



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pathways Academy Charter School - Adult Education

CDS Code: 37-754160139451

School Year: 2024-25

LEA contact information:

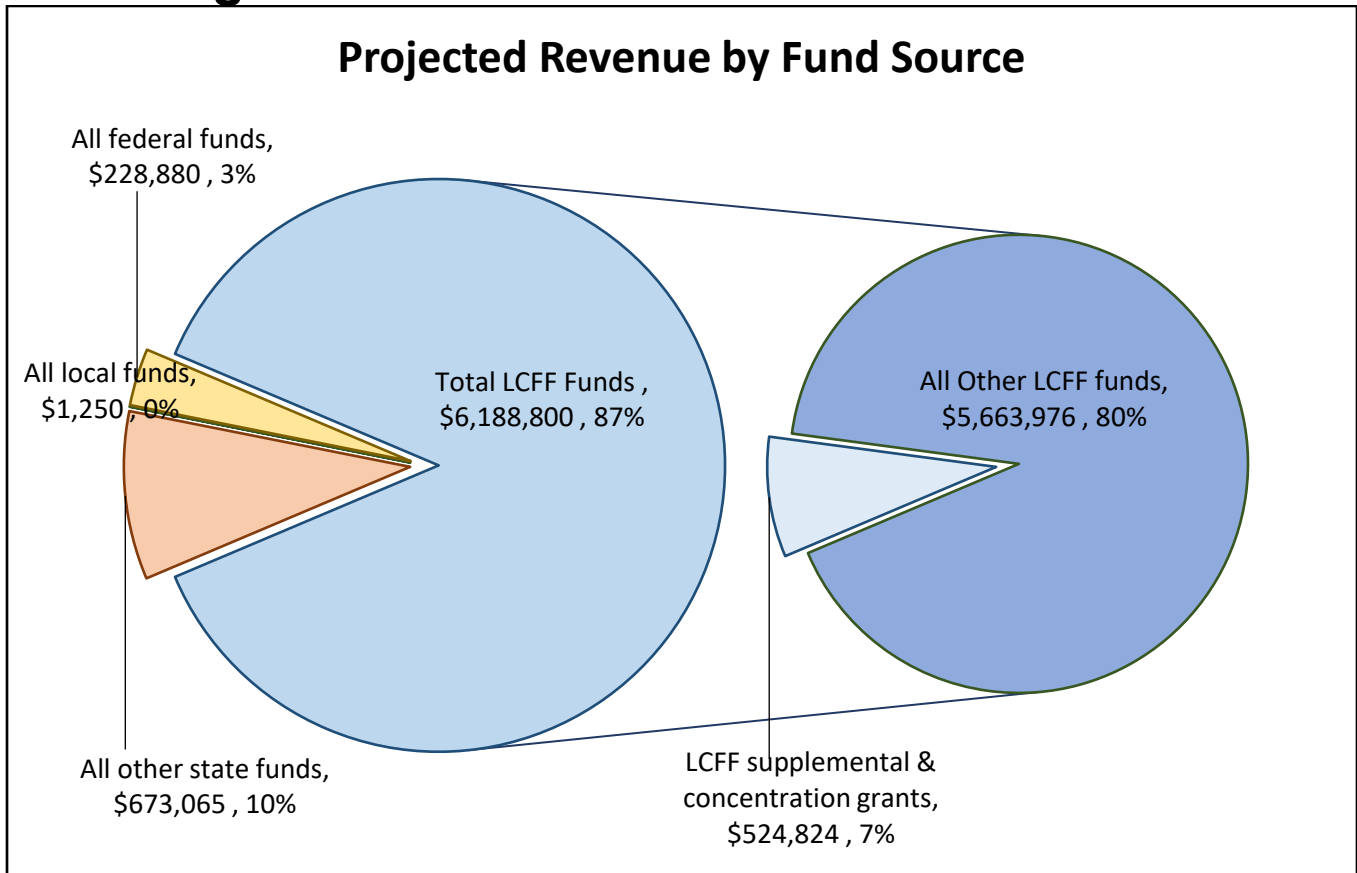
Jarom Luedtke

Executive Director

619-791-1600

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 2024-25 School Year

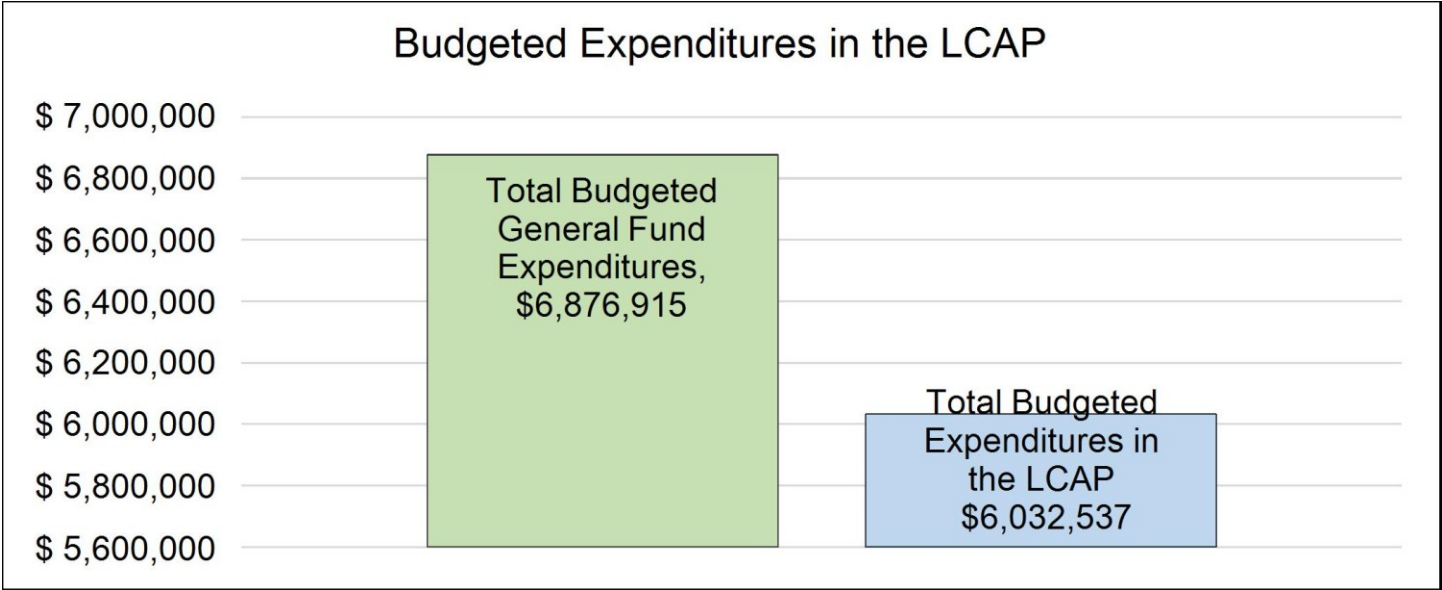


This chart shows the total general purpose revenue Pathways Academy Charter School - Adult Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pathways Academy Charter School - Adult Education is \$7,091,995, of which \$6,188,800 is Local Control Funding Formula (LCFF), \$673,065 is other state funds, \$1,250 is local funds, and \$228,880 is federal funds. Of the \$6,188,800 in LCFF Funds, \$524,824 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 Pathways Academy Charter School - Adult Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pathways Academy Charter School - Adult Education plans to spend \$6,876,915 for the 2024-25 school year. Of that amount, \$6,032,537 is tied to actions/services in the LCAP and \$844,378 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

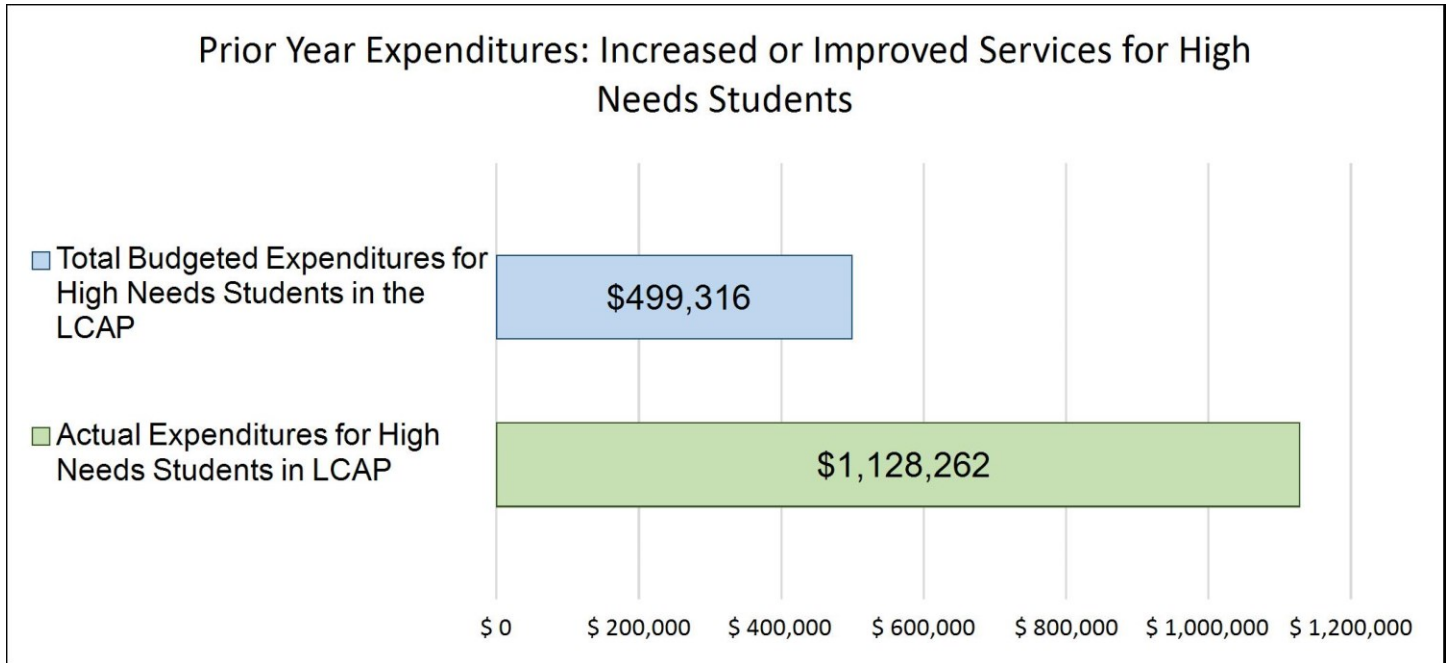
General educational and operational expenses to operate the school's educational program on top of the targeted areas outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pathways Academy Charter School - Adult Education is projecting it will receive \$524,824 based on the enrollment of foster youth, English learner, and low-income students. Pathways Academy Charter School - Adult Education must describe how it intends to increase or improve services for high needs students in the LCAP. Pathways Academy Charter School - Adult Education plans to spend \$739,213 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Pathways Academy Charter School - Adult Education's LCAP budgeted \$499,316 for planned actions to increase or improve services for high needs students. Pathways Academy Charter School - Adult Education actually spent \$1,128,262 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways Academy Charter School - Adult Education	Jarom Luedtke Executive Director	jloedtke@pathwaysacademy.education 619-791-1600

