.
   a) Maintain the use of Cyber High for credit recovery, acceleration and targeted intervention.

#### 2018-19 Actions/Services

3. Provide multiple ways to access Common Core Curriculum.
   a) Maintain the use of Cyber High for credit recovery, acceleration and targeted intervention.

#### 2019-20 Actions/Services

3. Provide multiple ways to access Common Core Curriculum.
   a) Maintain the use of Cyber High for credit recovery, acceleration and targeted intervention.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>4,500.00</td>
<td>Lottery</td>
<td>Services and Other Operating, $4,500</td>
</tr>
<tr>
<td>2018-19</td>
<td>4,630</td>
<td>Lottery</td>
<td>Services and Other Operating, $4,250; Indirect $380</td>
</tr>
<tr>
<td>2019-20</td>
<td>4,632</td>
<td>Lottery</td>
<td>Services and Other Operating, $4,250; Indirect $382</td>
</tr>
</tbody>
</table>

### Action 4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Add Students to be Served selection here</th>
</tr>
</thead>
</table>

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Add Location(s) selection here</th>
</tr>
</thead>
</table>

**OR**

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

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

- English Learners
- Foster Youth
- Low Income

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- Schoolwide

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: iCARE and CARE

#### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

**2017-18 Actions/Services**

- 4. Maintain Support Staff
  a) Maintain Behavior Specialist
  b) Maintain School Psychologist
  c) Principal-Instructional Coaching and Supervision

**2018-19 Actions/Services**

- 4. Maintain Support Staff
  a) Maintain Behavior Specialist
  b) Maintain School Psychologist
  c) Principal-Instructional Coaching and Supervision

**2019-20 Actions/Services**

- 4. Maintain Support Staff
  a) Maintain Behavior Specialist
  b) Maintain School Psychologist
  c) Principal-Instructional Coaching and Supervision

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>12,019</td>
<td>25,420</td>
<td>26,622</td>
</tr>
<tr>
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<td>Title 1D</td>
<td>Title 1A</td>
<td>Title 1A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries and Benefits, $11,032; Indirect Costs, $987</td>
<td>Classified Salaries and Benefits, $23,336; Indirect Costs, $2,084</td>
<td>Classified Salaries and Benefits, $24,428; Indirect Costs, $2,194</td>
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<td>Amount</td>
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<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>234,849</td>
<td>Supplemental</td>
<td>Certificated Salaries and Benefits, $211,100; Services and Other Operating, $4,457; Indirect Costs, $19,292.</td>
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<tr>
<td>242,573</td>
<td>Supplemental</td>
<td>Certificated Salaries and Benefits, $218,506; Services and Other Operating, $4,181; Indirect Costs, $19,886.</td>
<td></td>
</tr>
<tr>
<td>229,537</td>
<td>Supplemental</td>
<td>Certificated Salaries and Benefits, $210,623; Services and Other Operating, $3,84; Indirect Costs, $18,914.</td>
<td></td>
</tr>
</tbody>
</table>

**Action 5**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

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

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

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
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</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>[Add Scope of Services selection here]</th>
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</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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<tr>
<th>[Add Location(s) selection here]</th>
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</thead>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**

5. Technology
   a) Increase bandwidth and wireless capacity at iLearn.
   b) Advertise and market PCOE school APP to increase student/parent capacity and engagement.

**2018-19 Actions/Services**

5. Technology
   a) Maintain bandwidth and wireless capacity at iLearn.
   b) Advertise and market PCOE school APP to increase student/parent capacity and engagement.

**2019-20 Actions/Services**

5. Technology
   a) Maintain bandwidth and wireless capacity at iLearn.
   b) Advertise and market PCOE school APP to increase student/parent capacity and engagement.
c) Monitor use and effectiveness of on-line grade monitoring and PCOE APP.
d) Provide current devices for all iCARE students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>10,459</td>
<td>LCFF/Base</td>
<td>Services and Other Operating, $9,600; Indirect Costs, $859</td>
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<td>4,357</td>
<td>LCFF/Base</td>
<td>Services and Other Operating, $4,000; Indirect Costs, $357</td>
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<td>2019-20</td>
<td>8,370</td>
<td>LCFF/Base</td>
<td>Services and Other Operating, $7,680; Indirect Costs, $690</td>
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<tr>
<td>Amount</td>
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<td>Services and Other Operating, $20,197. Indirect Costs, $1,808</td>
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<tr>
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<td>Title 1A</td>
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<td>Services and Other Operating, $20,197. Indirect Costs, $1,804</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>Services and Other Operating, $7,067. Indirect Costs, $635</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>Goals, Actions, &amp; Services</th>
<th>Strategic Planning Details and Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.</td>
<td></td>
</tr>
</tbody>
</table>

