

LCAP Year ☒ 2017–18 ☐ 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)

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

LEA Name	Placer County Office of Education (Pathways Charter)		
Contact Name and Title	Phillip Williams Deputy Superintendent	Email and Phone	pwilliams@placercoe.k12.ca.us 530.745.1389

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Situated in the Sierra Foothills, Placer County Office of Education (PCOE) serves over 68,000 students in sixteen individual school districts across Placer County. In order to serve the students of Placer County, PCOE provides an array of programs and service to meet student needs. This task is accomplished by providing high quality specialized programs for students; recruiting, retaining, and developing highly qualified staff; and monitoring fiscal accountability and expenditures.

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

The Pathways Charter School serves students in several distinct programs:

iLearn Academy is an Independent Study program serving families with children in TK-8 who choose to educate their children at home or in a hybrid program. iLearn teachers regularly collaborate with parents and students to provide a rigorous, standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to on-line learning, on-site classes, field trips, and school-wide events to promote community and connections with others. iLearn Academy typically serves 170-200 students at any one time.

Demographic data: 5.81% Hispanic, 1.16% American Indian/Alaskan Native, 1.16% Asian, .58% Black/African American, 86.63% White, 2.91% Multiple, 0% English Learners, 9.88% Special Education, 4.65% Socio-Economically Disadvantaged, 0% Foster Youth.

CARE (Community Action for Responsive Education) is a County Community School program serving seventh through ninth grade students (7-9), offered in partnership with identified middle schools and high schools in Placer County. CARE classes provide a small, self-contained setting with individual student attention as part of the school's comprehensive intervention system. Parents of CARE students must agree to have their children participate in the program. CARE teachers provide core instruction aligned to the local school's curriculum, and students may attend other classes for electives at their local school, PE and other courses as they are able. Students enrolled in the CARE program also have access to local school extracurricular activities including athletics and social activities. Students will only be enrolled in a CARE class on a district campus with the permission of the host school district and the host school. The CARE program typically serves 20-24 students per classroom. Demographic data: 36.36% Hispanic, 0% American Indian/Alaskan Native, 4.55% Asian, 4.55% Black/African American, 54.55% White, 0% Multiple, 9.9% English Learners, 0% Special Education, 36.36% Socio-Economically Disadvantaged, 0% Foster Youth.

Intensive CARE (iCARE) is a County Community School program serving seventh through twelfth graders who are expelled, referred by probation or the School Attendance Review Board (SARB), or placed by parent. Intensive CARE classes provide instruction in a small and supportive setting. Students have access to Career Technical Education options as they make progress toward their learning goals. Academic and Career Counseling is provided to all students and a broad course of study is available using a blended model of in-class instruction and on-line coursework. iCARE Community School typically serve students for less than one year. Students are placed in specific programs due to expulsions, probation referral or voluntarily through the SARB/School Attendance Mediation (SAM) process. The school specific demographic data reported below was collected on May 1st, 2017 but this data can be extremely variable due to the transient nature of the student population. iCARE Community School typically serves 30-60 students at any one time. However, a large percentage of these students transfer in and out of the program throughout the school year. Demographic data: 32.14% Hispanic, 3.57% American Indian/Alaskan Native, 1.79% Asian, 7.14% Black/African American, 48.21% White, 7.14% Multiple, 8.93% English Learners, 17.86% Special Education, 57.14% Socio-Economically Disadvantaged, 3.57% Foster Youth.

## LCAP HIGHLIGHTS

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

- Instructional Coaching Model with 1:1 coaching support for all teachers including multiple coaching cycles that include lesson design and modeling, co-teaching, observations and feedback.
- Professional Development related to technology, cultural competency, English Language Development and high quality instruction.
- All students are provided current technology utilizing 1:1 laptops
- Blended program providing both traditional classes and an on-line learning platform with A-G course options
- Robotics/Programming courses
- Outdoor environmental education opportunities and enrichment activities
- District Leadership Team evaluation process is in place to analyze/evaluate district initiatives and to support the implementation of the LCAP goals and actions.
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) will be utilized to provide student academic achievement data for our students. This assessment will be administered three times per year in order to track student progress, inform instruction and professional development.
- Individual counseling and Social Skills Groups provided by School Psychologist/Social Worker
- Academic counseling for students and parents

## REVIEW OF PERFORMANCE

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

Although we do not have data in the CA Dashboard for the Spring 2017 release because we are an alternative school, data collected through stakeholder feedback, MAP, California Assessment of Student Performance and Progress (CAASPP) and local indicator data demonstrates the effectiveness of our actions and services.

Alternative schools will receive data in an alternate Dashboard in the future. We will continue to monitor data through stakeholder engagement to ensure the effectiveness of our actions and services attached to this goal and add additional data as it becomes available.

