

LCFF Budget Overview for Parents

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

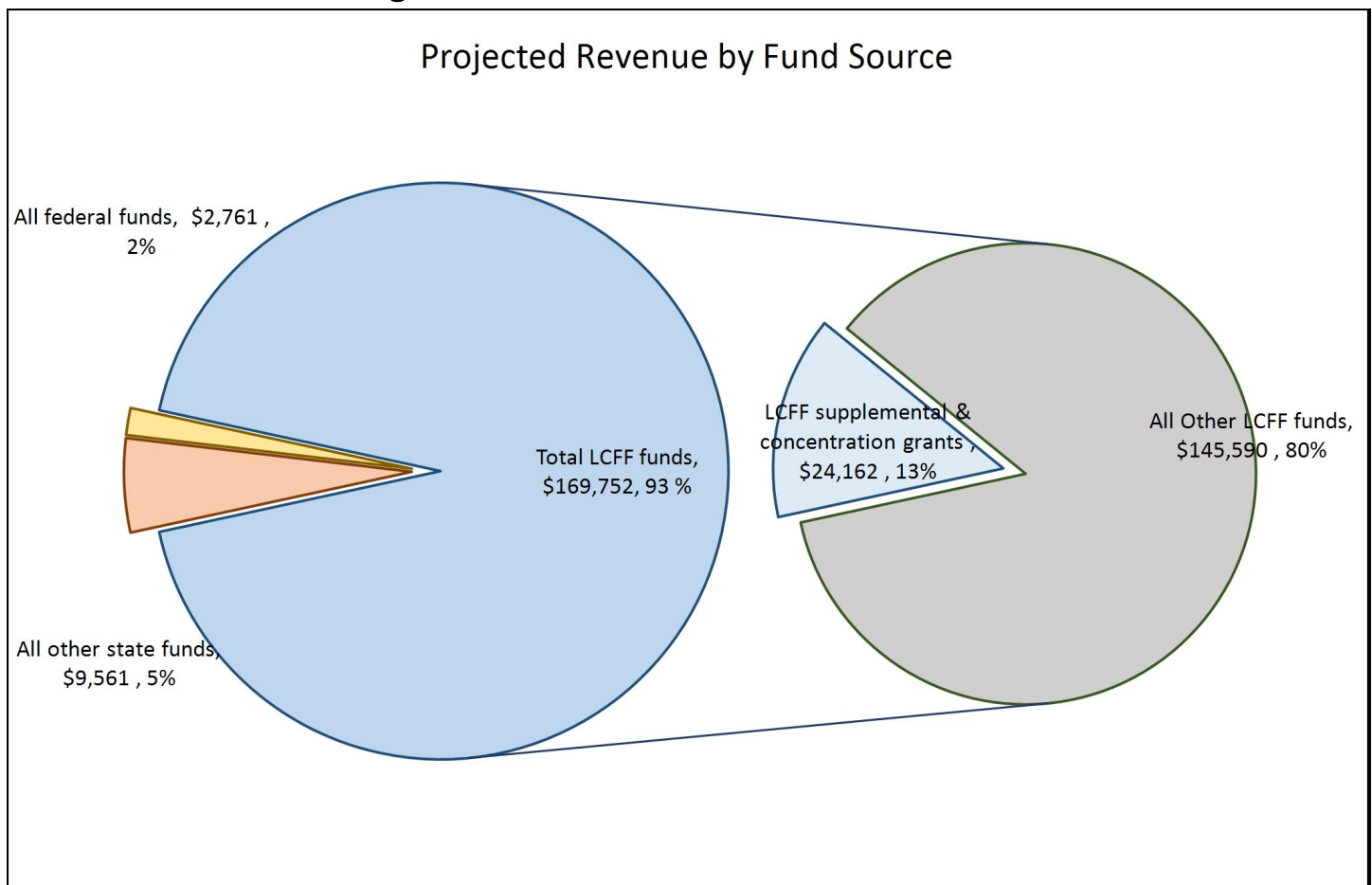
CDS Code: 19-75309-0134585

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kurt Madden, CEO

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

Budget Overview for the 2019-20 LCAP Year

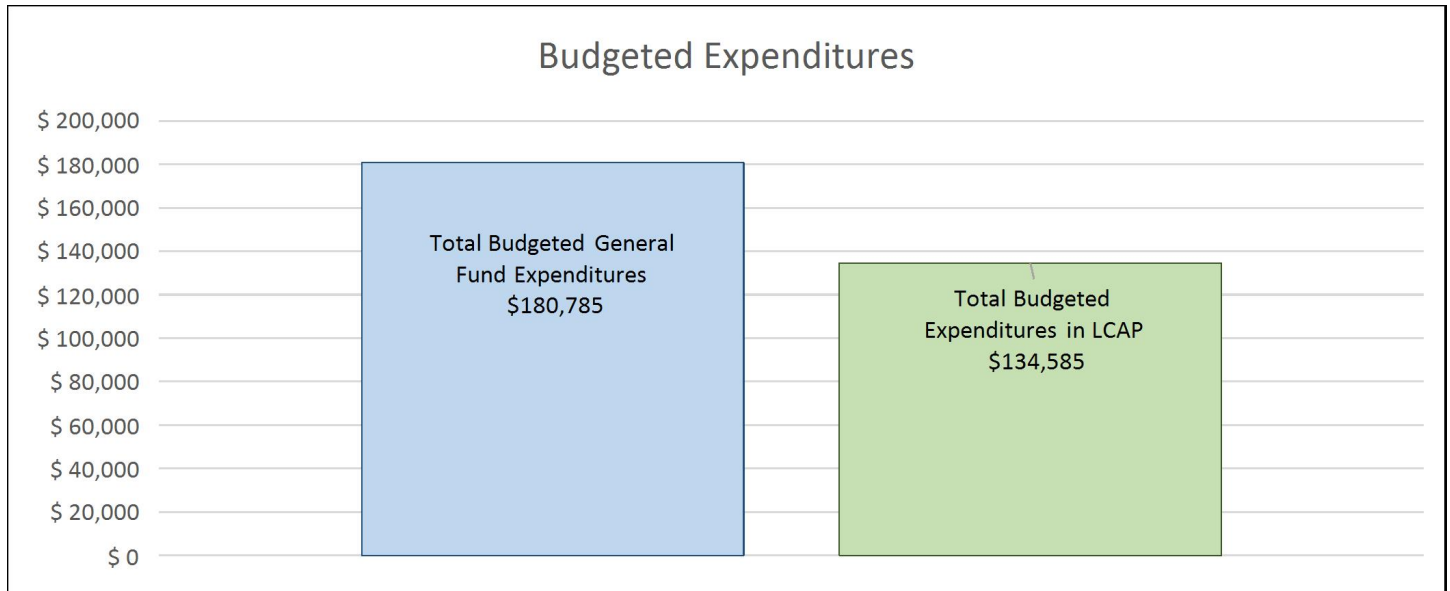


This chart shows the total general purpose revenue Pathways Academy Charter School Adult Education expects to receive in the coming year from all sources.

The total revenue projected for Pathways Academy Charter School Adult Education is \$182,074, of which \$169,752.00 is Local Control Funding Formula (LCFF), \$9,561.00 is other state funds, \$0 is local funds, and \$2,761.00 is federal funds. Of the \$169,752.00 in LCFF Funds, \$24,162.00 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 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Pathways Academy Charter School Adult Education plans to spend \$180,785.00 for the 2019-20 school year. Of that amount, \$134,585.00 is tied to actions/services in the LCAP and \$46,200 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

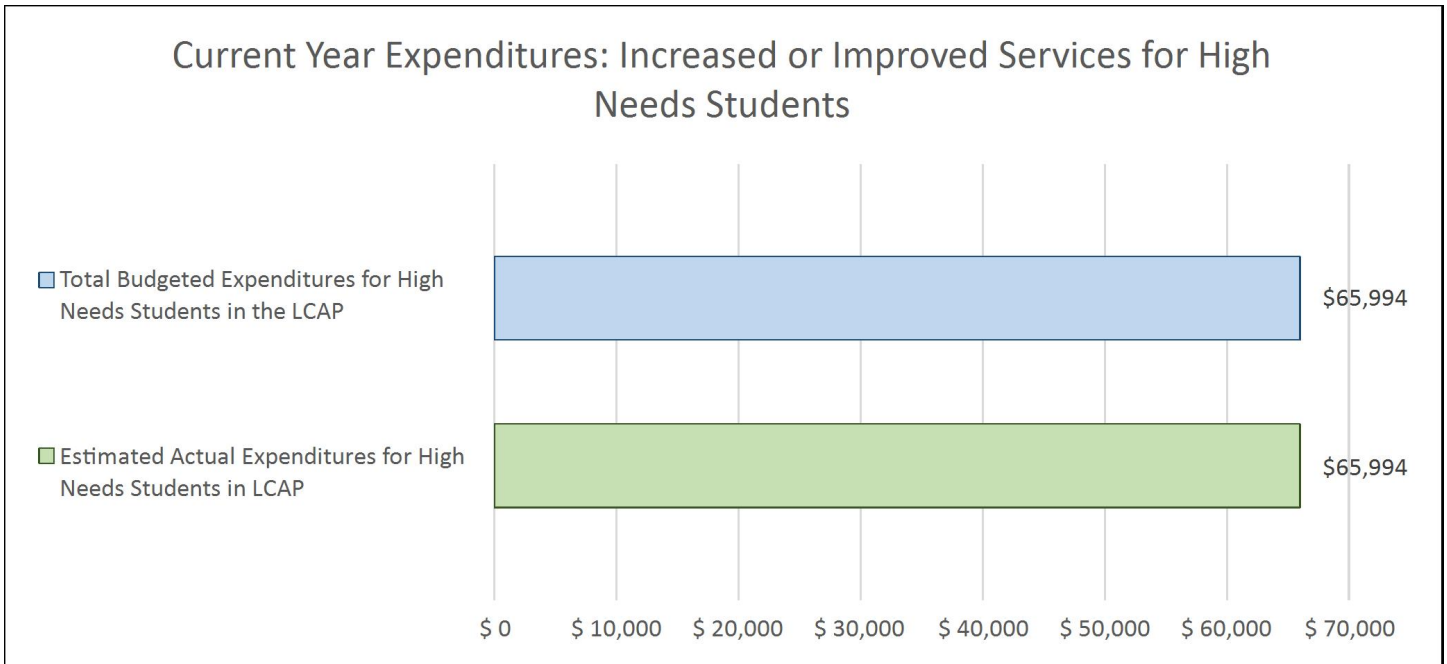
General Fund Budget Expenditures for the LCAP year not included in the LCAP may be used for: Basic operational expenses and other Core program expenditures such as field trips.

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