Goals and Actions

Goal

Goal #	Description
1	We will improve the academic achievement of students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of All students, English Learners, other unduplicated student groups, and students with disabilities (SWD). We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement: CAASPP ELA Results	A baseline will be set with the 2020-21 CAASPP Results	PACSAE did not participate in 2020-21 CAASPP ELA	In order to protect student privacy, 2021-22 data is suppressed because 11 or fewer students tested.	2022-2023 ALL Students ELA - (32 students) - 287.7 points below standard (increased 19.5% - orange) Socioeconomic ELA - (20 students) - 309.6 points below standard (declined 11.3 points) SWD (less than 11 students - data not displayed for privacy) ELs (less than 11 students - data not displayed for privacy)	2% increase in student performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement: CAASPP Math Results	A baseline will be set with the 2020-21 CAASPP Results	PACSAE did not participate in 2020-21 CAASPP Math	In order to protect student privacy, 2021-22 data is suppressed because 11 or fewer students tested.	2022-2023 ALL Students Math - (32 students) - 348 points below standard (decreased 24.4 points - red) Socioeconomic Math - (19 students) - 348 points below standard (declined 32.9 points) SWD (less than 11 students - data not displayed for privacy) ELs (less than 11 students - data not displayed for)	2% increase in student performance
Student Achievement:/Other School Outcomes: CAASPP Science Results	A baseline will be set with the 2020-21 CAASPP Results	2020-21: 4 students (8.70%) 91.30 of the 46 enrolled did not participate.	In order to protect student privacy, 2021-22 data is suppressed because 11 or fewer students tested.	In order to protect student privacy, 2022-23 data is suppressed because 11 or fewer students tested.	2% increase in student participation
Student Achievement: Credits Deficient to Graduate	Number of students that are currently on the 130 graduation credit track: 41	Number of students that are currently on the 130 graduation credit track: 118	November 2023 Number of students that are currently on the 130 graduation credit track: 282	December 2023 (mostly recent data) Number of students that are currently on the 130 graduation credit track:	5% increase in the number of students with sufficient credits to graduate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5-20 credits to graduate: 9 21-30 credits: 3 31-40 credits: 5 41-50 credits: 10 51-60 credits: 4 61-70 credits: 3 71-90 credits: 4 91-101 credits: 3	5-20 credits to graduate: 18 21-30 credits: 21 31-40 credits: 16 41-50 credits: 9 51-60 credits: 10 61-70 credits: 10 71-90 credits: 9 91-101 credits: 2	Credits deficient to graduate: 0-4: 6 5-20: 27 21-30: 40 31-40: 38 41-50: 32 51-60: 37 61-70: 22 71-90: 42 91-101: 30 111-130: 32	290 Credits deficient to graduate: 5-20: 1 21-30: 27 31-40: 40 41-50: 31 51-60: 36 61-70: 24 71-90: 41 91-101: 19 111-130: 30 Number of students that are currently on the 210 graduation credit track: 65 Credits deficient to graduate: 0 - 4: 0 5-20: 0 21-30: 1 31-40: 2 41-50: 2 51;60: 1 71-90: 1 91-110: 12 111-130: 4 131-150: 9 151-170: 9 171-190: 11 191-210: 11	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement: English Learner: English Language Proficiency Assessments for California (ELPAC)	2019-20 data not available. Baseline set with 2020-21 data	2020-21 In order to protect student privacy, data is suppressed because fewer than 11 students tested.	2021-22 In order to protect student privacy, data is suppressed because fewer than 11 students tested.	2022-2023 English Language Proficiency for Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested	2% increase in the ELPAC levels toward Reclassification
EL and Reclassification (RFEP Status)	Baseline set with 2020-21 EL 0 - 3 years: 0 EL 4 - 5 years: 0 EL 6+ years: 2 RFEP 6 Total Ever- EL: 8	2021-22 EL 0 - 3 years: 1 EL 4 - 5 years: 1 EL 6+ years: 11 RFEP 17 Total Ever- EL: 30	2022-23 EL 0 - 3 years: 0 EL 4 - 5 years: 1 EL 6+ years: 7 RFEP 23 Total Ever-EL: 31	2022-23 (most recent data) EL 0 - 3 years: 0 EL 4 - 5 years: 1 EL 6+ years: 7 RFEP 23 Total Ever-EL: 31	Decrease 6+ years and Increase RFEP
Student Achievement: Graduation Rate/Dropout Rate	Baseline set with 2020-21: 0.0% (0 Regular High School Diploma Graduates/12 cohort students, 5 year cohort), 2020-21: Dropout Rate: (6) 18.8%	2020-21: 0%: (0 Regular High School Diploma Graduates/12 cohort students, 5 year cohort), 2021-22: Dropout Rate: (6) 17.1%	2021-2022- 0%: (8 Regular High School Diploma Graduates/32 cohort students, 5 year cohort),	2022-23: All Students: 20% (95 in grad rate, 19 grads, 8 5th year grads) Homeless: 29.4% (17 in grade rate, 5 grads, 4 5th year grads) Socioeconomic: 22.4% (67 in grad rate, 15 grads, 8 5th year grads) SWD: 23.1% (13 in grad rate, 3 grads, 1 5th year grad) African American: 18.8% (16 in grad	10% increase annually to achieve 67% or higher graduation rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				rate, 3 grads, 1 5th year grad) Hispanic: 25% (44 in grad rate, 11 grads, 5 5th year grads) White: 10% (20 in grad rate, 2 grads, 0 5th year grads)	
Local Indicator Priority 2 Implementation of State Standards and access to curriculum-aligned instructional materials.	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	PACSAE will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool
Local Indicator Priority 1: Basic Services Conditions of Learning	100% of teachers are appropriately	100% of teachers are appropriately	100% of teachers are appropriately	100% of teachers are appropriately	100% of teachers are appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Qualified and Effective Teachers, Teacher Credentialing	credentialed for the courses they teach	credentialed for the courses they teach	credentialed for the courses they teach	credentialed for the courses they teach	credentialed for the courses they teach
Local Indicator Priority 1: Basic Services Conditions of Learning Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	PACSAE will maintain the 0% students lacking textbooks and other instructional materials
Local Indicator Priority 7: Access to a Broad Curriculum: Career Technical Education (CTE) Participation Pupils Enrolled in A-G courses required for UC/CSU Admission	Ensuring students have access to classes that prepare them for college and careers. All students have access to a broad course of study. Teachers and Counselors provide students with information on accessibility and participation in CTE and A-G Course for UC/CSU Admission 2020-21: CTE Program Participation: 0 2020-21: Pupils Enrolled in A-G	2021-22 : CTE Program Participation: 0 2021-22: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0	2022-23 : CTE Program Participation: 0 2022-23: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0	2022-23 : CTE Program Participation: 0 2022-23: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0	1% increase in student participation in CTE and A-G UC/CSU course enrollment. PACSAE will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Courses for UC/CSU Admission: 0				

Goal Analysis

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

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

Substantive differences to the plan was to 1.2 with the change from an Intervention and Transition Coordinator position to a school counselor. The school counselor continued to provide the same services: monitoring student attendance and course completion so that they can engage and support students that are struggling; and, evaluate student progress and provide support to overcome identified barriers so that students can complete graduation requirements.

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

A substantial increase in student enrollment resulted in an increase in staffing, professional development/training, materials and student services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in increasing the graduation rate from 0% to 20% and decreasing the chronic absenteeism rate from 85.5% to 78.2%. Continuing actions to improve the graduation rate through Goal 1: 1.1, and 1.2; and, improving our chronic absenteeism rate through Goal 2: 2.4, 2.6, and 2.7 will continue to be monitored and evaluated for effectiveness.

The CA Dashboard results for Pathways Academy Charter School - Adult Education in ELA shows that the All Student performance was 32 students scoring 287.7 points below standard (Orange); with Socioeconomically Disadvantaged scoring 309.6 pts below (other student groups below 11 participants - for privacy, no data). The results in Math shows that the All Student performance was 32 students scoring 348 points below standard (Red); with Socioeconomically Disadvantaged scoring 348 pts below (other student groups below 11 participants - for privacy, no data). The addition of action 1.10 The Assessment, Accountability and Data Coordinator will work toward supporting the increase of the CAASPP ELA and Math assessment participation and results will be monitored and evaluated for effectiveness in increasing participation and results.

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

PACSAE was identified for Comprehensive School Improvement (CSI) for not meeting the minimum of 68% graduation rate. To align the CSI plan with the LCAP, modifications have been made to some of the actions to demonstrate strategies in place to collect data, monitor student progress, evaluate student needs, and develop individualized student plans. A new action plan was added for CSI: NEW 1.9 Oversight and management of the development, implementation, monitoring, evaluation, and accountability reporting of the Comprehensive School Improvement Plan. (CSI)

Modifications to Goal 1 actions/strategies have been made to streamline the LCAP to align with the CSI strategies. As a result, some actions/strategies are renumbered.

Modification 1.1. Teachers, School Counselors, and the Accountability, Assessment, & Data Specialist will support the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and direct individualized support. (CSI)

Modification combine 1.5 into 1.2: 1.2 The Intervention & Transition Coordinator position has been replaced with a School Counselor that will be monitoring student attendance and course completion so that they can engage and support students that are struggling; and, evaluate student progress and provide support to overcome identified barriers so that students can complete graduation requirement. (CSI)

Modification: Combine 1.4 and 1.7 to include all professional development (CSI) Modified 1.4: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. Professional development provides an opportunity for teachers to develop their teaching skills. Identifying relevant professional development, through teacher input, creates a collaborative, meaningful, instructionally-focused and job-embedded learning opportunity for teachers. Attending conferences, workshops or online seminars are professional development opportunities that provide a great source of current information. (CSI)

Modification combine 1.5 with 1.2: Move 1.5 The Intervention & Transition Coordinator position has been replaced with a School Counselor that will be monitoring and evaluating student progress and providing support to overcome identified barriers so that students can complete graduation requirements. (CSI)

1.6 will be 1.5 The School Counselor meets with the graduating senior to discuss next steps in their education plan. SPED individualized transition plans that support student success post-graduation are developed in collaboration sessions with all SPED students and the Education Specialist.

Modification: 1.7 combined with 1.4: Move 1.7 Professional development strategies training to increase student engagement:

1.8 will be 1.6 The writing action plan is a college and career preparedness support for writing college or job applications, resumes, and cover letters with guidance from school counselors and teachers.

1.9 will be 1.7 Meetings with the authorizer to identify local assessment instruments are scheduled.

New 1.8: Instructional Assistants support counselors and teachers with the monitoring of students to identify any barriers that prohibit them from regular attendance and course completion. Instructional Assistants support teachers with the engagement of students with IEP's. (CSI)

New 1.9 Oversight and management of the development, implementation, monitoring, evaluation, and accountability reporting of the Comprehensive /School Improvement Plan. (CSI temporary position) to include:

Collaborating with educational partners

Conducting needs assessments and root cause analysis

Using data and outcomes to monitor and evaluate improvement efforts

Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities

New 1.10 The Assessment, Accountability and Data Coordinator will monitor student academic performance, report student data, and monitor CAASPP preparation and participation. (CSI temporary position)

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

Goals and Actions

Goal

Goal #	Description
2	We will promote a high Average Daily Attendance and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student engagement and success for All students, English Learners, other unduplicated student groups, and students with disabilities (SWD).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Priority 6: Student Engagement: Chronic Absenteeism Rate	A baseline will be set with 2020-21 data	2020-21 Chronic Absenteeism: All: 101 enrolled, 70 in Chronic Absenteeism Count = 75.3% Hispanic: (67), (47) 77.0% White: (20), 13 in Chronic Absenteeism Count = 72.2% Socioeconomic:(72), 50 in Chronic Absenteeism Count = 78.1% SWD (9), 7 in Chronic Absenteeism Count = 77.8% Homeless: (8), 8 in Chronic Absenteeism Count = 100% Foster Youth: 0	2021-22 Chronic Absenteeism: All: 202 enrolled, 172 in Chronic Absenteeism Count = 85.1% Hispanic: (113), (97) 85.8% White: (29), 22 in Chronic Absenteeism Count = 75.9% Socioeconomic:(141), 116 in Chronic Absenteeism Count = 82.3% SWD (20), 17 in Chronic Absenteeism Count = 85% Homeless: (26), 21 in Chronic Absenteeism Count = 80.8% Foster Youth: 0	2022-23 Chronic Absenteeism: All: 359 enrolled, 265 in Chronic Absenteeism Count = 73.8% (decrease of 13.27%) Hispanic: (190), 139 in Chronic Absenteeism Count = 73.2% White: (73), 52 in Chronic Absenteeism Count = 71.2% Socioeconomic: (211), 165 in Chronic Absenteeism Count = 78.2% SWD: (24), 18 in Chronic Absenteeism Count = 75% Homeless: (58), 46 in Chronic Absenteeism Count = 79.3% Foster Youth: * *	Decrease the chronic absenteeism rate by 10% annually achieve lower chronic absenteeism rate annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ELs: (14), 12 in Chronic Absenteeism Count = 100%	ELs: (26), 23 in Chronic Absenteeism Count = 88.5%	ELs: (29), 24 in Chronic Absenteeism Count = 82.8%	
Local Indicator Priority 6: School Climate Student Engagement: School Attendance Rates	February 2020: Enrollment 69 ADA: 15.68	February 2021: Enrollment 142 ADA: 71	October 2022 ADA: Enrollment 310 ADA: 125	April 2024 ADA: Enrollment 469 ADA: 352	Increase in ADA by 10%
Local Indicator Priority 6: School Climate: Expulsion Rate	0%	0%	0%	0%	Maintain 0%
Local Indicator Priority 6: School Climate: Suspension Rate	0%	0%	0%	0%	Maintain 0%
Local Indicator Priority 1: Basic Services: Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

A substantial increase in student enrollment resulted in an increase in staffing, professional development/training, materials and student services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions/strategies were effective as shown in the increase of ADA over a three year period: 2021: 19.2; 2022: 71; 2023: 125 and there was a 13.27% decrease in Chronic Absenteeism.