## GREATEST PROGRESS

Our local data shows that our LCAP actions and services have led to improved performance for our targeted students. The use of MAP testing has provided pre- and post-test information that has then been used to differentiate instruction to increase student performance. The increase of an instructional coach has been instrumental in providing teachers with content training, demonstration lessons, co-plan/co-teach opportunities and observation/feedback to improve instruction. Our ongoing Professional Learning Community (PLCs) have allowed teachers to implement, revise and monitor formative assessments. The

ability to analyze data both from formative and summative assessments in order to plan instruction to support individual student outcomes has been successful and will continue next year. Universal Design for Learning (UDL) will continue to support instructional practices with an emphasis on lesson design and using best practices. The implementation of Positive Behavior Interventions and Supports (PBIS) and Cultural Competency professional development continues to improve student outcomes.

Preliminary data for the 2016-2017 school year indicates the following: overall attendance rates have improved and remain in the mid-nineties, the chronic truancy rate at CARE/iCARE has been reduced by close to 20%, out of school suspensions and behavior referrals have decreased significantly, students reported increased academic motivation on the California Healthy Kids Survey and the number of students who scored a 4 or 5 on the CELDT remained stable.

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

As identified through stakeholder feedback and our local indicator data our greatest needs are increasing academic achievement for all students, improving attendance and reducing chronic absenteeism in iCARE/CARE programs and reducing out of school suspensions and behavior referrals at iCARE. In addition to these items, Social-Emotional learning will continue to be an area of focus with regards to increasing student engagement and academic motivation and reducing substance abuse.

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

- Instructional Coaching for all teachers with an emphasis on completing multiple coaching cycles each year.
- Academic intervention, small group instruction and extended year learning opportunities.
- Tier 1, 2, and 3 attendance interventions provided through individual school sites and the SARB process.
- Bilingual parent liaison to assist with providing attendance check-ins and parent support.
- Improving school climate and social-emotional learning through access to counseling and social work services.
- Collaborating with community providers to offer a range of substance abuse prevention, awareness and treatment options.
- Providing Career Technical Education Pathway at iCARE Community School.
- Providing academic counseling at iCARE Community School.

## **GREATEST NEEDS**

2016-2017 CAASPP/Smarter Balanced Assessment Data :

55% iLearn Academy students meeting or exceeding the standards in ELA

56% iLearn Academy students meeting or exceeding the standards in Math

CELDT Data:

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

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

2015-2016 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%

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

Local Indicator Data:

2015-2016 Pathways Charter School attendance rate - 94.5%

2016-2017 Pathways Charter School attendance rate - 96.44%

2016-2017 iCARE/CARE attendance rate - 89%

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

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

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

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

2015-2016 Data from California Healthy Kids Survey (CHKS):  
Students who reported having/feeling Academic Motivation (trying hard, effort) - 24%  
Students who reported Current Alcohol or Drug Use - 38%

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

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

## PERFORMANCE GAPS

Since Pathways Charter serves alternative education students, we make the assumption that the vast majority of our students will have performance gaps when compared to their same aged peers at comprehensive school sites. Local data will assist us in determining if there are additional performance gaps within our programs that must be addressed.

As an LEA we will be taking the following steps to address these performance gaps:

- Instructional Coaching for all teachers with an emphasis on English Language Development (ELD) professional development.
- Academic intervention, small group instruction and extended year learning opportunities.
- Providing academic counseling at iCARE Community School.
- Providing Career Technical Education Pathway at iCARE and career exploration courses for middle-school students at iLearn.

CAASPP/Smarter Balanced Assessment data for iLearn 2016-2017 -

55% of all students met or exceeded the standards in ELA

33% of students with disabilities met or exceeded the standards in ELA

0% of socioeconomically disadvantaged students met or exceeded the standards in ELA

50% of Hispanic students met or exceeded the standards in ELA

56% of all students met or exceeded the standards in Math

11% of students with disabilities met or exceeded the standards in Math

0% of socioeconomically disadvantaged students met or exceeded the standards in Math

33% of Hispanic students met or exceeded the standards in Math

## INCREASED OR IMPROVED SERVICES

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

Foster Focus - PCOE has not had an efficient way of tracking Foster Youth. The practice that is currently used is time-intensive and inaccurate at times. During the 2016-2017 school year, the County decided to implement the Foster Focus program during the 2017-2018 school year to facilitate better coordination of services for Foster Youth.