In 2019-20, Pathways Academy Charter School Adult Education is projecting it will receive \$24,162.00 based on the enrollment of foster youth, English learner, and low-income students. Pathways Academy Charter School Adult Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pathways Academy Charter School Adult Education plans to spend \$24,162.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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.

In 2018-19, Pathways Academy Charter School Adult Education's LCAP budgeted \$65,994 for planned actions to increase or improve services for high needs students. Pathways Academy Charter School Adult Education estimates that it will actually spend \$65,994 for actions to increase or improve services for high needs students in 2018-19.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Pathways Academy Charter School Adult Education	Kurt Madden CEO	kmadden@cccs.education 760-494-9646

2017-20 Plan Summary

The Story

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

Pathways Academy Charter School Adult Education

Mission Statement
 Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community. With a strong foundation of award winning educator experience, we provide organizational and professional support to charter programs so that they can focus on creating customizable learning for any student.

About Pathways Academy Charter School Adult Education
 The philosophy and mission of the Pathways Academy Charter School Adult Education (PACSAE) is to “Support successful student outcomes that result in lifelong learning.” We firmly believe that to meet the demands of the 21st Century, PACSAE graduates will be able to be: Creative and Complex Thinkers, Effective Communicators, Community/Global Participants, and Empowered and Independent Learners.