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

PACSAE was identified for Comprehensive School Improvement (CSI) for not meeting the minimum of 68% graduation rate. To align the CSI plan with the LCAP, modifications have been made to some of the actions to demonstrate strategies in place to collect data, monitor student progress, evaluate student needs, and develop individualized student plans. After review, input has determined that combining actions that share budget expenditures would be practical. As a result, some actions/strategies are renumbered.

Modification: 2.5 combined with 2.6 and 3.7: Continue development of cultural, social, emotional and mental health needs of students and staff through WIOA partnerships. 3.7 The collaboration and partnership of PACSAE with the WIOA, Department of Rehabilitation, and EOP is ongoing and provides students with many opportunities and support in their education, job training opportunities, and access to community resources for supported living services.

New 2.6: 0.5 Instructional Coach will Facilitate the development of teachers with a focus on improving student achievement through data-driven coaching, coaching sessions for certificated and classified employees, including research-based instructional practices. (CSI)

Modification: 2.7 is embedded in 2.8 and will be replaced with: New/Modified 2.7 For Youth Mental Health First Aid support, the school counselor and school psychologist will train teachers in referral to available community resources. Teachers will be provided with support and strategies to engage students in the completion of their coursework.

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

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for All students, English Learners, other unduplicated student groups, and students with disabilities (SWD). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making at the program and charter level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Priority 3: Educational Partner Engagement and Involvement: LCAP Input Survey	Baseline will be set with the 2020-21 Input Survey Results	2020-21 Total Input Survey Participants: 35 (84% participant increase) Survey participants in student groups that participated in the input survey: English Learner: 13.9% Students With a Disability: 8.3% Low Socioeconomic: 5.6% Foster Youth: 5.6% Homeless: 2.8% Student of PASAE: 66.7% Community Member (i.e. WIOA) 25%	2022-23 Total Input Survey Participants: 63 (80% participant increase) Survey participants in student groups that participated in the input survey: English Learner: 15.4% Students With a Disability: 7.7% Low Socioeconomic: 9.2% Foster Youth: 3.1% Homeless: 6.2% Student of PACSAE: 72.3% Community Member (i.e. WIOA) 16.9%	2023-24 Total Input Survey Participants: 122 (93.6% increase) Survey participants in student groups that participated in the input survey: English Learner: 9.8% Students With a Disability: 11.5% Low Socioeconomic: 6.6% Foster Youth: 3.3% Homeless: 4.1% Student of PACSAE: 63.9% Community Member (i.e. WIOA): 10.7%	Increase LCAP Input Survey Participation by 2% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Priority 6: School Climate: Overall Satisfaction Rate	Baseline will be set with the 2020-21 Input Survey Results	100% of the input survey participant Overall Satisfaction with their experience at PACSAE.	98.5% of the input survey participant Overall Satisfaction with their experience at PACSAE.	98.4% of the input survey participant Overall Satisfaction with the experience at PACSAE (2% decrease)	Maintain input survey participant overall satisfaction.
Local Indicator Priority 6: Safety Plan Review and Training	The Safety Plan was reviewed and updated and approved by the governing board: November 2020	The Safety Plan was reviewed and updated and approved by the governing board: October 13, 2021.	The Safety Plan was reviewed and updated and approved by the governing board: February 9, 2022	The Safety Plan was reviewed and updated and approved by the governing board: December 13, 2023	Review and update annually.

Goal Analysis

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

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

There were no substantive differences in Goal 3.

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

A substantial increase in student enrollment resulted in an increase in staffing, professional development/training, materials and student services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 actions/strategies were effective as evidence by the 2023-24 238% increase in the total Input Survey Participants and the 98.4% overall satisfaction with the school program.

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

After review, input has determined that combining actions that share budget expenditures would be practical. As a result, some actions/strategies are renumbered.

Modified 3.2 combined with 3.5: We will build partnerships for student outcomes by developing other sources of communication and opportunities to engage adult learners and educational partners in school planning by sending notification of Surveys, Educational Partner Advisory Committee, Board of Directors Public meetings in a timely manner to all families, through emails, texts, school website and/or other school social media while ensuring the participation and engagement of our underrepresented families. Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. Support provided by Classified staff to increase student engagement and performance; and, parent involvement.

3.6 now 3.5 The Pathways Academy Charter School's Educational Partner Advisory Committee's (EPAC) role is to provide input and assistance to the school's plans, programs and services in order to help the school attain its goal of providing each student with the best education possible. Communicating with adult students and parents with opportunities to participate in committee meetings is ongoing.

3.7 combined with 2.5 The collaboration and partnership of PACSAE with the WIOA, Department of Rehabilitation, and EOP is ongoing and provides students with many opportunities and support in their education, job training opportunities, and access to community resources for supported living services.

The Educational Partner Advisory Committee (EPAC) meetings will continue to be held; however, the meetings will now be Educational Partner meetings that will continue to provide opportunity for all educational partners (students, parents, teachers, staff, community members) to participate and have an opportunity to provide input into school plans.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways Academy Charter School - Adult Education	Jarom Luedtke Executive Director	jluedtke@pathwaysacademy.education 619-791-1600

Plan Summary [2024-25]

General Information

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

Pathways Academy Charter School-Adult Education (PACSAE) is authorized by Warner Unified School District. Per the Charter, we are authorized to serve all students that are at least 16 years old. PACSAE delivers quality online content with highly qualified teachers. Students can access their courses 24/7, working at their own pace to finish their high school diploma. Students receive, at a minimum, weekly outreach from a teacher and have access to teachers via phone, email, text message or instant message. PACSAE is committed to providing our students with a culture of quality and continuous improvement. Each student receives a personalized learning plan from their teacher with the courses left to meet graduation requirements. Students also receive college and career counseling to help them towards their postsecondary goals.

We embrace and value the demographics and diversity of our students. The PACSAE 2022-23, 179 student enrollment by ethnicity was 15.6% Af Am, 1.7% Am Indian or Alaska Native, 1.1% Asian, 1.1% Filipino, 50.8% Hispanic or Latino, .6% Pacific Islander, 19% White, 8.4% Two or More Races, 1.7% Not Reported.

On CBEDS day 2023, Pathways Academy Adult Education reported an enrollment of 311 students. This includes the enrollment of 42% socio-economically disadvantaged; 5% English Learners, 12% Special Education, 12% Homeless, and 1% Foster Youth. 57% of students enrolled in PACSAE are Hispanic.

Typically PACSAE students arrive extremely credit deficient seeking a high school diploma. More than 70% of our students meet the at-risk/at-promise categories qualifying PACSAE to be identified as DASS (Dashboard Alternative School Status). Once enrolled in our school, monitoring student progress and providing support and interventions to keep students on track for graduation is our focus.

Our program is highly flexible, focusing on mastery-based instruction through the Edmentum online curriculum to deliver quality online content with high qualified teachers. Students can access their courses 24/7, working at their own pace. Students take an online exam at the beginning of all core courses. Previous knowledge will result in a decrease in assigned course work, allowing students to complete courses by demonstrating mastery of California content standards. This means that students focus on course work that they struggle with and bypass assignments for which the student has demonstrated content mastery.

PACSAE is WASC Accredited. WASC Accreditation is a statement to the community and educational partners that the institution is reputable, trustworthy, and committed to ongoing improvement.

Research shows that one of the best tools for student success depends on educational partner involvement in the students education and the school program and that every student benefits from a strong partnership between home, community and school. PACSAE partners with the local WIOA (Workforce Innovation and Opportunity Act) offices to give students access to a world of tools, training, support, vocational training in conjunction with a high school diploma. Upon completion of their vocational training and high school requirements, graduates are poised to be competitive applicants in high-demand fields of employment. Through a partnership with Cal Regional, PACSAE students are offered low cost programs to pursue a healthcare career after graduation. Additionally, PACSAE is governed by the Board of Directors. The board meets regularly to oversee the direction and operation of the school. The board members bring extensive expertise in the field of education, with many of them having worked at the local district, and some have volunteered for state committees or have done advocacy at the state level. Our Board of Directors demonstrate the importance of rock-solid school governance with a strong focus on policy development and fiscal health.

School Mission Statement

PACSAE seeks to develop literate educated thinkers and achievers who:

- Respect themselves
- Respect others
- Pursue knowledge
- Apply facts and theories to solve problems
- Participate productively in the economy and their communities
- Become motivated and able to learn for a lifetime

Students enrolled in WIOA programming receive:

- Personal and professional development
- Life skills training
- Leadership development
- Career Center resources available
- Staff support

Networking with local employers and community members

CTE Options available through WIOA:

Phlebotomy technician

Medical Assisting

Pharmacy Technician

Emergency Medical Technician

Reflections: Annual Performance

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

After reviewing the most recent school data, we have identified reducing chronic absenteeism, increasing the graduation rate, and increasing student participation and results in CAASPP ELA and Math as areas of needed improvement. Pathways Academy Charter School - Adult Education will continue to address these areas of need by creating a model of continuous student improvement by providing direct training, coaching and data support for teachers to effectively use assessment data to drive student plans. We will continue to focus on ensuring that student achievement is viewed through a lens of equity, so that each student is provided the service they need. This will be done through ongoing monitoring and evaluation of student course completion, attendance and student support through the school counseling department. To include our educational partners in our school planning process, the Pathways Academy Charter School - Adult Education performance data is shared with teachers, staff, community members and our governing board.

Pathways Academy Charter School Counseling Department will increase educational partner engagement to support excellence in each student's success through accessible and innovative education, equipping students with the skills and knowledge necessary for personal, professional, and community success through services offered: Individualized graduation plans, study skills, test taking skills, career goal setting, career interest surveys, resume and job searches, college applications, financial aid & scholarship applications, work permits, referrals to social-emotional resources and crisis counseling. We will monitor our data to ensure we are meeting our educational partners' needs in developing and refining internal and external communication systems to increase engagement of the students, parents, and educational partners.

LCAP 2023 CAASPP ELA and Math:

The Pathways Academy Charter School - Adult Education. CA Dashboard results in CAASPP ELA indicates that the All Student performance was 32 students scoring -287.7 points below standard (Orange); with Socioeconomically Disadvantaged scoring -309.6 pts below (other student groups below 11 participants - for privacy, no data).