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

Unchanged Goal

Goal 2
All students will be engaged in the process of their education.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
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</thead>
<tbody>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:
Need: Based on data, Pathways iCARE and CARE students have higher than average out-of-school suspensions, unexcused absences and rates of chronic absenteeism. Students report low levels of academic motivation and high levels of current substance use.

2015-2016 Pathways Charter School attendance rate - 94.5%
2016-2017 Pathways Charter School attendance rate - 96.44%

2015-2016 Pathways iCARE/CARE chronic absenteeism rate - 62.5%
2016-2017 Pathways iCARE/CARE chronic absenteeism rate - 48.06%

2015-2016 number of out of school suspensions for Pathways Charter School - 302 days
2016-2017 number of out of school suspensions for Pathways Charter School - 166 days
2015-2016 Data from California Healthy Kids Survey (CHKS):
Students who reported having/feeling Academic Motivation (trying hard, effort) - 24%
Students who reported Current Alcohol or Drug Use - 38%

2016-2017 Data from California Healthy Kids Survey (CHKS):
Students who reported having/feeling Academic Motivation (trying hard, effort) - 27%
Students who reported Current Alcohol or Drug Use - 46%

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance rate, chronic absenteeism data, suspension data and California Healthy Kids Survey</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. 2016-2017 Pathways Charter School attendance rate - 96.44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 2016-2017 number of out of school suspensions for Pathways Charter School - 166 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 2016-2017 Data from California Healthy Kids Survey (CHKS):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27% Students who reported having/feeling Academic Motivation (trying hard, effort)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46% Students who reported Current Alcohol or Drug Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 2016-2017 Pathways iCARE/CARE chronic absenteeism rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Students will maintain 96% attendance rate (Actual 96.18%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Out of school suspensions will be decreased by 25% and a new baseline will be established (Actual decreased by 69%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Increase Academic Motivation by 5% on the CHKS and reduce Current Alcohol and Drug Use by 5% on the CHKS (Actual decrease in Academic Motivation by 5% and decrease of Current Substance Use by 3%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Reduce chronic absenteeism rate by 5%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Students will maintain 96% attendance rate (Actual 95.7%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Out of school suspensions will be decreased by 25% and a new baseline will be established (Actual decreased by 33%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Increase Academic Motivation by 5% on the CHKS and reduce Current Alcohol and Drug Use by 5% on the CHKS (Actual increase in Academic Motivation by 3% and decrease in Current Substance Use by 14%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Reduce chronic absenteeism rate by 5%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. 75% of students will exit the Come Back Program with a diploma or will continue in the program.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>absenteeism rate</td>
<td>48.06%</td>
<td>(Actual increased by 5.14%)</td>
<td>(Actual increased by 10.8%)</td>
<td>E. Baseline data: 74% of students exited the Come Back Program with a diploma or continued in the program.</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: iCARE

OR

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

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

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
### 2017-18 Actions/Services

1. Implement Individual Learning Plans for all students
   a) Counsel and assist students in enrolling in additional courses in order to facilitate credit recovery.
   b) Counsel and assist students in enrolling in the correct courses in order to ensure graduation in a timely manner.
   c) Provide college readiness activities funded by College Readiness Block Grant (CRBG).

### 2018-19 Actions/Services

1. Implement Individual Learning Plans for all students
   a) Counsel and assist students in enrolling in additional courses in order to facilitate credit recovery.
   b) Counsel and assist students in enrolling in the correct courses in order to ensure graduation in a timely manner.
   c) Provide college readiness activities funded by College Readiness Block Grant (CRBG).