On CBEDS day 2018-2019, Pathways Academy Charter School Adult Education reported an enrollment of 22 students. This includes the enrollment of 77.3% socio-economically disadvantaged, 4.5% English Learners, and 9.1% Special Education student populations.

Our goal is to provide students with a personal approach to learning through an Independent Study Program. We believe we have several curricula options and want to ensure we can meet the individual needs of our students, as well as, prepare them to be college and career ready. We believe we engage and motivate adult students to develop professional skills through our multiple professional development opportunities that are provided throughout the school year. Furthermore, the genuine care demonstrated by our staff members, continues to be an attraction for our adult students. The results of the most recent stakeholder input survey results demonstrated 100% Connectedness: Feel safe, valued and respected and 100% Overall satisfaction with Pathways Academy Charter School.

Pathways Academy Charter School Adult Education (PACSAE) provides a comprehensive, personalized learning program to meet the diverse needs of our student population. PACSAE addresses the unique and evolving needs of individuals and communities by providing adults with educational opportunities and support services and the knowledge and skills necessary to participate as productive citizens and workers. Currently, the school enrolls students in 9th-12th grades, ages 16-24, who chose an independent study model of education. Students work through grade level, California state standards with pre-approved content that is delivered offline, online, or a combination of both curriculum options. Each student is assigned an Educational Specialist (ES) who supports the student's program of study by creating a supportive experience with a focus on attendance and completing credit requirements.

In November 2016 the first CTE Advisory Committee was formed with industry professionals, parents, teachers, school administrators and members of local workforce development in attendance at the first bi-annual meeting. In the Fall of 2017 four CTE industry pathways will be launched: Healthcare, Information Communication Technology, Business and Manufacturing. As the courses and pathways are being developed, the CTE Coordinator and Advisory will focus on aligning the program with the 11 Elements of Highly Successful CTE Program, academic state standards and meeting the individual needs of our diverse student population.

LCAP Highlights

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

Goal 1 Student Learner Outcomes

Metrics:

- LCFF Evaluation Rubrics
- Edmentum and Course Completion
- ELPAC

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring English Learner (EL), Low Income (LI), Foster Youth (FY), Students With Disabilities (SWD) for proficiency

- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions,

ELD instruction, SDAIE, Social and Emotional Learning (SEL), and successful strategies and intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:

- Average Daily Attendance Rates
- Stakeholder Connectedness Survey Results

Percent highly qualified teachers and teacher mis-assignments

Major Actions:

- Providing credit recovery options
- Maintaining highly qualified teachers and classified staff

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Stakeholder Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:

- Provide meaningful and transparent communication
- Provide input opportunities
- Provide parent training and workshops
- Provide EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Provide translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- College/Career Prepared Rates

Major Actions:

- Provide College and Career Readiness Programs
- Monitor and Support in High School transition to improve Graduation Rates
- Provide Career Technical Education and career pathway opportunities
- Provide Exam preparation

Review of Performance

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

Greatest Progress

Although there are no LCFF Dashboard performance color indicators, Pathways Academy Charter School - Adult Education celebrates our progress of 41.1% graduation rate on the LCFF Dashboard and graduation rate progress of 36.7% Hispanic, 40.6% Socioeconomically Disadvantaged, and 54.5% White student groups. Our LCAP goals 1, 2, 3, and 4 are focused on the academic achievement of our students through an effective instruction and challenging and engaging curriculum, a positive school climate with highly qualified teachers, best practices and researched based interventions, establishing a school culture where engagement, involvement, safety and satisfaction are priorities, and making sure students are on track to graduate and are college/career prepared.

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

Greatest Needs

Although Pathways Academy Charter School - Adult Education celebrates the graduation rates of our student groups, we recognize the need to increase those rates. The LCFF Dashboard also indicates a need for the improvement of College Prepared students with Socioeconomically Disadvantaged and Hispanic students at 0%. Due to the limited number of students in other subgroups, the dashboard does not display performance data for privacy. Improving the graduation and college prepared rates for all students is a need that we acknowledge in LCAP Goal 4: 4.2 Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school.

4.1 Develop a comprehensive College/Career readiness program that helps align student strengths and interests to post-secondary goals; increase career technical opportunities to prepare students for the workforce and global competencies. (CTE is provided through PLATO curriculum)

4.2 Students transitioning in high school will be monitored to keep students "on-track" to graduate

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions.

4.4 Review student transcripts for an intersession option for students to make-up missed credits.

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

Performance Gaps

Although Pathways Academy Charter School - Adult Education does not have any student groups identified as performing as Very Low “Red” on the LCFF Dashboard, we recognize the need to increase the student Graduation and College/Career prepared rates.

College/Career Prepared All Students: 0%, Socioeconomically Disadvantaged: 0%, Hispanic: 0%, Students with Disabilities: less than 11 students - data not displayed for privacy

Steps we will take to promote student success:

4.1 Develop a comprehensive College and Career readiness program that helps align student strengths and interests to post-secondary goals; increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies.

4.2 Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance, providing collective support from teachers for academic success and raising the academic bar.

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness.

Comprehensive Support and Improvement

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

Schools Identified

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

This is not applicable to Pathways Academy Charter School, Adult Education

Support for Identified Schools

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

This is not applicable to Pathways Academy Charter School, Adult Education

Monitoring and Evaluating Effectiveness

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

This is not applicable to Pathways Academy Charter School, Adult Education

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: To improve the academic achievement of “ALL” students we must review assessment data in ELA and Math,

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.

18-19

Course Completion Rates

Baseline

A baseline will be developed from 2017-18

Metric/Indicator

Increase the number of students that have Met or Exceeded grade level proficiency by 2% each year.

CAASPP does not apply to Pathways Academy Charter School - Adult Education. Metric will be replaced with course completion rates.

CAASPP does not apply to Pathways Academy Charter School - Adult Education. Metric will be replaced with course completion rates.