The results in CAASPP Math shows that the All Student performance was 32 students scoring -348 points below standard (Red); with Socioeconomically Disadvantaged scoring -348 pts below (other student groups below 11 participants - for privacy, no data).

How we are addressing our identified need: The addition of action 1.10 The Assessment, Accountability and Data Coordinator will work toward supporting the increase of the CAASPP ELA and Math assessment participation and results through teacher training and support. This action will be monitored and evaluated for effectiveness in increasing participation and results on an ongoing basis.

2022-23 DASS Graduation Rate - 49%

Beginning with the 2022 California School Dashboard (Dashboard), the DASS one-year graduation rate is being reported for informational purposes for DASS schools only to provide this critical data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied.

PACSAE DASS Graduation Rate:

All Students 153 in Grad Rate, 75 Graduates, 49% Grad Rate; ELs 9 in Grad Rate, * , * (*) 10 or less students; Homeless 26 in Grad Rate, 12 Graduates, 45.2% Grad Rate; Socioeconomic 93 in Grad Rate, 44 Graduates, 47.3% Grad Rate; SWD 6 in Grad Rate, * , * (*) 10 or less students ; Af Am 19 in Grad Rate, 10 Graduates, 52.6% Grad Rate; Am Indian 4 in Grad Rate, * , * (*) 10 or less students; Asian 3 in Grad /rate, * , * (*) 10 or less students; Filipino 1, * , * (*) 10 or less students; Hispanic 87 in Grad Rate, 44 Graduates, 50.6% Grad Rate; Native Hawaiian, Pacific Islander 2 in Grad Rate, * , * (*) 10 or less students; White 30 in Grad Rate, 15 Graduates, 50.1% Grad Rate; Two or More Races 6 in Grad /rate, * , * (*) 10 or less students

2022-23 Graduation Rate: 20% (38) (5 year cohort)

Hispanic or Latino 17, 5 Regular HS Diploma Graduates, 29.4% Cohort Graduation Rate

(*) 10 or less students in all other Race/Ethnicity

Socioeconomically Disadvantaged 29, 8 Regular HS Diploma Graduates, 27.6% Cohort Graduation Rate

(*) 10 or less students in all other Program Subgroups.

PACSAE Graduation Rate Analysis:

Based on not meeting the minimum 68% graduation rate, Pathways Academy Charter School - Adult Education has been identified for Comprehensive School Improvement. In reflection of our annual graduation rate performance, we have identified a 20% increase from the 2021-22 - 0% graduation rate. Although we did not meet the 68% graduation rate minimum, the increase of 20% demonstrates that our LCAP actions and strategies to monitor and evaluate student performance and attendance are leading us in the right direction. With the addition of the evidence-based strategies in our CSI plan to monitor, evaluate and provide support and individualized plans for our students, our expectations are that an increase will continue through our persistence with critical data review and thoughtful planning of steps to identify student needs and provide support in a timely manner.

LCAP Chronic Absenteeism Analysis:

2023 CA School Dashboard data reflective of the 2022-2023 school year demonstrated a high level of need related to student attendance.

An analysis of Dashboard data for Pathways Academy Charter School - Adult Education and local attendance data indicated continuing challenges with Chronic Absenteeism, especially among Foster Youth, Homeless Youth, and Students with Disabilities districtwide.

Pathways Academy Charter School - Adult Education plans to continue several actions aimed at improving student attendance from the prior

year that include teachers and school counselors monitoring student attendance and course completion to engage and support students that are struggling and providing support to overcome identified barriers so that student needs for the completion of coursework are provided. In reflection of our annual chronic absenteeism rate, we have identified a decrease of 17% from 2021-22 to 2022-23. Our annual LCAP chronic absenteeism rate has been to decrease our chronic absenteeism rate by 5%. Our decrease in the chronic absenteeism rate indicates that the strategies currently in place are demonstrating success.

Chronic Absenteeism

2022-23

Chronic Rate 73%

ALL 78%; Hispanic 73%; White 71%; Af Am 80%; Two/More 79%; Socioecon 78%; SWD 75%; Homeless 79%; EL 82%; Foster Youth 0

Root Cause Analysis:

More than 70% of the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma.

2022-23: Stability Rate: 414 enrolled, 15.9% (66) in Stability Count, 84.1% (348) in Non-Stability Count. (data quest)

Affect on LCAP/How we are addressing our identified need::

Continuing actions to improve the graduation rate through Goal 1: 1.1, and 1.2; and, improving our chronic absenteeism rate through Goal 2: 2.4, 2.6, and 2.7 will continue to be monitored and evaluated for effectiveness.

LCAP 1.1 Teachers, School Counselors, and the Accountability, Assessment, & Data Specialist will support the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and direct individualized student support. (CSI)

LCAP 1.2: Using multiple measures to evaluate each student's level of attaining goals, school counselors monitor student attendance and course completion to engage and support students that are struggling; evaluate student progress and provide support to overcome identified barriers so that students can complete graduation requirements. (WASC) (CSI)

LCAP 1.4: Identify professional development opportunities for teachers to equip them with evidence-based information and resources to better serve their students and parents. Opportunities for teachers to develop skills related to teaching, learning, communication, and strategies to engage adult learners.

LCAP 1.8: Instructional Assistants support counselors and teachers with the monitoring of students to identify any barriers that prohibit them from regular attendance and course completion. Instructional Assistants support teachers with the engagement of students with IEP's.

LCAP 1.10: The Assessment, Accountability and Data Coordinator will work toward supporting the increase of the CAASPP ELA and Math assessment participation and results

LCAP 2.4: We will identify, monitor and support students who are struggling with regular attendance

LCAP 2.6: The Instructional Coach facilitates the development of teachers with a focus on improving student achievement through data-driven coaching including research-based instructional practices. The Curriculum & Instruction Specialist trains teachers on the use of curriculum course content, the collection of work assessment and creating and monitoring master agreements. Improving student achievement through data-driven coaching, training in curriculum course content, collection of work assessment and creating and monitoring of master agreements.

LCAP 2.7: For Youth Mental Health First Aid support, the school counselor and school psychologist will train teachers on the referral to available community resources process and guide teachers in identifying students not on track, in determining and implementing the proper intervention to re-engage the student (this may include pacing guides, guided notes, group sessions, etc.). Students are contacted by text, email, or phone call to remind students of deadlines and the effects not completing them could have on their graduation plan.

LCAP 3.2 We will build partnerships for student outcomes by developing other sources of communication and opportunities to engage adult learners and educational partners in school planning by sending notification of Surveys, Educational Partner meetings, Board of Directors Public meetings in a timely manner to all families, through emails, texts, school website and/or other school social media while ensuring the participation and engagement of our underrepresented families. Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. Support provided by Classified staff to increase student engagement, performance and, parent involvement

Reflections: Technical Assistance

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

PACSAE has not been identified to receive Technical Assistance; however, assistance/support received have been through the workshops, webinars and updates provided by the SDCOE and CDE.

- SDCOE CSI Training 2/06/24
- SDCOE State and Federal Updates 2/22/24
- SDCOE Veronica Maxwell, District & School Improvement Coordinator (CSI prompt guidance) 2/28/24, 3/01/24
- SDCOE Required Actions/Goals Workshop 4/02/24
- CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI 2/12/24
- CDE CSI LEA AFF - CSI Orientation 2/13/24
- CDE Dashboard Technical Guide 2/07/24
- PACSAE Special Projects Coordinator 2/01/24, 2/02/24, 2/12/24, 2/13/24

Comprehensive Support and Improvement

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

Schools Identified

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

Pathways Academy Charter School - Adult Education

Support for Identified Schools

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

Prior to the development of the CSI plan, a review of the school program, California Dashboard Data, and local data occurred to determine why the school became eligible for CSI. There have been several meetings conducted to get feedback from all community members and organizations that includes EL, Low-Income, Homeless Youth, Foster Youth families. The Comprehensive Needs Assessment also included a parent/student satisfaction input survey data. This survey provided data showing the percentage of how safe, valued and respected the students/parents/and community members felt during interactions with teachers and staff, and the percentage of students/parents who agreed that the school met the student's academic needs. The result of the input resulted with students, parents and community members indicating that they feel safe, welcome and respected by our staff and teachers; our curriculum is challenging and prepares students on their path to graduation from high school and supports students with opportunities for college and career development. The results also demonstrate a satisfaction in our communication with opportunities to participate and provide input and opportunities to meet and collaborate with teachers and the Executive Director.

The development of the CSI plan was supported by the Special Projects Coordinator and the Accountability, Assessment & Data Specialist with the results of the comprehensive needs assessment data and evidence-based interventions to support CSI plan actions/strategies to support student performance and improve the school graduation rate. Through our recent WASC self-study and the identification of research based strategies to support our WASC goals, Pathways Academy charter School - Adult Education is currently using evidence based interventions; however, the interventions focusing on the area of our greatest need to increase the graduation rate at our school, were identified through eric.ed.gov research and selected because they were the most appropriate for the demographics and specific needs at our school.

In collaboration with the Executive Director, Director, Special Projects Coordinator and the Accountability, Assessment & Data Specialist a comprehensive needs assessment and thorough data analysis, and a review of budget allocations to identify possible resource inequities were done. Meeting the needs of each student we serve, with a focus on effectively addressing inequities in student opportunities, outcomes and resource inequities, our strategies/actions demonstrate no inequities in our evaluating and monitoring ALL students to ensure student support in educational achievement and earning graduation credits toward graduation. The evaluation of the 2022-2023 resources in the LCAP indicate that the PACSAE actual expenditures exceeds required expenditures to increase or improve services for our high needs students.

Comprehensive Support Improvement (CSI) meetings were held with educational partners to review the input survey and local assessment data and strategies to support/increase student performance to increase graduation rate. Opportunities to participate were made through teacher/student/parent meetings, email and/or texts. The school plan was shared via email to teachers, classified staff, and community partners so that they could review the plan. A follow-up PACSAE team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input.

CSI Plan Input Presentation URL:

https://docs.google.com/presentation/d/1a1lzAArIvhrtoVOV31UYCfNktuHDnx8sDTD3xDvuUTs/edit#slide=id.g10033e974e3_1_178

CSI plan reviewed for input:

EPAC: 2/08/24 URL: <https://docs.google.com/document/d/1qXrTOVOF7pKVxL4RWWxe7B7jm0SkLCdjOXFErzZvBC0/edit?usp=sharing>

Student/Parent/Teacher Mtg: 2/13/24, 2/15/24

Staff Input Mtg: 2/13/24, 2/15/24, 2/29/24

SELPA

WIOA/Community Member Input Mtg: February 2024

Board Mtg: 3/12/14, 4/20/24

Educational Partner meetings: mtg minutes URL: <https://pathwaysadulthoodeducation.org/resources-community-information/the-pacsae-educational-partner-advisory-committee/>

PACSAE is a school with a majority of students ages 18 - 24. The PACSAE Educational Partner meetings are inclusive of all students, parents, adult students and all educational partners. As a result, the agenda for each of the meetings have been robust in covering a wide variety of information and opportunities to provide input in order to support the needs of our student population.