### 2019-20 Actions/Services

1. Implement Individual Learning Plans for all students
   a) Counsel and assist students in enrolling in additional courses in order to facilitate credit recovery.
   b) Counsel and assist students in enrolling in the correct courses in order to ensure graduation in a timely manner.
   c) Provide college readiness activities funded by College Readiness Block Grant (CRBG).

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>62,962</td>
<td>12,038</td>
<td>41,774</td>
</tr>
<tr>
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<td>CRBG</td>
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</tr>
<tr>
<td>Reference</td>
<td>Certificated Salaries and Benefits, $58,708; Indirect Costs, $5,254.</td>
<td>Services and Other Operating, $11,051; Indirect Costs, $987</td>
<td>Salaries &amp; Benefits, $38,332; Indirect Costs, $3,442.</td>
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</tbody>
</table>

### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>
### Actions/Services

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

#### 2. Technology for Students

- **a)** Provide each student a student e-mail address.
- **b)** LEA coordinated utilization of Learning Management System (LMS).

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Modified Action</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>13,346</td>
<td>LCFF/Base</td>
<td>Services and Other Operating, $12,250; Indirect Costs, $1,096</td>
</tr>
<tr>
<td>2018-19</td>
<td>13,393</td>
<td>LCFF/Base</td>
<td>Services and Other Operating, $12,295; Indirect Costs, $1,098</td>
</tr>
<tr>
<td>2019-20</td>
<td>13,450</td>
<td>LCFF/Base</td>
<td>Services and Other Operating, $12,342; Indirect Costs, $1,108</td>
</tr>
</tbody>
</table>

#### Action 3

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

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

English Learners

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: iCARE
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Bilingual Translator/Parent Liaison</td>
<td>a) Bilingual Translator/Parent Liaison</td>
<td>a) Bilingual Translator/Parent Liaison</td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>5,302</td>
<td>5,600</td>
<td>5,769</td>
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<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Classified Salaries and Benefits, $4,866; Indirect Costs, $436</td>
<td>Classified Salaries and Benefits, $5,141; Indirect Costs, $459</td>
<td>Classified Salaries and Benefits, $5,294; Indirect Costs, $475</td>
</tr>
</tbody>
</table>

### Action 4

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>Schoolwide</td>
<td>Specific Schools: iCARE and CARE</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

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

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

4. Student Resiliency
   a. Counseling and social work services provided by school social worker.
   b. Administer and analyze data from California Healthy Kids Survey.

### 2018-19 Actions/Services

4. Student Resiliency
   a. Counseling and social work services provided by school social worker.
   b. Administer and analyze data from California Healthy Kids Survey.

### 2019-20 Actions/Services

4. Student Resiliency
   a. Counseling and social work services provided by school social worker.
   b. Administer and analyze data from California Healthy Kids Survey.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1,090</td>
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<td>TUPE</td>
<td>TUPE</td>
<td>TUPE</td>
</tr>
<tr>
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<td>Services and Other Operating, $1,000; Indirect Costs, $90</td>
<td>Services and Other Operating, $1,000; Indirect Costs, $89</td>
<td>Services and Other Operating, $1,000; Indirect Costs, $90</td>
</tr>
<tr>
<td>Amount</td>
<td>23,340</td>
<td>18,177</td>
<td>25,385</td>
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<td>Mental Health</td>
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<td>Mental Health</td>
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<td>Budget Reference</td>
<td>Certificated Salaries and Benefits, $21,423; Indirect Costs, $1,917</td>
<td>Certificated Salaries and Benefits, $16,687; Indirect Costs, $1,490</td>
<td>Certificated Salaries and Benefits, $25,385; Indirect Costs, $2,280</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>61,484</td>
<td>Supplemental</td>
<td>Certificated Salaries and Benefits, 56,433; Indirect Costs, $5,051</td>
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</tr>
<tr>
<td>76,089</td>
<td>Supplemental</td>
<td>Certificated Salaries and Benefits, $69,851; Indirect Costs, $6,238</td>
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</tr>
<tr>
<td>73,025</td>
<td>Supplemental</td>
<td>Certificated Salaries and Benefits, $67,008; Indirect Costs, $6,017</td>
<td></td>
</tr>
</tbody>
</table>