Expected

Actual

<p>18-19 Course Completion Rates</p> <p>Baseline A baseline will be developed from 2017-18</p>
<p>Metric/Indicator Maintain or Increase LCFF Evaluation Rubric levels</p> <p>18-19 Graduation and College/Career Prepared rates LCFF Dashboard</p> <p>Baseline A baseline will be developed from 2017-18 LCFF reports.</p>
<p>Metric/Indicator Increase EL progress on English Learner Proficiency Assessment for California</p> <p>18-19 ELPAC</p> <p>Baseline 2017-18 ELPAC data</p>

<p>41% Graduation rate and 0% College/Career Prepared rate (no performance colors)</p>
<p>English Language Proficiency Assessment for California: Less than 11 students - data not displayed for privacy</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions:	Tutoring center time for students to get help from specialists in specific core content	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done. (All Students) (WASC)

Academic planning worksheets are used to show students their progress, what classes they need to complete, which motivates them to complete their coursework...it becomes a useful checklist to help guide students toward course completion.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)</p>	<p>Academic planning worksheets are used to monitor student progress with a list of classes they need to complete. Academic planning worksheet motivates students to self-monitor their progress in completing coursework.</p>	<p>No Cost</p>	<p>Included in 2.2 Certificated Salaries and Benefits LCFF</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards 	<p>All students have access to materials/learning experiences aligned to common core standards through online courses, credit recovery, core programs, and service vendors grade level aligned content.</p>	<p>Books and Supplies LCFF \$55,778.00</p>	<p>Books and Supplies LCFF \$3,545.00</p>

- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.</p> <p>Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)</p>	<p>Professional development and trainings are provided: English Learner File card training that helps us to monitor EL progress and, handbook training, safety training, etc.</p>	<p>Included in 1.5 Contracts and Services LCFF</p>	<p>Included in 1.5 Professional Development LCFF</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress, SDAIE strategies</p>	<p>The following trainings were held:</p> <p>August 2018 Homeroom Best Practices Student and Parent Outreach</p>	<p>Included in 1.4 Professional Development LCFF \$1,263.15</p>	<p>Travel and Conferences/Prof Development Professional Development LCFF \$1,570.00</p>

and reclassification, Literacy at Home, Common Core, and Social-Emotional Learning. (ALL, EL, SWD, FY, LI). (WASC)

Schoolwide Focus on College and Career Readiness
 College and Career Readiness Course
 Attendance for non-classroom based programs
 Edmentum Assessment Training
 Supporting Diverse Student Populations
 SST, 504s, IEPs
 Communication with Parents, Students, Staff - Best Practices

February 2019:
 Plagiarism
 Test Proctor Training
 School Wide Focused Note Taking
 Adobe Connect

March 2019:
 Test Proctor Training

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Pathways Academy Charter School - Adult Education will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy. (ALL) (WASC)	A plan to develop and implement a system to evaluate each student's level of attaining goals through use of multiple measures is planned.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Pathways Academy Charter School Adult Education program will develop post-graduation plans	We will continue to work toward developing post graduation plans	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

that will consist of a senior survey, postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members.
(ALL) (WASC)

that consist of a senior survey, postgraduate annual survey.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.8 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. (ALL) (WASC)</p>	<p>Student Learner Outcomes will be revisited in August and plans to align the SLOs with the curriculum and rubrics for measuring outcomes will be addressed. Instructional strategies connected to the grade level curriculum are embedded in the instruction. School leadership fosters a culture of learning in which teachers reflect on their practice and how it connects to student learning and receive meaningful feedback Educators provide messages of high expectations and create opportunities for meaningful student participation...career academies, service learning projects, student-led decision making and leadership</p>	<p>No Cost</p>	<p>Included in 2.2 Certificated Salaries and Benefits LCFF</p>

Analysis

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

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

The list of actual actions/services reported above demonstrates the implementation of described planned actions to achieve the articulated goal.

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

A baseline for the course completion rates will be developed with 2019-20 data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.3 based on enrollment

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

Based on the annual review process and stakeholder input the following modifications will be made:

1.1 modified: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

1.3 modified: All students have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

1.5 modified: Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Decrease Chronic Absenteeism by 2% each year

18-19

Maintain 0% Highly Qualified Teachers

Baseline

A baseline will be developed from 2017-18 data.

Decreasing chronic absenteeism by 2% annually

Maintaining 0% teacher mis-assignments: All highly qualified teachers

76% chronic absenteeism (no color on dashboard)
0% teacher mis-assignments: All highly qualified teachers

Metric/Indicator

Strive for 0% Expulsion Rate each year

18-19

0% Expulsion rate

Expected

Maintain 0% Expulsion Rate

Baseline
0%

Metric/Indicator
Strive for 0% Suspension Rate each year

18-19
Maintain 0% Suspension Rate

Baseline
0%

Actual

0% Suspension rate

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)	Adopted practices that make all families feel welcome and respected Credit recovery options Work experience options SST available Community agency referrals for services as needed	No Cost	No Cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Recruit and retain highly qualified multiple and single	Intentionally built and sustained respectful and trusting	Certificated Salaries and Benefits LCFF \$73,858	Certificated Salaries and Benefits LCFF \$83,194.00

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.

FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)

relationships with staff, educators and families by creating a welcoming and inclusive environment

Pathways Adult Ed ensures that teachers are fully credentialed in the subject area of the pupils they are teaching. Professional development is provided based on student and teacher needs.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Frequent contact with parents/students in order to update them on student progress and notify them of events. (All Students)	Educators communicate regularly to parents and families about opportunities to provide feedback. We establish ongoing processes to gather information through regular surveys. Annual survey is distributed to determine school climate.	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

Analysis

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

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

The description of the actions/services reported describes the overall implementation to achieve the articulated goal.

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

The chronic absenteeism rate indicates our need to review our action steps and services to determine how we can improve our attendance rates. As described below, a new action step has been developed: 2.4: we will identify, monitor, and support students who are struggling with regular attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2 based on enrollment

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

NEW - 2.4 We will identify, monitor and support students who are struggling with regular attendance.

NEW - 2.5

Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development/training. (WASC)

NEW: 2.6 – Professional Development/training in Cultural Awareness

NEW: 2.7 – Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists.