November 16, 2023 (EPAC Info, School Info, Survey Input)

December 6, 2023 (LCAP Input Survey, LCAP Mid-Year Report)

February 8, 2024 (LCAP Input Survey Results, Comprehensive Support and Improvement (CSI)

March 20, 2024 (LCAP draft input, LCAP Annual Review, CSI)

May 15, 2024 (LCAP Input)

Assistance is provided by the Pathways Academy Charter School - Adult Education Special Projects Coordinator and the Accountability, Assessment, and Data Specialist

Assistance/Support have been received from the following:

SDCOE CSI Training 2/06/24

SDCOE State and Federal Updates 2/22/24

SDCOE, Veronica Maxwell, District & School Improvement Coordinator (CSI prompt guidance) 2/28/24, 3/01/24, 3/05/24

CDE Dashboard Technical Guide 2/07/24

CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI 2/12/24

CDE CSI LEA AFF - CSI Orientation 2/13/24

PACSAE Special Projects Coordinator 2/13/24, 2/22/24: Input Survey Results/CSI/SPSA/LCAP; 2/23/24: Graduation Rate/5yr Cohort; 3/12/24, 4/20/24 Governing Board Mtg presentations CSI/LCAP

Pathway Academy Charter School - Adult Education will continue to receive ongoing support from the Special Projects Coordinator, Accountability, Assessment & Data Specialist to monitor and evaluate the effectiveness of the CSI plan. After a three year review, should the strategies in the CSI plan not show progress in student outcomes to a level that meets the minimal eligibility criteria the following will occur: We will conduct a new needs assessment that focuses on a root cause analysis that identifies gaps/barriers between current conditions and desired conditions in student progress and use the results of the analysis, along with educational partner input, to develop a new improvement plan that includes a prioritized set of evidence-based interventions and strategies.

Monitoring and Evaluating Effectiveness

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

The monitoring of the Comprehensive Support and Improvement (CSI) plan actions/services are evaluated on an ongoing basis through the monitoring of student coursework, graduation credits, and support provided to determine the effectiveness of the plan. Monthly evaluation reports of the CSI plan will include updates on students progress, coursework completion, credit deficiencies, attendance, and strategies/interventions by teachers and school counselors to implement individualized support plans. To determine the effectiveness of the CSI plan the Accountability, Assessment and Data Specialist, and the Special Projects Coordinator will oversee and monitor the plan by evaluating collated data on a monthly basis.

The CSI plan will be reviewed in the Local Control Accountability Plan (LCAP) with a mid-year and annual report on the effectiveness of the actions/services in the CSI plan as described in the LCAP. Educational Partners were provided opportunities to provide input and will continue to be provided input opportunities on the CSI plan during educational partner and staff meetings.

Pathways Academy Charter School - Adult Education is an identified DASS school; the CSI plan is embedded in the LCAP:

LCAP 1.1 Teachers, School Counselors, and the Accountability, Assessment, & Data Specialist will support the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and direct individualized student support. (CSI)

LCAP 1.4: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. Opportunities for teachers to develop skills related to teaching, learning, communication, and strategies to engage adult learners.

LCAP 1.8: Instructional Assistants support counselors and teachers with the monitoring of students to identify any barriers that prohibit them from regular attendance and course completion. Instructional Assistants support teachers with the engagement of students with IEP's. (CSI)

LCAP 2.6: The Instructional Coach facilitates the development of teachers with a focus on improving student achievement through data-driven coaching including research-based instructional practices. The Curriculum & Instruction Specialist trains teachers on the use of curriculum course content, the collection of work assessment and creating and monitoring master agreements. Improving student achievement through data-driven coaching, training in curriculum course content, collection of work assessment and creating and monitoring of master agreements.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Staff Students Parents SELPA WIOA partners Educational Partner Meetings Governing Board Members	<p>Comprehensive Support Improvement (CSI) meetings were held with educational partners to review the input survey and local assessment data and strategies to support/increase student performance to increase graduation rate. Opportunities to participate were made through teacher/student/parent meetings, email and/or texts. The school plan was shared via email to teachers, classified staff, and community partners so that they could review the plan. A follow-up PACSAE team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input.</p> <p>CSI Plan Input Presentation URL: https://docs.google.com/presentation/d/1a1lzAArIvhrtoVOV31UYCfNktuHDnx8sDTD3xDvuUTs/edit#slide=id.g10033e974e3_1_178</p> <p>CSI plan reviewed for input: Educational Partner Mtg: 2/08/24 URL: https://docs.google.com/document/d/1qXrTOVOF7pKVxL4RWWxe7B7jm0SkLCdjOXFErzZvBC0/edit?usp=sharing Student/Parent/Teacher Mtg: 2/13/24, 2/15/24 Staff Input Mtg: 2/13/24, 2/15/24, 2/29/24 WIOA/Community Member Input Mtg: February 2024 SELPA March 2024 Board Mtg: 3/12/24, 4/20/24</p>

Educational Partner(s)	Process for Engagement
	<p>LCAP Input meetings were held with educational partners to review the LCAP Draft Opportunities to participate were made through teacher/student/parent meetings, email and/or texts. The LCAP was shared via email to teachers, classified staff, and community partners so that they could review the plan. A follow-up PACSAE team meeting with teachers and classified staff, educational partners and community partners were held to provide additional opportunities for giving feedback/input.</p> <p>LCAP Input Opportunities 1/08/24 - 1/21/24 Educational Partner Mtg: 5/15/24 https://docs.google.com/document/d/1ypPEpCR_Chz5iaF2Fs6JVdz_PSHVwJINHb_MaGb5kqc/edit?usp=sharing Students/Parents 5/15/24, 5/16/24, 5/17/24 Teachers and School Staff: 5/16/24, 5/17/24 SELPA: 5/17/24 Board Mtg: LCAP Public Mtg 6/04/2024, approval 6/04/24</p>

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

LCAP Annual Review: Educational Partners (students, parents, teachers, staff, community members) were invited to participate to give input in Educational Partner LCAP Input Annual Review Surveys: 1/08/24 - 1/21/24. the input survey was emailed to all educational partners with a direct link to the survey. They survey was anonymous and provided opportunity for our educational partners to give additional input. Additionally, Comprehensive Support Improvement (CSI) meetings were held with educational partners to review the input survey and local assessment data and strategies to support/increase student performance to increase graduation rate. The school plan was shared via email to teachers, classified staff, and community partners so that they could review the plan. A follow-up PACSAE team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input: March 2024

PACSAE goal is to annually increase educational partner participation by 2%.

LCAP Annual Review Input Survey Educational Partner Participation Input:
 2019-20: 7 participants
 2020-21: 19 participants (171% increase)
 2021-22: 35 participants (84% increase)
 2022-23: 63 participants (80% increase)
 2023-24: 122 participants (93.6% increase)

Student Group: English Learner 9.8%, foster Youth 3.3%, Low socioeconomic 6.6%, Homeless 4.1%, Student with disability 11.5%, Parent of PACSAE student 4.1%, Student 63.9%, Educational Partner/Community Member 10,7%, PASAE Team Member 13.1%

Ethnicities: Am.Indian/Alaskan/Hawaiian Native: 2 (1.6%); African American: 6 (4.9%); Hispanic/Latino: 48 (39.3%); Pacific Islander: 1(0.8%); Asian: 1 (0.8%); Filipino: 2 (1.6%); White: 38 (31.1%); Two or More Races: 22 (18%); Declined to State: 2 (1.6%).

Affect on LCAP: Goal 3:

We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for All students, English Learners, other unduplicated student groups, and students with disabilities (SWD). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making at the program and charter level.

Access to Distance Learning Curriculum and Instruction Input:

98.4% (120) access to Distance Learning Curriculum and Instruction

95.9% (117) Technological devices to access instruction and support are provided (i.e. chromebook)

98.4% (120) Through teacher meeting, if needed, communication of community and state resources shared with students

98.4% (120) When needed, the Intervention & Transition Coordinator was available to ensure that the student is on track with their educational plan and offered resources and additional support as needed.

95.9% (117) Interventions such as extended time and/or credit deficiency support provided in earning a diploma.

Affect on LCAP:

Access to Distance Learning and Graduation Requirements:

LCAP 1.5 The School Counselor meets with the graduating senior to discuss next steps in their education plan. SPED individualized transition plans that support student success post-graduation are developed in collaboration sessions with all SPED students and the Education Specialist.

eric.ed.gov: Transforming High School Counseling: Research has indicated that students in high schools with fully developed, comprehensive, and outcome-based counseling programs are more likely to obtain high grades and to be prepared for success in college and careers (Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers, & Sun, 1997). This study examined the current roles and practices of American high school counselors in relation to the ASCA National Model. Expectations for student success by high school counselors were also examined and compared to those of teachers' and school administrators'. A nationally representative sample of 852 lead counselors from 944 high schools was surveyed as part of the High School Longitudinal Study: 2009-2012. Findings are examined in the light of the National Model and advocated practices.

LCAP 1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. Opportunities for teachers to develop skills related to teaching, learning, communication, and strategies to engage adult learners.

eric.ed.gov: Teaching Teachers Professional Development to Improve Student Achievement: Studies suggest that the more time teachers spend on professional development, the more significantly they change their practices and that participating in professional learning communities optimizes the time spent on professional development. In a study of a federal program supporting professional development, teachers reported that a focus on content knowledge was one of two elements that had the greatest effect on their knowledge and skills and led to changes in instructional practice. The other element was coherence, which includes building on what teachers already have learned, aligning professional development with state and district standards and assessment, and encouraging communication among teachers who are striving to reform their instruction in similar ways.

LCAP 2.6: Instructional Coach and Curriculum & Instruction Specialist will facilitate the development of teachers with a focus on improving student achievement through data-driven coaching, coaching sessions for certificated and classified employees, including evidence-based instructional practices, implementation of curriculum and assessments, the use of the curriculum and course content, collection of work assessments and creating and monitoring master agreements.

eric.ed.gov: Effective Coaching: Improving Teacher Practice and Outcomes for All Learners: Drawing from this research, coaching has been suggested as a strategy for improving teaching and learning across overall system. Improving teaching practice, with a particular emphasis on increasing the use of practices shown to be highly effective, including evidence-based practices (Knight, 2009; Kretlow & Bartholomew, 2010; Neufeld & Roper, 2003; Snyder et al., 2015).

Engagement in Learning Input:

95.9% (117) were engaged and able to complete assignments

95.9% (117) Teacher regularly checked in and provided academic updates and support

95.9% (117) Access to supplemental learning/additional support for academic or developmental needs were available.

36.7% (36) participate in WIOA organization support.

Affect on LCAP:

LCAP 1.1: Teachers, School Counselors, and the Accountability, Assessment, & Data Specialist will support the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and direct individualized student support. (CSI)

eric.ed.gov: Using Data To Guide School Improvement: Educators need a process for data-driven decision making that helps them focus on the essential pieces of information to identify priority areas and select realistic goals. There is broad agreement that measuring student progress and setting specific goals are fundamental to school improvement (Schmoker, 1999).

Student Engagement Graduation Rate:

LCAP 1.2 School Counselors monitor student attendance and course completion to engage and support students that are struggling; and, evaluate student progress and provide support to overcome identified barriers so that students can complete graduation requirements.

Chronic Absenteeism

LCAP 1.8: Instructional Assistants support counselors and teachers with the monitoring of students to identify any barriers that prohibit them from regular attendance and course completion. Instructional Assistants support teachers with the engagement of students with IEP's.

LCAP 2.4 Teachers and counselors will identify, monitor and support students who are struggling with regular attendance

AAM-Policy-Brief-091214-2.pdf: School improvement plans include chronic absence data and strategies for nurturing a culture of attendance. To develop strategies for improving achievement, schools need to know whether students are failing because of problems with curriculum and instruction or because students are simply missing so much school that they cannot benefit from what is being taught. What is clear from research and practice is that good attendance is key to academic success. Schools and districts that have started paying attention to chronic absence find that they can turn around attendance numbers quickly and, in some cases, see test score gains.

School Climate Input:

98.4% (120) feel safe while working in the school online course environment

95.9% (117) feel a genuine connection with the teacher and that she/he really cares about their success in school

97.5% (119) feel safe and welcome to meet with the teacher to discuss their progress

97.5% (119) feel their input is valued and respected when collaborating with the teacher or school staff and administration
93% (107) During teacher meetings, the teacher inquired about the student's well-being and provided the student with information
Overall, 99% of survey participants feel welcome to meet with the teacher to discuss their progress and that their input is valued and respected when collaborating with the teacher or school staff and administration.
Overall, 100% of the survey participants are in agreement that Pathways Academy Charter is a safe environment where there is support from their teachers.