Action 5

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Specific Schools: iCARE</td>
</tr>
</tbody>
</table>

OR

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

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

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

5. Broader Course of Study
   a) Provide programming and robotics courses

2018-19 Actions/Services

5. Broader Course of Study
   a) Provide programming and robotics courses

2019-20 Actions/Services

5. Broader Course of Study
   a) Provide programming and robotics courses
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>3,269</td>
<td>3,268</td>
<td>3,269</td>
</tr>
<tr>
<td>Source</td>
<td>Title 1A</td>
<td>Title 1A</td>
<td>Title 1A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Materials, $1,000; Services and Other Operating; $2,000; Indirect Costs $269</td>
<td>Books and Materials, $1,000; Services and Other Operating; $2,000; Indirect Costs $268</td>
<td>Services and Other Operating; $3,000; Indirect Costs $269</td>
</tr>
</tbody>
</table>

### Action 6

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)
- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- Specific Schools: iLearn, iCARE

**OR**

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

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

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

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

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

Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action

#### 2017-18 Actions/Services
   a) Provide career exploration classes for middle school students at iLearn.

#### 2018-19 Actions/Services
   a) Provide career exploration classes for middle school students at iLearn.

#### 2019-20 Actions/Services
   a) Provide career exploration classes for middle school students at iLearn.
b) Provide Career Pathway for high school students at iCARE.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>156,414</td>
<td>CTEIG</td>
<td>Certificated Salaries and Benefits, $118,565; Books and Supplies, $20,000; Services and Other Operating, $5,000; Indirect Costs, $12,849</td>
</tr>
<tr>
<td>2018-19</td>
<td>151,494</td>
<td>CTEIG</td>
<td>Certificated Salaries and Benefits, $124,557; Books and Supplies, $14,518; Indirect Costs, $12,419</td>
</tr>
<tr>
<td>2019-20</td>
<td>176,624</td>
<td>CTEIG</td>
<td>Certificated Salaries and Benefits, $127,725; Books and Supplies, $30,955; Services and other Operating Costs, $3,990; Indirect Costs, $14,554</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Goal</td>
</tr>
</tbody>
</table>

Goal 3

All students with additional needs enrolled in Pathways Charter School will receive supplemental support.

State and/or Local Priorities addressed by this goal:

State Priorities:  
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: Based on data, students with additional needs enrolled in Pathways Charter School have social-emotional and academic deficits that impede their achievement in school.

2015-2016 number of iCARE behavior referrals - 1400
2016-2017 number of iCARE behavior referrals - 931

2015-2016 number of out of school suspensions for Pathways Charter School - 302 days
2016-2017 number of out of school suspensions for Pathways Charter School - 166 days

2015-2016 percentage of students who achieved language level 4 or 5 on CELDT - 50%
2016-2017 percentage of students who achieved language level 4 or 5 on CELDT - 50%