NEW: 2.8 – Address suicide prevention intervention, and postvention (i.e. intervention for the bereaved) for all students and staff through the adoption of board policies and annual staff training. (WASC)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Participation/Input Rates
Survey Results
Maintain or increase by 2%
each year
2016-17: 2 survey responses
2017-18: 7 survey responses

18-19

Connectedness: Feels valued and respected with opportunities for input.

Actual

100% agree that Pathways Academy Charter School - Adult Education provides a Safe Environment for Learning
100% feel Connected to School, Valued and Respected
100% feel engaged with Opportunities for Input

Expected

Actual

<p>Baseline Baseline set 2017-2018 Maintain or increase by 2%</p>	
<p>Metric/Indicator Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year</p> <p>18-19 Overall Satisfaction Rate</p> <p>Baseline Baseline set 2017-2018 Maintain or increase by 2%</p>	<p>100% have Overall Satisfaction with the Pathways Academy Charter School - Adult Education Program</p>
<p>Metric/Indicator Annual Safety Plan Review and Training dates</p> <p>18-19 Safety Plan Review and Training</p> <p>Baseline Annual Review and Training Date</p>	<p>The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018. The safety plan may be viewed on request.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing</p>	<p>Ongoing communication with adult students through smartphones/texting and emails to provide information and updates. Input surveys</p>	<p>Other Operating Expenses LCFF \$1,155.00</p>	<p>Technology, Communication Other Operating Expenses LCFF \$1,049.00</p>

opportunities for participation and input (All Students).

Social emotional support group through WIOA partners
 Weekly one on one meetings with their teacher
 Opportunity to give feedback and participate in their own learning

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools sites. (All Students)</p>	<p>We value parent, student, and teacher feedback The feedback we receive helps us to drive what we offer our students and the work environment we create for our teachers. We provide many forums for open dialogue, both online and in person. Notification of surveys, meetings and Board of Director meetings are shared via website, emails and texts.</p>	<p>No Cost</p>	<p>Included in 3.1 Technology Services, Communication LCFF</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students) This 3.3 was 3.5 No Cost</p>	<p>We ensure that parents, students and teachers feel that we are providing a safe, positive, inclusive and welcoming learning environment. Instill in students our belief that they can succeed Work as a team with students</p>	<p>No Cost</p>	<p>Included in 2.2 Certificated Salaries and Benefits LCFF</p>

Involving students to be a part of the school and in decision making
 Homeless students: Provide food vouchers, snacks, drinks, reference to group shelters, support for homeless students.
 Safety Plan Review and Training: October 2018

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	The AP department properly vets all newly hired vendors. Resumes are reviewed and candidates are interviewed by Program Directors	No Cost	No Cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (All Students)	The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018. The safety plan may be viewed upon request. Online safety training was provided.	Technology Services, Communication LCFF \$157.50	Included in 3.1 Technology Services, Communication LCFF

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)

Communication that requires translation is provided as needed. Notices, reports, statements or records are sent by the clerical office staff.

Classified Salaries LCFF
\$2,500.00

Clerical and Office Salaries
Classified Salaries LCFF
\$2,079.00

Action 7

Planned Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

Actual Actions/Services

The Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services.

Budgeted Expenditures

Certificated Salaries and Benefits
LCFF \$37,352.06

Estimated Actual Expenditures

Included in 2.2 Certificated
Salaries and Benefits LCFF

Analysis

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

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

The description of the actual actions/services provided demonstrates the implementation of the services to achieve the articulated goal. The results of the input indicates an overall satisfaction of the communication and connectedness as a result of the actions/services.

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

The results of the input indicates an overall satisfaction of the communication and connectedness as a result of the actions/services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

Based on Stakeholder Input the following modifications will be made:

3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Increase Graduation Rates by 20% each year

18-19

Graduation Rate

Baseline

Develop a baseline from 2017-18 data

Increase the graduation rate by 20% annually

14.1% Graduation rate (no performance color)

Metric/Indicator

Increase College/Career

Prepared students by 20% each year

0% College/Career Prepared (no performance color)

Expected

Actual

18-19
College/Career Prepared rate

Baseline
Develop a baseline from 2017-18 data
Increase the College/Career rate by 20% annually

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Develop a comprehensive College and Career readiness program for students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	CTE options through CalPac partnership and WIOA workforce development opportunities	Included in 1.3 Books and Supplies LCFF	Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Students transitioning In high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for	Counselors maintain a graduation pathway, working together with students to find the quickest path to recover credits and graduate. The homeroom teacher enforces this plan through weekly	No Cost	Included in 2.2 Certificated Salaries and Benefits LCFF

academic success, raising the academic bar, and fostering support to ease transition through high school. (All students)

communication and encouragement.

Action 3

Planned Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (All Students) (WASC)

Actual Actions/Services

We review and assess the quality of our curriculum to promote college and career readiness with academic interventions. We recruit highly qualified teachers and highly qualified classified staff.

Budgeted Expenditures

Included in 1.3 Books and Supplies LCFF

Estimated Actual Expenditures

Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

Action 4

Planned Actions/Services

4.4 Ensure all students have opportunity for exam preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

Actual Actions/Services

Exam prep opportunities are provided to all students throughout coursework.

Budgeted Expenditures

Included in 1.3 Testing LCFF

Estimated Actual Expenditures

Included in 2.2 Certificated Salaries and Benefits LCFF

Action 5

Planned Actions/Services

4.5 Review student transcripts for an intercession option for students to make up missed credits. (All Students)

Actual Actions/Services

All students have access to credit recovery and advancement opportunities.

Budgeted Expenditures

No Cost

Estimated Actual Expenditures

Included in 2.2 Certificated Salaries and Benefits LCFF

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship. (LI, FY)	Students requesting exam costs who are experiencing a financial hardship are provided support.	No cost Books and Supplies LCFF	Included in 1.3 Curriculum, Textbooks, Materials and Supplies LCFF

Analysis

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

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

The actual actions/services listed demonstrate that the services are in place and an ongoing analysis of our curriculum and actions are reviewed to ensure that our students are on-track to graduate and are college/career prepared.