Overall, 93.1% reported that their teacher inquired about their well-being and provided information on accessing community coordinator services (health, mental health, public assistance, housing).

Affect on LCAP:

LCAP 2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 10% each school year. Availability of RTI at all levels and Credit Recovery Options for Secondary Level

Educational Partner Survey Input:

Appreciation for flexibility with student schedule and great teachers love teachers and teacher support.

Disconnect between standard communication and information sharing and the direct support by adjunct faculty.

Suggestion to add Spanish speaking staff to help some of the families that are limited with language.

Staff Meeting Input: Staff participated in a student outreach process to identify any concerns to collaborate on how to improve communication and services. The feedback from all students was positive.

WIOA Input: Great partner to work with. Positive feedback from students referred to Pathways, The system, the teachers, all the staff are great, thank for your help and support.

Meaning: Overall high satisfaction rate with the school program 98.4%

Use:

Continue the teacher collaboration and training to maintain and continue to improve the overall satisfaction with the school educational program.

Continue discussions on identifying students that need additional support with coursework.

Continue to provide information and support for student participation in WIOA.

Continue staff training on community services available to students and ways to inquire about a student's well being and provide students with information on accessing community services (health, mental health, public assistance, housing).

Identify Spanish speaking staff and follow-up with coordination of the availability of translation services

Follow-Up:

The Input Survey results were shared with our educational partners by email with follow-up at a staff meeting and with WIOA partners.

The Director responded in writing and shared the survey results at a staff meeting, WIOA meeting: March 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will improve the academic achievement of students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of All students, English Learners, other unduplicated student groups, and students with disabilities (SWD). We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Broad Goal that is focused on improving performance across a wide range of metrics: With a focus on supporting our students to achieve their goal of high school graduation, the goal and actions/services focuses on monitoring each student's progress toward graduation. Based on the needs of our students, continual monitoring of student data to identify struggling students and interventions to support their academic needs are important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, CAASPP ELA and Math, ELPAC, Local Indicators and qualified and effective teachers are all metrics we monitor to ensure students are achieving and are on track to graduation. Educational partner input survey results demonstrate support for our focusing and supporting our students to ensure they meet their goal of graduating.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Achievement: CAASPP ELA participation and results	2022-2023 ALL Students ELA - (32 students) - 287.7 points below			Overall CA Dashboard: Green (20.5%). Increase participation and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>standard (increased 19.5% - orange)</p> <p>Socioeconomic ELA - (20 students) - 309.6 points below standard (declined 11.3 points)</p> <p>SWD (less than 11 students - data not displayed for privacy)</p> <p>ELs (less than 11 students - data not displayed for privacy)</p>			<p>decline percentage points, below standard, per year from 2023 to 2026. Socio: (30%) Increase participation and decline percentage points, below standard, per year from 2023 to 2026 CA Dashboard SWD: (20.5%). Increase participation by 95% and decline percentage points, below standard, per year from 2024 to 2026 CA Dashboard ELs: (20.5%). Increase participation and decline percentage points, below standard, per year from 2024 to 2026</p>	
1.2	Student Achievement: CAASPP Math participation and results	<p>2022-2023 ALL Students Math - (32 students) - 348 points below standard (decreased 24.4 points - red)</p>			<p>Overall CA Dashboard: Green (20.5%). Increase participation and decline percentage points, below standard, per year</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomic Math - (19 students) - 348 points below standard (declined 32.9 points)</p> <p>SWD (less than 11 students - data not displayed for privacy)</p> <p>ELs (less than 11 students - data not displayed for privacy)</p>			<p>from 2023 to 2026 Dashboard Socio: (30%) Increase participation and decline percentage points, below standard, per year from 2023 to 2026 CA Dashboard SWD: (20.5%). Increase participation by 95% and decline percentage points. below standard, per year from 2024 to 2026 CA Dashboard ELs: (20.5%). Increase participation and decline percentage points, below standard, per year from 2024 to 2026</p>	
1.3	Student Achievement: English Learner: English Language Proficiency Assessments for California (ELPAC)	2022-2023 English Language Proficiency for Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested			The Accountability, Assessment, and Data Specialist will, annually, provide guidance and support for ELPAC testing.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	EL and Reclassification (RFEP Status)	2022-23 EL 0 - 3 years: 0 EL 4 - 5 years: 1 EL 6+ years: 7 RFEP 23 Total Ever-EL: 31			The Accountability, Assessment, and Data Specialist will, annually, provide guidance and support for EL Reclassification.	
1.5	Student Achievement: Graduation Rate/Dropout Rate	2022-23: All Students: 20% (95 in grad rate, 19 grads, 8 5th year grads) Homeless: 29.4% (17 in grade rate, 5 grads, 4 5th year grads) Socioeconomic: 22.4% (67 in grad rate, 15 grads, 8 5th year grads) SWD: 23.1% (13 in grad rate, 3 grads, 1 5th year grad) African American: 18.8% (16 in grad rate, 3 grads, 1 5th year grad) Hispanic: 25% (44 in grad rate, 11 grads, 5 5th year grads) White: 10% (20 in grad rate, 2 grads, 0 5th year grads)			Overall CA Dashboard: Green (20.5%). Increase graduation rate per year from 2023 to 2026	
1.6	Local Indicator Priority 2 Implementation of State Standards and access to	Full Implementation and Sustainability in providing professional learning for teaching to			Full Implementation and Sustainability in providing	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	curriculum-aligned instructional materials.	<p>the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p>			<p>professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p>	
1.7	Local Indicator Priority 1: Basic Services Conditions of Learning Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach			100% of teachers are appropriately credentialed for the courses they teach	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Local Indicator Priority 1: Basic Services Conditions of Learning Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials			0% Students lacking textbooks and other instructional materials	
1.9	Local Indicator Priority 7: Access to a Broad Curriculum: Career Technical Education (CTE) Participation Pupils Enrolled in A-G courses required for UC/CSU Admission	Ensuring students have access to classes that prepare them for college and careers. All students have access to a broad course of study. Teachers and Counselors provide students with information on accessibility and participation in CTE and A-G Course for UC/CSU Admission 2022-23 : CTE Program Participation: 0 2022-23: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0			All students have access to a broad course of study. Counselors will continue to provide students support with guidance on CTE and A-G courses. Increase CTE participation by 2% Increase student participation in A-G course for UC/CSU admission by 1%	
1.10	Counseling Department Services Provided to Students	Benchmark will be set with Year 1 Outcome			The number of students provided support in services provided by the Counseling	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Department will annually increase by 2%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement - Student Achievement Funds Budgeted included in 1.2 and 2.2	1.1 Teachers, School Counselors, and the Accountability, Assessment, & Data Specialist will support the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and direct individualized support. (CSI)		No

Action #	Title	Description	Total Funds	Contributing
1.2	Monitoring Student Progress - Student Achievement	1.2 Using multiple measures to evaluate each student's level of attaining goals, school counselors monitor student attendance and course completion to engage and support students that are struggling; evaluate student progress and provide support to overcome identified barriers so that students can complete graduation requirements. (WASC)	\$364,131.00	No
1.3	Academic Content - Implementation of State Standards	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing online courses in the core content, access to credit recovery and ensure that all struggling students receive needed interventions that include the opportunity for test preparation. (All Students) (WASC)	\$206,236.00	No
1.4	Professional Development	1.4: Identify professional development opportunities for teachers to equip them with evidence-based information and resources to better serve their students and parents. Opportunities for teachers to develop skills related to teaching, learning, communication, and strategies to engage adult learners. Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (CSI)	\$130,000.00	No
1.5	Curricular Review and Evaluation - Student Engagement Funds Budgeted Included in 1.2	1.5 The School Counselor meets with the graduating senior to discuss next steps in their education plan. SPED individualized transition plans that support student success post-graduation are developed in collaboration sessions with all SPED students and the Education Specialist. (CSI)		No
1.6	Curricular Review and Evaluation - Student Performance in Writing	1.6 The writing action plan is a college and career preparedness support for writing college or job applications, resumes, and cover letters with guidance from school counselors and teachers.		No

Action #	Title	Description	Total Funds	Contributing
	Funds Budgeted Included in 2.2			
1.7	Curricular Review and Evaluation - Student Performance Funds Budgeted included in 3.4	1.7 Collaborate with staff and the authorizer to identify other local assessment instruments that would assist in better understanding of adult learner unique needs. This includes implementation of methods and instruments to measure program impact on student learning		No
1.8	Curricular Review and Evaluation - Student Performance	1.8 Instructional Assistants support counselors and teachers with the monitoring of students to identify any barriers that prohibit them from regular attendance and course completion. Instructional Assistants support teachers with the engagement of students with IEP's.		Yes
1.9	Comprehensive School Improvement - CSI	1.9 Oversight and management of the development, implementation, monitoring, evaluation, and accountability reporting of the Comprehensive School Improvement Plan. (CSI)	\$73,676.00	No
1.10	Academic Achievement	1.10 The Assessment, Accountability and Data Coordinator will monitor student academic performance, report student data, and monitor CAASPP preparation and participation.	\$94,324.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will promote a high Average Daily Attendance and a positive school climate by providing high-quality teachers, evidence-based practices, strategies and interventions to ensure student engagement and success for All students, English Learners, other unduplicated student groups, and students with disabilities (SWD).	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Maintenance Goal that includes actions that are ongoing and allows PACSAE to track performance on any metrics not addressed in the other goals of the LCAP:

We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The Goal 2 actions/services are focused on school climate and student engagement to attain a high average daily attendance. Achieving a low chronic absenteeism rate requires that we monitor student attendance during the review of students' work record and coursework.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicator Priority 6: Student Engagement: Chronic Absenteeism Rate	2022-2023 Chronic Absenteeism Data Absenteeism: All: (359) enrolled, 265 in Chronic Absenteeism Count = 73.8%			Annual decrease of, All Student, Chronic Absenteeism by 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Af Am = (46), 37 in Chronic Absenteeism Count = 80.4%</p> <p>Hispanic: (190), 139 in Chronic Absenteeism Count = 78.7%</p> <p>White: (73), 52 in Chronic Absenteeism Count = 84.1%</p> <p>Socioeconomic:(211), 165 in Chronic Absenteeism Count = 71.2%</p> <p>SWD (24), 18 in Chronic Absenteeism Count = 75%</p> <p>Homeless: (58), 18 in Chronic Absenteeism Count = 79.3%</p> <p>Foster Youth: *</p> <p>ELs: (29), 24 in Chronic Absenteeism Count = 82.8%</p>				
2.2	Local Indicator Priority 6: School Climate Student Engagement: School Attendance Rates	<p>April 2024: Enrollment 469</p> <p>ADA: 352</p>			School Attendance:= demonstrates continued maintenance of monitoring and increasing ADA	
2.3	Local Indicator Priority 6: School Climate: Expulsion Rate	0%			0% Expulsion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Local Indicator Priority 6: School Climate: Suspension Rate	0%			0% Suspension Rate	
2.5	Local Indicator Priority 1: Basic Services: Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach			100% of teachers are appropriately credentialed for the courses they teach	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate - Attendance with support from school counselors in 1.2 Funds Budgeted included in 1.2, 2.2, and 3.2	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 10% each school year. Availability of RTI at all levels, School Counselors, and Credit Recovery Options for Secondary Level (WASC)		Yes
2.2	Highly Qualified Teachers and Classified - Basic Services	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. Highly qualified Classified Staff. (WASC)	\$3,327,990.00	No
2.3	Parent Involvement - Student Engagement Funds Budgeted included in 2.2	2.3 Frequent contact with students/parents in order to update them on student progress and notify them of events.		No
2.4	Attendance - Student Engagement Funds Budgeted Included in 1.2 and 2.2	2.4 We will identify, monitor and support students who are struggling with regular attendance.		No
2.5	Social, Emotional and Mental Health - Community Partnerships Funds Budgeted: No Cost through WIOA	2.5 Continue development of social, emotional and mental health needs of students and staff through WIOA partnerships. The collaboration and partnership of PACSAE with the WIOA, Department of Rehabilitation, and EOP is ongoing and provides students with many opportunities and support in their education, job training opportunities, and access to community resources for supported living services. The School Counseling Department provides student services with support in accessing social, emotional and mental health needs of students.		No