2015-2016 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%
2016-2017 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%
2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in English Language Arts - 55% meet or exceed
2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wide Information System, CAASPP and ELPAC Assessments, Suspension Data</td>
<td></td>
<td>A. Students who attend the iCARE program will have a 50% reduction in behavior referrals. (Actual - decreased by 7%)</td>
<td>A. Students who attend the iCARE program will have a 50% reduction in behavior referrals. (Actual - 26%)</td>
<td>A. Students who attend the iCARE program will have a 50% reduction in behavior referrals.</td>
</tr>
<tr>
<td>(The CELDT Assessment will be phased out after the 2017-2018 school year and the ELPAC will be utilized instead of the CELDT)</td>
<td></td>
<td>B. Students who attend iCARE/CARE will have a 25% reduction in out of school suspensions. (Actual - decreased by 69%)</td>
<td>B. Students who attend iCARE/CARE will have a 25% reduction in out of school suspensions. (Actual - 33%)</td>
<td>B. Students who attend iCARE/CARE will have a 25% reduction in out of school suspensions.</td>
</tr>
<tr>
<td>A. 2016-2017 number of iCARE behavior referrals - 931</td>
<td></td>
<td>C. 55% of English Learners will reach language levels 3 or 4 on ELPAC Assessment. (Actual 63.7% on ELPAC)</td>
<td>C. 65% of English Learners will reach language levels 3 or 4 on ELPAC Assessment. (Actual 63.7% on ELPAC)</td>
<td>C. 67% of English Learners will reach language levels 3 or 4 on ELPAC Assessment.</td>
</tr>
<tr>
<td>B. 2016-2017 number of out of school suspensions for Pathways Charter School - 166 days</td>
<td></td>
<td>D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language. (Actual 100%)</td>
<td>D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language. (Actual 100%)</td>
<td>D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language.</td>
</tr>
<tr>
<td>C. 2016-2017 percentage of students who achieved language level 4 or 5 on CELDT - 50%</td>
<td></td>
<td>E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</td>
<td>E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</td>
<td>E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</td>
</tr>
<tr>
<td>D. 2016-2017 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. 2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in English Language Arts - 55% meet or exceed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>56% meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment. (Actual ELA - 11% increase to 66% meet or exceed) (Actual Math - 1% increase to 57% meet or exceed)</td>
<td></td>
<td>by 5% on the CAASPP/Smarter Balanced Assessment. (Actual ELA - 8% decrease to 58% meet or exceed) (Actual Math - 2% decrease to 55% meet or exceed)</td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
</tbody>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Schoolwide |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Specific Schools: iCARE, iLearn |
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
Modified Action | Unchanged Action | Unchanged Action

#### 2017-18 Actions/Services

1. Increase/Maintain Support Staff
   a) Teachers to provide small group/individualized instruction and an in-school suspension option.

#### 2018-19 Actions/Services

1. Increase/Maintain Support Staff
   a) Teachers to provide small group/individualized instruction and an in-school suspension option.

#### 2019-20 Actions/Services

1. Increase/Maintain Support Staff
   a) Teachers to provide small group/individualized instruction and an in-school suspension option.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>150,721</td>
<td>106,265</td>
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<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries and Benefits, $137,208; Indirect Costs, $12,280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries and Benefits, $138,366; Indirect Costs, $12,356</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries and Benefits, $97,509; Indirect Costs, $8,756</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: iCARE

OR

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

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

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
### Actions/Services

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

Modified Action

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

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Enrichment Opportunities</td>
<td>2. Enrichment Opportunities</td>
<td>2. Enrichment Opportunities</td>
</tr>
<tr>
<td>a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities.</td>
<td>a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities.</td>
<td>a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities.</td>
</tr>
<tr>
<td>b) Summer Program - Intervention and Instruction during Summer Months.</td>
<td>b) Summer Program - Intervention and Instruction during Summer Months.</td>
<td>b) Summer Program - Intervention and Instruction during Summer Months.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>22,277</td>
<td>42,889</td>
<td>15,257</td>
</tr>
<tr>
<td>Source</td>
<td>Title 1A</td>
<td>Title 1A</td>
<td>Title 1A</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>Certificated Salaries and Benefits, $20,685; Books and Materials, $6,133; Services and Other Operating, $12,555, Indirect Costs, $3,516</td>
<td>Services and Other Operating, $14,000, Indirect Costs, $1,257</td>
</tr>
<tr>
<td>Amount</td>
<td>12,760</td>
<td>14,594</td>
<td>10,076</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF/Base</td>
<td>LCFF/Base</td>
<td>LCFF/Base</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>Certificated Salaries and Benefits, $13,398; Indirect Costs, $1,196</td>
<td>Certificated Salaries and Benefits, $9,246; Indirect Costs, $830</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

- Specific Student Groups: Foster Youth

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

- New Action

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

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

#### 2017-18 Actions/Services

3. Foster Focus
   a) Track Foster Youth using Foster Youth database.

#### 2018-19 Actions/Services

3. Foster Focus
   a) Track Foster Youth using Foster Youth database.

#### 2019-20 Actions/Services

3. Foster Focus
   a) Track Foster Youth using Foster Youth database.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>2,724.00</td>
<td>Title 1A</td>
<td>Services and Other Operating; $2,500, Indirect Costs; $224</td>
</tr>
<tr>
<td>2018-19</td>
<td>272</td>
<td>Title 1A</td>
<td>Services and Other Operating; $250, Indirect Costs; $22</td>
</tr>
<tr>
<td>2019-20</td>
<td>272</td>
<td>Title 1A</td>
<td>Services and Other Operating; $250, Indirect Costs; $22</td>
</tr>
</tbody>
</table>
### Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>Specific Student Groups: English Learners</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Unchanged Action

**2017-18 Actions/Services**

4. Provide specific ELD Professional Development to improve instruction targeted at increasing language levels for English Learners. Review student outcomes to modify professional development related to targeted English Learners (EL) instruction and continue to review/revise recategorization process.