Career Technical Education - Students at iCARE and iLearn will have access to CTE courses. iCARE will begin to offer an ITC Career Pathway for high school students during the 2017-2018 school year. iLearn will offer middle school students the opportunity to participate in a career exploration enrichment wheel that aligns with career pathways offered at local comprehensive high schools.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$3,688,923

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$894,652.00

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

Placer County Pathways Charter is a dependent charter reported in a Charter Schools Special Revenue Fund (Fund #09) of the Placer County Office of Education (PCOE) budget reports and financial statements. Pathway's base educational program expenditures of \$2.8 million are not included in the Goals and Actions outlining supplemental activities. The base education program includes classroom and independent study teachers, books, supplies, transportation, facility costs, program and school administration costs.

\$2,790,025

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Metric: NWEA MAP, CAASPP, Williams Survey

- A. 55% of all iCARE/CARE students with pre and post assessment data will demonstrate one year or more of growth on NWEA MAP in Reading.
- B. 45% of all iCARE/CARE students with pre and post assessment data will demonstrate one year or more of growth on NWEA MAP in Language Usage
- C. 45% of all iCARE/CARE students with pre and post assessment data will demonstrate one year or more of growth on NWEA MAP in Math.
- D. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the Smarter Balanced Assessment.
- E. Maintain 100% Williams Act compliance.

### ACTUAL

Metric: NWEA MAP, CAASPP, Williams Survey

2016-17 NWEA MAP Data:

- A.  
50% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Reading.  
9% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Reading.
- B.  
29% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Language Usage.  
5% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Language Usage.
- C.  
28% of all iCARE/CARE students with pre and post assessment data demonstrated one year or more of growth on NWEA MAP in Math.  
14% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Math.

D. 2015-2016 CAASPP/Smarter Balanced Assessment results:

- 7% increase in iLearn Academy students meeting or exceeding ELA standards.
- 1% increase in iLearn Academy students meeting or exceeding Math standards.

2016-2017 CAASPP/Smarter Balanced Assessment results:

2% increase in iLearn Academy students meeting or exceeding ELA standards.  
6% increase in iLearn Academy students meeting or exceeding Math standards.

E. Maintained 100% Williams Act compliance

## 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

#### Actions/Services

##### PLANNED

1. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation.

##### ACTUAL

1. PCOE provided program facilities in good repair, standards aligned curriculum, appropriately assigned and fully credentialed classroom teachers/administrators/support staff and transportation.

#### Expenditures

##### BUDGETED

Personnel, Curriculum, Program Facilities, Transportation Base  
2,181,195.00

##### ESTIMATED ACTUAL

Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162 LCFF/Base 2,260,128

### Action 2

#### Actions/Services

##### PLANNED

2. Professional Development  
a) Provide Professional Development for State Adopted Standards  
b) Provide Educational Technology training through PCOE Educational Services  
c) Provide Universal Design for Learning (UDL) Trainer of Trainers professional Development.  
d) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback  
e) Continue implementation and assess effectiveness of Cultural Competency Professional Development

##### ACTUAL

2. Professional Development  
a) Provided Professional Development for State Adopted Standards  
b) Provided Educational Technology training through PCOE Educational Services  
c) Provided Universal Design for Learning (UDL) Trainer of Trainers professional Development.  
d) Provided Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback



Expenditures	f) Positive Behavioral Intervention and Supports (PBIS) Professional Development	e) Continued implementation and assessment of effectiveness of Cultural Competency Professional Development f) Positive Behavioral Intervention and Supports (PBIS) Professional Development was provided
	<b>BUDGETED</b> Professional Development/Instructional Coaching  PBIS  Title 1A 57,950.00 Professional Development/Instructional Coaching Educator Effectiveness 7,640.00 UDL, Cultural Competency  Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00) See Page # 8 Base	<b>ESTIMATED ACTUAL</b> Certificated Salaries & Benefits, \$49,424; Indirect Costs, \$4,611 Title 1A 54,035  Certificated Salaries and Benefits, \$8,722; Indirect Costs, \$814 Educator Effectiveness 9,536 UDL, Cultural Competency, costs included in Goal 1, Action 1  Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate
Action	3	
Actions/Services	<b>PLANNED</b> 3. Adoption of Common Core Curriculum a) Select and adopt ELA materials b) Maintain the use of Cyber High for credit recovery, acceleration and targeted intervention.	<b>ACTUAL</b> 3. Adopted Common Core Curriculum a) Selected and adopted ELA materials b) Maintained the use of Cyber High for credit recovery, acceleration and targeted intervention.
Expenditures	<b>BUDGETED</b> ELA Curriculum  Lottery 10,000.00 Cyber High Lottery 5,421.00	<b>ESTIMATED ACTUAL</b> Books & Materials  Lottery 11,334  Services & Other Operating Lottery 4,250
Action	4	
Actions/Services	<b>PLANNED</b> 4. Maintain Support Staff a) Maintain Behavior Specialist	<b>ACTUAL</b> 4. Maintained Support Staff a) Maintained Behavior Specialist