Action #	Title	Description	Total Funds	Contributing
2.6	Instructional Coach & Curriculum Specialist	2.6: Instructional Coach and Curriculum & Instruction Specialist will facilitate the development of teachers with a focus on improving student achievement through data-driven coaching, coaching sessions for certificated and classified employees, including evidence-based instructional practices, implementation of curriculum and assessments, the use of the curriculum and course content, collection of work assessments and creating and monitoring master agreements.		No
2.7	Chronic Absenteeism, Youth Mental Health-School Climate Funds budgeted in 1.2 and 1.4	2.7 For Youth Mental Health First Aid support, the school counselor and school psychologist will train teachers on the referral to available community resources process and guide teachers in identifying students not on track, in determining and implementing the proper intervention to re-engage the student (this may include pacing guides, guided notes, group sessions, etc.). Students are contacted by text, email, or phone call to remind students of deadlines and the effects not completing them could have on their graduation plan.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for All students, English Learners, other unduplicated student groups, and students with disabilities (SWD). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making at the program and charter level.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Maintenance Goal that includes actions that are ongoing and allows PACSAE to track performance on any metrics not addressed in the other goals of the LCAP:
 Establishing connections and partnerships in education with our students and parents correlates with students attending to school assignments more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. Communication and sharing of school information and plans through student/parent/teacher mtgs, school website and social media broadens our outreach to our educational partners to provide opportunities for engagement and input.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator Priority 3: Educational Partner Engagement and Involvement: LCAP Input Survey	2023-24 Total Input Survey Participants: 122 (93.6% increase) Survey participants in student groups that participated in the input			Annually increase engagement, involvement and participation by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		survey: English Learner: 9.8% Students With a Disability: 11.5% Low Socioeconomic: 6.6% Foster Youth: 3.3% Homeless: 4.1% Student of PACSAE:63.9% Community Member (i.e. WIOA): 10.7%				
3.2	Local Indicator Priority 6: School Climate: Overall Satisfaction Rate	98.4% of the input survey participant Overall Satisfaction with their experience at PACSAE.			Annually increase and maintain 95% - 100% Overall Satisfaction with the PACSAE school program.	
3.3	Local Indicator Priority 6: Safety Plan Review and Training	The Safety Plan was reviewed and updated and approved by the governing board: December 13, 2023			Annually review, update and train staff on the School Safety Plan. Annual School Board review and approval of the School Safety Plan.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement/Partnerships Funds Budgeted included in 2.2	3.1 We will seek Educational Partner input and assess our level of engagement through community participation and WIOA and/or other supported partnerships. We will identify our level of meaningful and transparent communication through direct community engagement, regular input meetings, and surveys.		No
3.2	Student Engagement	3.2 We will build partnerships for student outcomes by developing participation and engagement of our unduplicated students, underrepresented families and students, and increase student engagement and performance through the support of the Student Engagement Specialist, Student Services Technician, Student Support Community Outreach Specialists, and Student Success Coach.	\$739,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	School Safety - School Climate	3.3 Annually, the Comprehensive School Safety Plan will be reviewed and updated with approval by the governing board and training for staff members.		No
3.4	Operations of the School - Basic Services	3.4 Operations and oversight of school programs are maintained by Executive Director, authorizing district, and the governing board.	\$1,096,967.00	No
3.5	Communication - Student Engagement Funds Budgeted included in 2.2	3.5 Develop other sources of communication and opportunities to engage adult learners and educational partners in school planning to engage students and parents in the participation of school planning through the ongoing communication through the school website, school social media and the Educational Partner meetings.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$524,824	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.266%	0.000%	\$0.00	9.266%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Achievement - Student Achievement</p> <p>Funds Budgeted included in 1.2 and 2.2</p> <p>Need: Engage and monitor student progress to ensure students are on track to graduate.</p>	<p>2022-2023 CAASPP ELA 32 students: 287.7 points below standard (increased 19.5 points) Hispanic student group: 285.5 points below standard Socioeconomic: 309.6 points below standard White: 290.5 points below standard (all other student groups less than 11 students - data not displayed for privacy)</p>	CAASPP ELA , Math, Science, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Increase the 20% 5 year cohort graduation rate. Typically, more than 70% of the Pathways Academy Charter School – Adult Education students are at-promise and arrive extremely credit deficient, seeking a high school diploma.</p> <p>Scope:</p>	<p>2022-2023 CAASPP Math 32 students: 348 points below standard (declined 24.4 points) Hispanic student group: 348 points below standard Socioeconomic: 348 points below standard (declined 32.9 points) White: 348 points below standard (all other student groups less than 11 students - data not displayed for privacy)</p> <p>2022-2023 5 year cohort 38 Cohort Students 5 Regular HS Diploma Graduates Cohort Graduation Rate: 21.1%</p>	
1.2	<p>Action: Monitoring Student Progress - Student Achievement</p> <p>Need: PACSAE did not meet the minimum 68% graduation rate. Data shows due to the PACSAE 20% graduation rate, the school has been identified for Comprehensive School Improvement (CSI).</p> <p>Scope:</p>	<p>Improve the graduation rate of student groups: 2022-23 Graduation Rate: 20% (38) (5 year cohort) Hispanic or Latino 17, 5 Regular HS Diploma Graduates, 29.4% Cohort Graduation Rate (*) 10 or less students in all other Race/Ethnicity Socioeconomically Disadvantaged 29, 8 Regular HS Diploma Graduates, 27.6% Cohort Graduation Rate (*) 10 or less students in all other Program Subgroups.</p>	<p>CAASPP ELA , Math, Science, Graduation Rate Monitor and assess student data through in-depth analysis of student records: California Dashboard Assessment Data, Credits Deficient to Graduate, Chronic Absenteeism, and Graduation Rate, to support teachers and counselors in providing individualized support for students.</p>
1.3	<p>Action: Academic Content - Implementation of State Standards</p>	<p>2022-23 Graduation Rate: 20% (38) (5 year cohort)</p>	<p>CAASPP ELA , Math, Science, Graduation Rate, CTE participation</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: PACSAE did not the 68% minimum graduation rate. School Counselors and teachers to monitor student progress and needs.</p> <p>Scope:</p>	<p>Hispanic or Latino 17, 5 Regular HS Diploma Graduates, 29.4% Cohort Graduation Rate (*) 10 or less students in all other Race/Ethnicity Socioeconomically Disadvantaged 29, 8 Regular HS Diploma Graduates, 27.6% Cohort Graduation Rate (*) 10 or less students in all other Program Subgroups.</p>	
1.4	<p>Action: Professional Development</p> <p>Need: Identify evidence based strategies for professional development opportunities to equip teachers with information and resources to better serve their students and parents. Engage in professional learning that continues to promote equity for all student groups.</p> <p>Scope:</p>	<p>Opportunities for teachers to develop skills related to teaching, learning, communication, and evidence-based strategies to engage adult learners. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice.</p>	<p>CAASPP ELA , Math, Science, Graduation Rate. Professional Development topics, dates and participation.</p>
1.5	<p>Action: Curricular Review and Evaluation - Student Engagement</p> <p>Funds Budgeted Included in 1.2</p> <p>Need: Monitor student attendance and course completion; engage and support struggling students; evaluate student progress to</p>	<p>Engage and monitor student progress to ensure they are on track to graduate. More than 70% of the Pathways Academy Charter School – Adult Education students are at-promise and arrive extremely credit deficient, seeking a high school diploma.</p>	<p>CAASPP ELA , Math, Science, Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>complete graduation requirements. Increase the 20% 5 year cohort graduation rate.</p> <p>Scope:</p>		
1.6	<p>Action: Curricular Review and Evaluation - Student Performance in Writing</p> <p>Funds Budgeted Included in 2.2</p> <p>Need: Student support for post graduation success.</p> <p>Scope:</p>	<p>Post graduation student success plan and SPED transition plans for post graduation success.</p>	<p>Counseling Department metrics for services provided to students.</p>
1.7	<p>Action: Curricular Review and Evaluation - Student Performance</p> <p>Funds Budgeted included in 3.4</p> <p>Need: Align local assessments with authorizer use of assessments to measure student progress.</p> <p>Scope:</p>	<p>Local assessments to monitor and evaluate the academic performance of all students.</p>	<p>Graduation Rate</p>
1.8	<p>Action: Curricular Review and Evaluation - Student Performance</p>	<p>To support the reduction of chronic absenteeism rate, Instructional Assistants will support the Counseling Department in student engagement.</p>	<p>Chronic Absenteeism Rate Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Utilize absenteeism data to focus on students who are experiencing attendance difficulties.</p> <p>Scope: LEA-wide</p>	<p>The support from Instructional Assistants and the Counseling Department will create an opportunity to significantly increase attendance rates for our student groups because the increased services are designed to monitor and evaluate their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.</p>	<p>We will monitor progress in increasing attendance rates and course completion.</p>
<p>1.9</p>	<p>Action: Comprehensive School Improvement - CSI</p> <p>Need: Monitoring and evaluating the progress and effectiveness of the CSI plan.</p> <p>Scope:</p>	<p>The monitoring of the Comprehensive Support and Improvement (CSI) plan actions/services are evaluated on an ongoing basis through the monitoring of student coursework, graduation credits, and support provided to determine the effectiveness of the plan.</p>	<p>Local Control Accountability Plan (LCAP) with a mid-year and annual report on the effectiveness of the actions/services in the CSI plan as described in the LCAP.</p>
<p>1.10</p>	<p>Action: Academic Achievement</p> <p>Need: 2022-2023 CAASPP ELA 32 students: 287.7 points below standard (increased 19.5 points) Hispanic student group: 285.5 points below standard Socioeconomic: 309.6 points below standard White: 290.5 points below standard (all other student groups less than 11 students - data not displayed for privacy)</p>	<p>Increase CAASPP ELA and Math participation and increase assessment results.</p>	<p>Student Achievement: CAASPP ELA participation and results Student Achievement: CAASPP Math participation and results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2022-2023 CAASPP Math 32 students: 348 points below standard (declined 24.4 points) Hispanic student group: 348 points below standard Socioeconomic: 348 points below standard (declined 32.9 points) White: 348 points below standard (all other student groups less than 11 students - data not displayed for privacy)</p> <p>Scope:</p>		
<p>2.1</p>	<p>Action: School Climate - Attendance with support from school counselors in 1.2</p> <p>Funds Budgeted included in 1.2, 2.2, and 3.2</p> <p>Need: High absenteeism for student groups: 2022-2023 Chronic Absenteeism Data All: (211) enrolled, 165 in Chronic Absenteeism Count = 78.2% Hispanic: (108), 85 in Chronic Absenteeism Count = 78.7% White: (44), 37 in Chronic Absenteeism Count = 84.1% Socioeconomic:(211), 165 in Chronic Absenteeism Count = 78.2% SWD (24), 18 in Chronic Absenteeism Count = 75%</p>	<p>Monitor student attendance and identify possible barriers that hinder attendance to support teachers and counselors in providing individualized support for students.</p> <p>These actions will create an opportunity to significantly increase the use of multiple measures to evaluate each student's level of attaining goals, school counselors monitor student attendance and course completion to engage and support students that are struggling; evaluate student progress and provide support to overcome identified barriers and provide RTI and Credit Recovery so that students can complete graduation requirements.</p> <p>These services are being provided on an LEA-wide basis to maximize their impact in increasing attendance, support for the completion of coursework and increase student outcomes for all students.</p>	<p>Chronic Absenteeism Rate Graduation Rate We will monitor progress in increasing attendance rates and course completion.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Homeless: (58), 18 in Chronic Absenteeism Count = 79.3% Foster Youth: * ELs: (29), 24 in Chronic Absenteeism Count = 82.8%</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Highly Qualified Teachers and Classified - Basic Services</p> <p>Need: Maintain a highly qualified and effective staff of teachers and support staff,</p> <p>Scope:</p>	Positive school environment. Support positive student engagement and academic achievement of all students.	Local Indicators Priorities 1 and 6
2.3	<p>Action: Parent Involvement - Student Engagement</p> <p>Funds Budgeted included in 2.2</p> <p>Need: Continue to develop a culture of inclusion and collaboration with students and parents that builds meaningful partnerships. Continue student and parent engagement by identifying the most effective use of communication: emails, texts, social media, website, face-to-face.</p>	To ensure students, parents, and community members are informed of input opportunities, student/parent/teacher meetings.	Local Indicator Priority 6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
2.4	<p>Action: Attendance - Student Engagement</p> <p>Funds Budgeted Included in 1.2 and 2.2</p> <p>Need: To meet our goal of providing student support in attaining their high school diploma, monitoring and evaluating student attendance and possible barriers that may prohibit course completion is important.</p> <p>Scope:</p>	Chronic Absenteeism Rate is high and graduation rate does not meet the minimum 68% graduation rate.	Local Indicator Priority 6
2.5	<p>Action: Social, Emotional and Mental Health - Community Partnerships</p> <p>Funds Budgeted: No Cost through WIOA</p> <p>Need: Identification of potential barriers to student success in attendance and completing coursework and providing access to community services as needed is important,</p> <p>Scope:</p>	Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for each and every student. WIOA partners and School Counseling Department provides student services support by providing information for access to community resources.	Local Indicator Priority 6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	<p>Action: Student Engagement</p> <p>Need: 2022-2023 Chronic Absenteeism Data All: (211) enrolled, 165 in Chronic Absenteeism Count = 78.2% Hispanic: (108), 85 in Chronic Absenteeism Count = 78.7% White: (44), 37 in Chronic Absenteeism Count = 84.1% Socioeconomic:(211), 165 in Chronic Absenteeism Count = 78.2% SWD (24), 18 in Chronic Absenteeism Count = 75% Homeless: (58), 18 in Chronic Absenteeism Count = 79.3% Foster Youth: * ELs: (29), 24 in Chronic Absenteeism Count = 82.8%</p> <p>Scope: LEA-wide</p>	<p>These actions will create an opportunity to significantly increase student engagement and outcomes through the support of the Student Engagement Specialist, Student Services Technician, Student Support Community Outreach Specialists, and Student Success Coach.</p> <p>These services are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement and student outcomes for all students.</p>	<p>Chronic Absenteeism Rate Graduation Rate We will monitor progress in increasing attendance rates and course completion.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.8</p>	<p>Action: Curricular Review and Evaluation - Student Performance</p> <p>Need: High rate of absenteeism in student groups: All: (211) enrolled, 165 in Chronic Absenteeism Count = 78.2% Hispanic: (108), 85 in Chronic Absenteeism Count = 78.7% White: (44), 37 in Chronic Absenteeism Count = 84.1% Socioeconomic:(211), 165 in Chronic Absenteeism Count = 78.2% SWD (24), 18 in Chronic Absenteeism Count = 75% Homeless: (58), 18 in Chronic Absenteeism Count = 79.3% Foster Youth: * ELs: (29), 24 in Chronic Absenteeism Count = 82.8%</p> <p>Scope:</p>	<p>Identification of students struggling with course completion and attendance to provide additional support and recommendation of resources to support student attaining a high school diploma.</p> <p>These services are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement and student outcomes for all students.</p>	<p>Chronic Absenteeism Rate and Graduation Rate</p>
<p>3.2</p>	<p>Action: Student Engagement</p> <p>Need:</p>	<p>These actions will create an opportunity to significantly increase student engagement and outcomes through the support of the Student Engagement Specialist, Student Services</p>	<p>Chronic Absenteeism Rate and Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Increase student attendance and completion of coursework. Increase student support so that students are engaged and meet graduation requirements.</p> <p>Scope:</p>	<p>Technician, Student Support Community Outreach Specialists, and Student Success Coach.</p> <p>These services are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement and student outcomes for all students.</p>	