**2018-19 Actions/Services**

4. Provide specific ELD Professional Development to improve instruction targeted at increasing language levels for English Learners. Review student outcomes to modify professional development related to targeted English Learners (EL) instruction and continue to review/revise recategorization process.

**2019-20 Actions/Services**

4. Provide specific ELD Professional Development to improve instruction targeted at increasing language levels for English Learners. Review student outcomes to modify professional development related to targeted English Learners (EL) instruction and continue to review/revise recategorization process.

Offer ELD Grammar and Literature courses via Cyber High when appropriate.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Duplicate</td>
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</tr>
<tr>
<td>Source</td>
<td>Title 1A</td>
<td>Title 1A</td>
<td>Title 1A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $60,896; Indirect Costs, $5,450, Reference Goal 1, Action 1</td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089, Reference Goal 1, Action 1</td>
<td>Reference Goal 1, Action 1</td>
</tr>
</tbody>
</table>

### Action 5

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- Specific Student Groups: English Learners

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

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

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

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

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

- Unchanged Action

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

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

**2017-18 Actions/Services**

- 5. Use curriculum and instruction to maintain proficiency in English Language Arts (ELA) for redesignated fluent English proficient pupils. Assist students in

**2018-19 Actions/Services**

- 5. Use curriculum and instruction to maintain proficiency in English Language Arts (ELA) for redesignated fluent English proficient pupils. Assist students in

**2019-20 Actions/Services**

- 5. Use curriculum and instruction to maintain proficiency in English Language Arts (ELA) for redesignated fluent English proficient pupils. Assist students in
maintaining ELA proficiency through instructional coaching.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Duplicate</td>
<td>Title 1A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $60,896; Indirect Costs, $5,450, Reference Goal 1, Action 1</td>
</tr>
<tr>
<td>2018-19</td>
<td>Duplicate</td>
<td>Title 1A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Duplicate Costs: Certificated Salaries and Benefits, $68,182; Indirect Costs, $6,089, Reference Goal 1, Action 1</td>
</tr>
<tr>
<td>2019-20</td>
<td>Duplicate</td>
<td>Title 1A</td>
<td>Reference Goal 1, Action 1</td>
</tr>
</tbody>
</table>


Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year: 2019-20</th>
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<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$393,713</td>
<td>11.78%</td>
</tr>
</tbody>
</table>

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

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

The percentage of unduplicated students in the PCOE Pathways Charter is 23%. The majority of these unduplicated students are iCARE students. Therefore, the majority of supplemental and concentration grant funds will be directed toward services at iCARE Community School.

The dollar amount of supplemental and concentration grant funds to increase or improve services to unduplicated pupils is $393,713.

Goal 1 Action 2 - Professional Development (PD)/Universal Design for Learning (UDL)/Positive Behavior Intervention and Supports (PBIS) - LEA Wide

Both UDL and PBIS are Tier 1 interventions in a Multi-Tiered System of Supports (MTSS). They support all students, but benefit unduplicated students by creating a consistent and supportive school environment for learners with additional needs. Implementation of UDL and PBIS create the foundation upon which additional supports are layered. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). PBIS is a process that is consistent with the principles of MTSS. It is grounded in differentiated instruction. The combination of MTSS and PBIS provides effective instructional strategies for both academic and behavioral systems (PBIS, https://www.pbis.org/school/mtss). UDL guides educational practices to provide students with access and reduce barriers in instruction, deliver accommodations and supports and maintain high achievement expectations for all students. UDL provides students with multiple means of acquiring and demonstrating their learning. The goal is to help all students get to the same place, while providing and allowing different materials, methods, and

Goal 1 Action 4 - Counseling services provided by school psychologist - iCARE

This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Evidence-based social emotional learning programs and individual counseling are important components of our MTSS Tier 2 and 3 interventions. Social and emotional learning (SEL) "teaches children to recognize and understand their emotions, feel empathy, make decisions, and build and maintain relationships." A 2011 meta-analysis showed that SEL programs immediately improve social skills, mental health, and academic achievement. The current study demonstrates that providing SEL interventions at schools continue to benefit students for months and even years to come (CASEL, https://casel.org/2017-meta-analysis/).