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

Actions/services are reviewed and modified to ensure that our students are successful graduates and are college/career prepared.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

4.1 modified to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.

4.2 modified: Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

4.6 will be removed - included in 4.4

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

LCAP Annual Review Meetings were held at each of the schools. Parents were invited to participate and give input: 3/20/19
Cabinet Mtgs. (LCAP): 7/30/18, 8/13/18, 8/21/18, 9/24/18, 11/20/18, 1/14/19, 1/23/19, 2/12/19, 2/18/19, 2/25/19, 4/1/19, 4/8/19, 4/22/19, 5/6/19

Program Director Mtgs. (LCAP): 10/19/18, 11/8/18, 12/17/18, 1/18/19, 1/24/19, 1/28/19, 2/25/19, 2/28/19, 3/29/19

Board of Directors: Student Performance Data Review: 11/8/19

Board of Directors: LCAP Input Survey Results: 4/11/19

Board of Directors LCAP Draft Review and Input: 6/13/19

Board of Directors Public Hearing: 6/13/19

Board of Directors LCAP Final Approval: 6/27/19

Impact on LCAP and Annual Update

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

As a result of the LCAP Annual Review process and stakeholder input the following modifications will be made:

1.1 modified: We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.

1.3 modified: All students have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content.

1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.

1.5 modified: Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home.

NEW: 2.5 –Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. (WASC)

NEW: 2.6 – Professional Development/training in Cultural Awareness

NEW: 2.7 – Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists.

NEW: 2.8 – Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students and staff through the adoption of board policies and annual staff training. (WASC)

NEW: 2.9 - We will identify, monitor and support students who are struggling with regular attendance.

3.1 modified - We will assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

4.1 modified to focus on specific actions we will provide for high school/young adult students: Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.

4.2 modified: Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To improve the academic achievement of "ALL" students we must review assessment data, identify RTI and implement best practices to promote student progress and increase graduation rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rates and College/Career Prepared: LCFF Dashboard reports. 20% increase	A baseline will be developed from 2017-18 Graduation rate and College/Career prepared rates	Graduation Rate: 41.1% College/Career prepared and LCFF Dashboard report:	20% increase from 2017-18	20% increase from 2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in the number of students that have Graduated and are College/Career prepared		0% prepared		
English Language Proficiency Assessment: ELPAC	Baseline developed from 2018-19	Less than 11 students - data not displayed	Increase performance level annually	Increase performance level annually

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent.
(All Students)

1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RTI process, tutor support from approved vendors, time management training with student/parent. Collaboration across departments to streamline intervention process and to measure the effectiveness of the intervention will be done.(All Students) (WASC)

1.1 We will increase the academic achievement of ALL students by engaging in an in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.(All Students) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 2

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

Students to be Served:

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

Students with Disabilities
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

LEA-wide
 [Add Scope of Services selection here]

All Schools
 [Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

2018-19 Actions/Services

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)

2019-20 Actions/Services

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 3

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

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

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

2018-19 Actions/Services

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) (WASC)

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

2019-20 Actions/Services

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 standards aligned content: (All Students) (WASC)

- Online courses, credit recovery, core programs
- Supplemental curriculum and materials supporting common core standards
- Extended School year
- Digital curriculum aligned to common core

Service vendors offering educational opportunities across geographical area

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,882.85	\$55,778.00	\$58,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

Action 4

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

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

Unchanged Action

2018-19 Actions/Services

1.4 Professional development and ongoing trainings and discussions on the creation and use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be planned and provided.

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

Modified Action

2019-20 Actions/Services

1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

targeted interventions for students struggling to meet grade level proficiency.

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$800.00 (\$3,893.14)	\$1,263.15	Included in 1.5
Source	LCFF	LCFF	LCFF
Budget Reference	Professional Development	Professional Development	Professional Development

Action 5

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

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

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide
[Add Scope of Services selection here]

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

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services

1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification. Follow Up: PD effectiveness survey and results reviewed/follow through.(WASC) (EL)

2018-19 Actions/Services

1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: Teaching students with disabilities, EL Master Plan, ELD progress, SDAIE strategies and reclassification, Literacy at Home, Common Core, and Social-Emotional Learning (ALL, EL, SWD, FY, LI). (WASC)

2019-20 Actions/Services

1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner’s progress in all courses, teaching students with disabilities, and literacy at home. (ALL, EL, SWD, FY, LI). (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in 1.4	
Source		LCFF	
Budget Reference	No Cost	Professional Development	No Cost

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.6 Pathways Academy Charter School - Adult Education program will develop and implement multiple measures to evaluate each student's level of attaining goals (ALL)

2018-19 Actions/Services

1.6 Pathways Academy Charter School - Adult Education program will develop and implement multiple measures to evaluate each student's level of attaining goals (ALL) (WASC)

2019-20 Actions/Services

1.6 Pathways Academy Charter School - Adult Education program will develop and implement multiple measures to evaluate each student's level of attaining goals (ALL) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 7

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

1.7 Pathways Academy Charter School - Adult Education will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.
(ALL)

2018-19 Actions/Services

1.7 Pathways Academy Charter School Adult Education program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.
(ALL) (WASC)

2019-20 Actions/Services

1.7 Pathways Academy Charter School Adult Education program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, grading policies, and homework policy.
(ALL) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 8

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.8 Pathways Academy Charter School Adult Education program will develop post-graduation plans that will consist of a senior survey, postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)

2018-19 Actions/Services

1.8 Pathways Academy Charter School Adult Education program will develop post-graduation plans that will consist of a senior survey, postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)

2019-20 Actions/Services

1.8 Pathways Academy Charter School Adult Education program will develop post-graduation plans that will consist of a senior survey, postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 9

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1.9 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. (All Students) (WASC)

2018-19 Actions/Services

1.9 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. (All Students) (WASC)