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

Pathway's unique approach to student recruitment from programs that support foster youth and former foster youth as well as low-income families has resulted in a large student population of these students. To best support the needs of these populations of students, close and frequent communication with service providers as well as offering a variety of outside support services are used to address "life circumstances" for this population which are known to impede student retention. These factors include: food and housing insecurity, lack of reliable childcare, jobs, and the availability of other basic needs. Specific screening and response are provided in these areas by both teachers, and the Intervention and Transition Coordinator. The provision of access to technology including Chromebooks and hot spots for school attendance is also very essential for this population.

The actions identified as contributing to increasing and improved services are actions/services identified as evidence-based recommendations for preventing dropout in secondary schools and increasing graduation rates of students identified as at-risk. With the addition of school counselors and highly qualified Classified Instructional Assistants the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see active student engagement resulting in regular student attendance, academic success, and a positive growth in the school graduation rate.

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,663,976	524,824	9.266%	0.000%	9.266%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,077,876.00	\$786,661.00		\$168,000.00	\$6,032,537.00	\$5,495,483.00	\$537,054.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Achievement - Student Achievement Funds Budgeted included in 1.2 and 2.2	All	No				2024-2025								
1	1.2	Monitoring Student Progress - Student Achievement	All	No				2024-2025	\$364,131.00	\$0.00	\$309,511.00	\$54,620.00			\$364,131.00	
1	1.3	Academic Content - Implementation of State Standards	All	No				2024-2025	\$0.00	\$206,236.00	\$82,094.00	\$124,142.00			\$206,236.00	
1	1.4	Professional Development	All	No				2024-2025	\$0.00	\$130,000.00	\$121,786.00	\$8,214.00			\$130,000.00	
1	1.5	Curricular Review and Evaluation - Student Engagement Funds Budgeted Included in 1.2	All	No				2024-2025								
1	1.6	Curricular Review and Evaluation - Student Performance in Writing Funds Budgeted Included in 2.2	All	No				2024-2025								
1	1.7	Curricular Review and Evaluation - Student Performance Funds Budgeted included in 3.4	All	No				2024-2025								
1	1.8	Curricular Review and Evaluation - Student Performance	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.9	Comprehensive School Improvement - CSI	All	No				2024-2025	\$73,676.00	\$0.00				\$73,676.00	\$73,676.00	
1	1.10	Academic Achievement	All	No				2024-2025	\$94,324.00	\$0.00				\$94,324.00	\$94,324.00	
2	2.1	School Climate - Attendance with support from school counselors in 1.2 Funds Budgeted included in 1.2, 2.2, and 3.2	English Foster Low Income Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025								
2	2.2	Highly Qualified Teachers and Classified - Basic Services	All	No				2024-2025	\$3,327,990.00	\$0.00	\$2,876,784.00	\$451,206.00			\$3,327,990.00	
2	2.3	Parent Involvement - Student Engagement Funds Budgeted included in 2.2	All	No				2024-2025								
2	2.4	Attendance - Student Engagement Funds Budgeted Included in 1.2 and 2.2	All	No				2024-2025								
2	2.5	Social, Emotional and Mental Health - Community Partnerships Funds Budgeted: No Cost through WIOA	All	No				2024-2025								
2	2.6	Instructional Coach & Curriculum Specialist	All	No				2024-2025								
2	2.7	Chronic Absenteeism, Youth Mental Health-School Climate Funds budgeted in 1.2 and 1.4	All	No				2024-2025								
3	3.1	Educational Partner Engagement/Partnerships Funds Budgeted included in 2.2	All	No				2024-2025								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Student Engagement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$739,213.00	\$0.00	\$739,213.00				\$739,213.00	
3	3.3	School Safety - School Climate	All	No				2024-2025								
3	3.4	Operations of the School - Basic Services	All	No				2024-2025	\$896,149.00	\$200,818.00	\$948,488.00	\$148,479.00			\$1,096,967.00	
3	3.5	Communication - Student Engagement Funds Budgeted included in 2.2	All	No				2024-2025								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,663,976	524,824	9.266%	0.000%	9.266%	\$739,213.00	0.000%	13.051 %	Total:	\$739,213.00
								LEA-wide Total:	\$739,213.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Curricular Review and Evaluation - Student Performance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	School Climate - Attendance with support from school counselors in 1.2 Funds Budgeted included in 1.2, 2.2, and 3.2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$739,213.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,843,578.00	\$3,204,124.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Achievement - Student Achievement Funds Budgeted included in 1.2 and 2.2	Yes		
1	1.2	Monitoring Student Progress - Student Achievement - Intervention Coordinator	Yes	\$45,830.00	173,748
1	1.3	Academic Content - Implementation of State Standards	No	\$113,430.00	310,319
1	1.4	Professional Development	Yes	\$48,408.00	297,871
1	1.5	Curricular Review and Evaluation - Student Engagement Funds Budgeted Included in 1.2	No		
1	1.6	Post Graduation and Transition Plans - Student Outcomes Funds Budgeted Included in 1.2	No		
1	1.7	Student Learner Objectives - Course Access Funds Budgeted Included in 2.2	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.8	Curricular Review and Evaluation - Student Performance in Writing Funds Budgeted Included in 2.2	No		
1	1.9	Curricular Review and Evaluation - Student Performance Funds Budgeted included in 3.4	No		
2	2.1	School Climate - Attendance with support from Intervention Coordinator in 1.2 Funds Budgeted included in 1.2 and 2.2	Yes		
2	2.2	Highly Qualified Teachers - Basic Services	No	\$836,535.00	1,187,578
2	2.3	Parent Involvement - Student Engagement Funds Budgeted included in 2.2	No		
2	2.4	Attendance - Student Engagement Funds Budgeted Included in 1.2 and 2.2	No		
2	2.5	Social, Emotional and Mental Health - Community Partnerships Funds Budgeted: No Cost through WIOA	No		
2	2.6	Professional Development - School Climate Funds Budgeted included in 1.4	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Youth Mental Health Training - School Climate Funds Budgeted included in Included in 1.2 and 1.4	No		
2	2.8	Chronic Absenteeism Funds Budgeted Included in 1.2 and 2.2	Yes		
3	3.1	Educational Partner Engagement/Partnerships Funds Budgeted included in 2.2	No		
3	3.2	Partnerships - Student Engagement, Parent Involvement with Classified support	Yes	\$405,078.00	713,598
3	3.3	School Climate - Educational Partner Relationships Funds Budgeted included in 1.4	No		
3	3.4	Operations of the School - Basic Services	No	\$394,297.00	521,010
3	3.5	Communication - Student Engagement Funds Budgeted included in 2.2	No		
3	3.6	School Climate: Educational Partner Advisory Committee Funds Budgeted included in 2.2	No		
3	3.7	Partnerships - Student Engagement,	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Funds Budgeted: No Cost through WIOA			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
349,380	\$499,316.00	\$1,128,262.00	(\$628,946.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Achievement - Student Achievement Funds Budgeted included in 1.2 and 2.2	Yes				
1	1.2	Monitoring Student Progress - Student Achievement - Intervention Coordinator	Yes	\$45,830.00	170,789		
1	1.4	Professional Development	Yes	\$48,408.00	296,719		
2	2.1	School Climate - Attendance with support from Intervention Coordinator in 1.2 Funds Budgeted included in 1.2 and 2.2	Yes				
2	2.6	Professional Development - School Climate Funds Budgeted included in 1.4	Yes				
2	2.8	Chronic Absenteeism Funds Budgeted Included in 1.2 and 2.2	Yes				
3	3.2	Partnerships - Student Engagement, Parent	Yes	405,078	660,754		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Involvement with Classified support					

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,548,450	349,380	0%	9.846%	\$1,128,262.00	0.000%	31.796%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2023