Goal 2 Action 3 - Bilingual parent liaison to support SARB process and reduce truancy - iCARE

This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. This resource supports our MTSS Tier 2 and 3 interventions related to improving attendance. School, economic, student, and family factors affect and correlate with student truancy. Interventions such as early prevention and intervention and removing barriers for students to attend regularly have proven effective (EPI, http://oregongearup.org/sites/oregongearup.org/files/research-briefs/truancyattendance.pdf). The use of the bilingual parent liaison can support the interventions as the liaison will help bridge the communication and connection between families and the school, help identify causes of truancy, and assist families to remove barriers for regular student attendance.

Goal 2 Action 4 - School social worker to provide counseling and access to community services for students and families - iCARE

This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Individual and small group counseling, transition supports and connecting students/families with community services and resources are important components of our MTSS Tier 2 and 3 interventions (see CASEL research cited in Goal 1, Action 4).

Goal 3 Action 1 - Small group and individualized instruction provided by teachers. In school alternative to suspension option to provide continued access to coursework/instruction in lieu of at home suspension - iCARE Community School and iLearn Academy

Small group and individualized instruction and an in school alternative to suspension are provided in our alternative setting for expelled or probation/SARB referred youth. We also provide small group and individualized instruction to students who attend iLearn Academy and would benefit from extra support. Although out of school suspensions have been a widely-used method of discipline, research has raised questions about its effects. States such as North Carolina have begun searching for and implementing alternatives to suspensions and found that when schools and school districts pursue alternatives to suspension with seriousness and rigor, the results can be dramatically positive for individual students and the school community. (Hoffman, Owen, and Wettach, 2015;
LCAP Year: **2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$483,543</td>
<td>19.01%</td>
</tr>
</tbody>
</table>

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

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

**Goal 1 Action 2 - Professional Development (PD)/Universal Design for Learning (UDL)/Positive Behavior Intervention and Supports (PBIS) - LEA Wide**

Both UDL and PBIS are Tier 1 interventions in a Multi-Tiered System of Supports (MTSS). They support all students, but benefit unduplicated students by creating a consistent and supportive school environment for learners with additional needs. Implementation of UDL and PBIS create the foundation upon which additional supports are layered. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). PBIS is a process that is consistent with the principles of MTSS. It is grounded in differentiated instruction. The combination of MTSS and PBIS provides effective instructional strategies for both academic and behavioral systems (PBIS, https://www.pbis.org/school/mtss). UDL guides educational practices to provide students with access and reduce barriers in instruction, deliver accommodations and supports and
maintain high achievement expectations for all students. UDL provides students with multiple means of acquiring and demonstrating their learning. The goal is to help all students get to the same place, while providing and allowing different materials, methods, and approaches to get students there (https://calstat.org/publications/pdfs/EDge_spring_2015_insert_final_.pdf).

Goal 1 Action 4 - Counseling services provided by school psychologist - iCARE/CARE Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Evidence-based social emotional learning programs and individual counseling are important components of our MTSS Tier 2 and 3 interventions. Social and emotional learning (SEL) “teaches children to recognize and understand their emotions, feel empathy, make decisions, and build and maintain relationships.” A 2011 meta-analysis showed that SEL programs immediately improve social skills, mental health, and academic achievement. The current study demonstrates that providing SEL interventions at schools continue to benefit students for months and even years to come (CASEL, https://casel.org/2017-meta-analysis/).