2019-20 Actions/Services

1.9 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. (All Students) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 1.3
Source			LCFF
Budget Reference	No Cost	No Cost	Curriculum, Textbooks, Materials and Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Decreasing chronic absenteeism by 2% annually. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease Chronic Absenteeism by 2% each year	A baseline will be developed form 2017-18 data. Maintain 100% Highly Qualified Teachers	Chronic Absenteeism: 76% (dataquest) 100% Highly Qualified Teachers 0% teacher mis-assignments	Monitor decrease in chronic absenteeism as it relates to: 100% Highly Qualified Teachers 0% teacher mis-assignments	Monitor decrease in chronic absenteeism Maintain: 100% Highly Qualified Teachers Maintain: 0% teacher mis-assignments

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Maintain 0% teacher misassignments			
Strive for 0% Expulsion Rate each year	0%	0% expulsion rate	0% expulsion rate	Maintain 0% expulsion rate
Strive for 0% Suspension Rate each year	0%	0% suspension rate	0% suspension rate	Maintain 0% suspension rate

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

2018-19 Actions/Services

2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

2019-20 Actions/Services

2.1 Focus on school climate and student engagement and maintain a high rate of ADA, Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 2

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.2 Maintaining the appropriate assignment and professional development

2018-19 Actions/Services

2.2 Recruit and retain highly qualified multiple and single subject teachers and

2019-20 Actions/Services

2.2 Recruit and retain highly qualified multiple and single subject teachers and

of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)

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.

FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)

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.

FOLLOW-UP: Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,874.90	\$315,868.36	\$73,585.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

OR

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

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

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.3 Frequent contact with parents/students in order to update them on student progress and notify them of events. (All Students)

2018-19 Actions/Services

2.3 Frequent contact with parents/students in order to update them on student progress and notify them of events. (All Students)

2019-20 Actions/Services

2.3 Frequent contact with parents/students in order to update them on student progress and notify them of events. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Action 4

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

2.4 We will identify, monitor and support students who are struggling with regular attendance (All Students)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

Action 5

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		2.5 Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development/training. (WASC) (All Students)

Budgeted Expenditures

Amount			Included in 2.2
Source			LCFF
Budget Reference			Certificated Salaries and Benefits

Action 6

All	All Schools
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

[Empty text box]

[Empty text box]

New Action

[Empty text box]

[Empty text box]

2.6 Professional Development/training in Cultural Awareness (All Students)

Budgeted Expenditures

Budget Reference

[Empty text box]

[Empty text box]

No Cost

Action 7

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

[Empty text box]

[Empty text box]

New Action

[Empty text box]

[Empty text box]

2.7 Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists (WASC) (All Students)

Budgeted Expenditures

Budget Reference

[Empty text box]

[Empty text box]

No Cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Maintaining engagement/involvement and our stakeholder satisfaction rate or increasing by 2%. We recognize that increasing engagement/involvement will improve our students' academic experience and performance; and, improve stakeholder satisfaction with our charter.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2017-2018 Maintain or increase by 2%	Baseline set 2018-2019 Maintain or increase by 2%	100% agree that Pathways Adult Ed provides a Safe Environment for Learning 100% feel	Maintain or increase rates Increase survey participation rate by 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Connected to School, Valued and Respected 100% feel engaged with Opportunities for Input 100% have Total: 7 survey participants	
Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Baseline set 2017-2018 Maintain or increase by 2%	Baseline set 2018-2019 Maintain or increase by 2%	Overall Satisfaction with the Pathways Adult Ed Program	Maintain or increase rates
Safety Plan Review and Training	Annual Review and Training Date	Annual Review and Training Date	Annual Review and Training Date	Annual Review and Training Date

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).

2018-19 Actions/Services

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students and teachers feel that our schools are providing opportunities for participation and input (All Students).

2019-20 Actions/Services

3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100.00	\$1,155.00	
Source	LCFF	LCFF	
Budget Reference	Other Operating Expenses	Other Operating Expenses	No Cost

Action 2

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools sites. (All Students)

2018-19 Actions/Services

3.2 Notification of Surveys, Parent Meetings, Board of Directors Public meetings will be shared in a timely manner through emails, website and other social media schools sites. (All Students)

2019-20 Actions/Services

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 3

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.3 Provide parent training, learning opportunities and workshops on common core, NGSS, literacy at home, progress monitoring. *Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)

combined with 1.5

2018-19 Actions/Services

3.3 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (All Students)

2019-20 Actions/Services

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 4

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.
(All Students)

This 3.4 was 3.6

2018-19 Actions/Services

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.
(All Students)

2019-20 Actions/Services

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.
(All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

Action 5

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.
(All Students)

2018-19 Actions/Services

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.
(All Students)

2019-20 Actions/Services

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.
(All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$157.50	
Source	LCFF	LCFF	
Budget Reference	Professional Development No Cost	Professional Development	No Cost

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.6 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

2018-19 Actions/Services

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)

2019-20 Actions/Services

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,500.00	\$2,500.00
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Classified Salaries

Action 7

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the cabinet: Director of Education, Director of Student Services and the Executive Directors. (All Students)

2018-19 Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

2019-20 Actions/Services

3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,528.09	\$37,352.06	Included in 2.2
Source	LCFF	LCFF	LCFF
Budget Reference	Business Services, District Admin	Business Services, District Admin	Certificated Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We recognize the National Education Association research that indicates the importance of ensuring every student reaches their potential by monitoring student progress, providing rigorous and challenging instruction, providing early interventions, engaging students and family in the student's education to maintain high school graduation as a priority, and by providing professional development opportunities for teachers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Graduation Rates by 20% each year	Develop a baseline from 2017-18 data	Graduation Rate: 2017-18 41.1% (LCFF Dashboard)	Increase Graduation rate by 20% from 17-18	Increase Graduation rate by 20% from 18-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase College/Career Prepared rate by 20% each year	Develop a baseline from 2017-18 data	College/Career Prepared 2017-18 0% (LCFF Dashboard)	Increase College/Career Prepared rate by 20% from 17-18	Increase College/Career Prepared rate by 20% from 19-20

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

4.1 Develop a comprehensive College and Career readiness program for middle and

2018-19 Actions/Services

4.1 Develop a comprehensive College and Career readiness program for students

2019-20 Actions/Services

4.1 Develop a comprehensive College and Career readiness program, increase

high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.(WASC) (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	Included in 1.3	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services