Goal 2 Action 3 - Bilingual parent liaison to support SARB process and reduce truancy - iCARE Community School - Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. This resource supports our MTSS Tier 2 and 3 interventions related to improving attendance. School, economic, student, and family factors affect and correlate with student truancy. Interventions such as early prevention and intervention and removing barriers for students to attend regularly have proven effective (EPI, http://oregongearup.org/sites/oregongearup.org/files/research-briefs/truancyattendance.pdf). The use of the bilingual parent liaison can support the interventions as the liaison will help bridge the communication and connection between families and the school, help identify causes of truancy, and assist families to remove barriers for regular student attendance.

Goal 2 Action 4 - School social worker to provide counseling and access to community services for students and families - iCARE/CARE Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Individual and small group counseling, transition supports and connecting students/families with community services and resources are important components of our MTSS Tier 2 and 3 interventions (see CASEL research cited in Goal 1, Action 4).

Goal 3 Action 1 - Small group and individualized instruction provided by teachers. In school alternative to suspension option to provide continued access to coursework/instruction in lieu of at home suspension - iCARE Community School and iLearn Academy
Small group and individualized instruction and an in school alternative to suspension are provided in our alternative setting for expelled or probation/SARB referred youth. We also provide small group and individualized instruction to students who attend iLearn Academy and would benefit from extra support. Although out of school suspensions have been a widely-used method of discipline, research has raised questions about its effects. States such as North Carolina have begun searching for and implementing alternatives to suspensions and found that when schools and school districts pursue alternatives to suspension with seriousness and rigor, the results can be dramatically positive for individual students and the school community. (Hoffman, Owen, and Wettach, 2015;
Goal 3 Action 2 - Supplemental learning program in June and July - iCARE Community School - Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. The students benefit from opportunities for credit recovery and intensive intervention focused on academic achievement. According to the National Education Association, extended learning opportunities include a range of programs that provide students with academic enrichment and/or supervised activities beyond the traditional school day or school year. Students who could benefit most from extended learning opportunities typically have fewer opportunities to participate in high quality, affordable extended learning programs. Studies show that programs that extend the school year can increase academic achievement and can do more than reduce summer learning loss. However, researchers point out that unless programs make use of effective teaching strategies and engaging curricula, simply extending the school day or school year has little effect on student learning (http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf).

LCAP Year: **2017-18**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$428,848</td>
<td>18.31%</td>
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</tbody>
</table>

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
Goal 1 Action 2 - Professional Development (PD)/Universal Design for Learning (UDL)/Positive Behavior Intervention and Supports (PBIS) - LEA Wide
Both UDL and PBIS are Tier 1 interventions in a Multi-Tiered System of Supports (MTSS). They support all students, but benefit unduplicated students by creating a consistent and supportive school environment for learners with additional needs. Implementation of UDL and PBIS create the foundation upon which additional supports are layered.

Goal 1 Action 4 - Counseling services provided by school psychologist - iCARE/CARE Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Evidence-based social emotional learning programs and individual counseling are important components of our MTSS Tier 2 and 3 interventions.

Goal 2 Action 3 - Bilingual parent liaison to support SARB process and reduce truancy - iCARE Community School - Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. This resource supports our MTSS Tier 2 and 3 interventions related to improving attendance.

Goal 2 Action 4 - School social worker to provide counseling and access to community services for students and families - iCARE/CARE Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Individual and small group counseling, transition supports and connecting students/families with community services and resources are important components of our MTSS Tier 2 and 3 interventions.

Goal 3 Action 1 - Small group and individualized instruction provided by teachers. In school alternative to suspension option to provide continued access to coursework/instruction in lieu of at home suspension - iCARE Community School and iLearn Academy
Small group and individualized instruction and an in school alternative to suspension are provided in our alternative setting for expelled or probation/SARB referred youth. We also provide small group and individualized instruction to students who attend iLearn Academy and would benefit from extra support.

Goal 3 Action 2 - Supplemental learning program in June and July - iCARE Community School - Alternative Education
This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. The students benefit from opportunities for credit recovery and intensive intervention focused on academic achievement.
Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
For questions related to specific sections of the template, please see instructions below:

**Instructions: Linked Table of Contents**

- Plan Summary
- Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Planned Actions/Services
- Demonstration of Increased or Improved Services for Unduplicated Students

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

**Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

**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 supported 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.
Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal
State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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

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

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

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

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

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

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

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

**Students to be Served**

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

**Scope of Service**

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.

- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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