4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)

(Combined with 2.2)

2018-19 Actions/Services

4.2 Students transitioning In high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through high school. (All students)

2019-20 Actions/Services

4.2 Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school. (WASC) (All students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$750.00		Included in 2.2
Source	LCFF		LCFF
Budget Reference	Certificated Salaries and Benefits	No Cost	Certificated Salaries and Benefits

Action 3

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

Students to be Served:

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

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (WASC) (All Students)

2018-19 Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (All Students) (WASC)

2019-20 Actions/Services

4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (All Students) (WASC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00	Included in 1.3	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies	Curriculum, Textbooks, Materials and Supplies

Action 4

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

Students to be Served:

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

Students with Disabilities
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

LEA-wide
 [Add Scope of Services selection here]

All Schools
 [Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.4 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2018-19 Actions/Services

4.4 Ensure all students have opportunity for exam preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2019-20 Actions/Services

4.4 Ensure all students have opportunity for exam preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	Included in 1.3	Included in 1.3
Source	LCFF	LCFF	LCFF
Budget Reference	Testing	Testing	Curriculum, Textbooks, Materials and Supplies

Action 5

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

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

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

4.5 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

2018-19 Actions/Services

4.5 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

2019-20 Actions/Services

4.5 Review student transcripts for an intersession option for students to make up missed credits. (All Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Included in 2.2
Source			LCFF
Budget Reference	No Cost	No Cost	Certificated Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$24,162.00

Percentage to Increase or Improve Services

13%

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

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

Pathways Academy Charter school has budgeted a commensurate increase in funding to reach our subgroups:

Pathways Academy Charter School will be investing in a variety of instructional programs to support sub groups such as technological devices, enriched curriculum, and intervention programs. Pathways Academy Charter School will also invest in resources to ensure equitable access for all students to technology, curriculum, instructional support and intervention programs.

- Adaptive online content from Edmentum, Edgenuity, Avanta
- Fuel Ed College and Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell Diagnostic and benchmark assessment tool from Scantron Technology equipment from
- Apple and Dell Expanded course catalog that adapts to targeted subgroups
- Enhanced project based learning, options for EL students
- Comprehensive curriculum for English learners
- Improved data analytics reporting
- English language Diagnostic and benchmark assessment tool that drives the Response to Intervention program
- Transportation costs for college tours.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$65,994.00

19.53%

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

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

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low-income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, Pathways Academy Charter School – Adult Education has budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options such as the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for EL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$25,044.00

16.32%

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

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

The percentage increase in funding is based on enrollment figures in ELL, foster youth, and low-income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, Pathways Academy Charter Adult School has budgeted a commensurate increase in funding to reach these subgroups, specifically the school will provide: adaptive online content from a variety of curriculum options such as the Fuel Ed College & Career Readiness platform from Naviance, Brainhoney, technology equipment, local assessments, enhanced project based learning, options for EL students, comprehensive curriculum for EL learners, improved data analytics reporting across subgroups using a third party dashboard, an extended world language platform for English language, assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	172,063.71	91,437.00	131,635.84	414,074.07	134,585.00	680,294.91
LCFF	172,063.71	91,437.00	131,635.84	414,074.07	134,585.00	680,294.91

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	172,063.71	91,437.00	131,635.84	414,074.07	134,585.00	680,294.91
Books and Supplies	55,778.00	3,545.00	0.00	0.00	0.00	0.00
Business Services, District Admin	0.00	0.00	47,528.09	37,352.06	0.00	84,880.15
Certificated Salaries and Benefits	111,210.06	83,194.00	61,624.90	318,368.36	73,585.00	453,578.26
Classified Salaries	2,500.00	2,079.00	0.00	0.00	2,500.00	2,500.00
Curriculum, Textbooks, Materials and Supplies	0.00	0.00	20,882.85	55,778.00	58,500.00	135,160.85
Other Operating Expenses	1,155.00	1,049.00	1,100.00	1,155.00	0.00	2,255.00
Professional Development	1,263.15	1,570.00	0.00	1,420.65	0.00	1,420.65
Salaries and Benefits	0.00	0.00	0.00	0.00	0.00	0.00
Technology Services, Communication	157.50	0.00	0.00	0.00	0.00	0.00
Testing	0.00	0.00	500.00	0.00	0.00	500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	172,063.71	91,437.00	131,635.84	414,074.07	134,585.00	680,294.91
Books and Supplies	LCFF	55,778.00	3,545.00	0.00	0.00	0.00	0.00
Business Services, District Admin	LCFF	0.00	0.00	47,528.09	37,352.06	0.00	84,880.15
Certificated Salaries and Benefits	LCFF	111,210.06	83,194.00	61,624.90	318,368.36	73,585.00	453,578.26
Classified Salaries	LCFF	2,500.00	2,079.00	0.00	0.00	2,500.00	2,500.00
Curriculum, Textbooks, Materials and Supplies	LCFF	0.00	0.00	20,882.85	55,778.00	58,500.00	135,160.85
Other Operating Expenses	LCFF	1,155.00	1,049.00	1,100.00	1,155.00	0.00	2,255.00
Professional Development	LCFF	1,263.15	1,570.00	0.00	1,420.65	0.00	1,420.65
Salaries and Benefits	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Technology Services, Communication	LCFF	157.50	0.00	0.00	0.00	0.00	0.00
Testing	LCFF	0.00	0.00	500.00	0.00	0.00	500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	57,041.15	5,115.00	14,882.85	57,041.15	58,500.00	130,424.00
Goal 2	73,858.00	83,194.00	58,874.90	315,868.36	73,585.00	448,328.26
Goal 3	41,164.56	3,128.00	50,628.09	41,164.56	2,500.00	94,292.65
Goal 4	0.00	0.00	7,250.00	0.00	0.00	7,250.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	3,763.15	3,649.00		2,500.00	2,500.00
LCFF	3,763.15	3,649.00		2,500.00	2,500.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	168,300.56	87,788.00		411,574.07	134,585.00
LCFF	168,300.56	87,788.00		411,574.07	134,585.00