Expenditures	b) Maintain School Psychologist c) Maintain Principal-Instructional Coaching and Supervision	b) Maintained School Psychologist c) Maintained Principal-Instructional Coaching and Supervision
	<b>BUDGETED</b> Behavior Specialist Title 1D 39,579.00  School Psychologist and Principal  Supplemental 224,041.00	<b>ESTIMATED ACTUAL</b> Classified Salaries & Benefits, \$29,169; Indirect Costs, \$2,721 Title 1D 31,890  Certificated Salaries & Benefits, \$208,234; Indirect Costs, \$19,429 Supplemental 227,663
Action	5	
Actions/Services	<b>PLANNED</b> 5. Technology a) Increase wireless capacity at iLearn b) Advertise and market PCOE school APP to increase student/parent capacity and engagement c) Monitor use and effectiveness of on-line grade monitoring and PCOE APP d) Provide current devices for all iCARE students	<b>ACTUAL</b> 5. Technology a) Increased wireless capacity at iLearn b) Advertised and marketed PCOE school APP to increase student/parent capacity and engagement c) Monitored the use and effectiveness of on-line grade monitoring and PCOE APP d) Provided current devices for all iCARE students
	<b>BUDGETED</b> Technology  Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00) See Page # 8  Computer Leases  Title 1A 22,081.00	<b>ESTIMATED ACTUAL</b> Technology - costs included with Goal 1, Action 1.  Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate  Computer Leases - Services and Other Operating, \$20,197; Indirect Costs, \$1,884 Title 1A 22,081
Expenditures		
Action	6	
Actions/Services	<b>PLANNED</b> 6. Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in	<b>ACTUAL</b> 6. Provided support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyzed data from formative and summative assessments in

## Expenditures

order to plan instruction to support individual student outcomes.	order to plan instruction to support individual student outcomes.
<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Instructional Coaching	Instructional Coaching costs included with Goal 1, Action 2.
Cost: Duplicate Amount. Professional Development. Goal 1, Year1, Action 2. (57,950.00) See Page # 8 Title 1A	Duplicate Cost: Certificated Salaries & Benefits, \$49,424; Indirect Costs, \$4,611. Reference Goal 1, Action 2. Title 1A Duplicate
Administration	Administration costs included with Goal 1, Action 1.
Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00) See Page # 8 Base	Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate
NWEA Measures of Academic Progress for CARE and iCARE Title 1A 1,476.00	Services & Other Operating, \$2,707; Indirect Costs, \$253 Title 1A 2,960
Curriculum Associates - iReady Assessments for iLearn Lottery 5,130.00	Services & Other Operating Lottery 4,548
Instructional Coaching	Instructional Coaching costs included with Goal 1, Action 2.
Cost: Duplicate Amount. Professional Development. Goal 1, Year 1, Action 2. (7,640.00) See Page # 8 Educator Effectiveness	Duplicate Cost: Certificated Salaries and Benefits, \$8,722; Indirect Costs, \$814; Reference Goal 1, Action 2 Educator Effectiveness Duplicate

## Action

7

## Expenditures

<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for this goal were implemented as planned. Professional development for State Adopted Standards, Educational Technology training, Universal Design for Learning (UDL) will continue to be provided to all teachers. Based on teacher feedback, teachers will continue to receive instructional support through the use of the instructional coaches. An emphasis will be placed on lesson design and implementation using best practices. They indicate that the support from the instructional coaches has been helpful and request that it continue. Additional professional development and instructional coaching on adopted common core curriculum and ELA materials. We will continue to use Cyber High for credit recovery, acceleration and targeted intervention. There will also be an increase of professional

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

development in regards to data analysis to improve instruction and student achievement. Teachers and administrators indicate that there is a need for ongoing professional development for MAP to understand and utilize the full capabilities of MAP. We will continue to implement and assess the effectiveness of Cultural Competency Professional Development as well as Positive Behavioral Intervention and Supports (PBIS) Professional development. We will maintain our Support Staff, Behavior Specialist, School Psychologist, Principal. Technology will continue to be improved. Professional learning Communities will continue to be utilized district-wide to improve instruction and student achievement.

Although we do not have data in the CA Dashboard for the Spring 2017 release because we are an alternative school, data collected through stakeholder feedback, MAP, CAASPP and local indicator data demonstrates the effectiveness of the actions and services under Goal 1. Alternative schools will receive data in an alternate Dashboard in the future. We will continue to monitor data through stakeholder engagement to ensure the effectiveness of our actions and services attached to this goal and add additional data as it becomes available.

#### 2016-17 NWEA MAP Data:

##### A.

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

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

##### B.

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

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

##### C.

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

14% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Math.

#### D. 2015-2016 CAASPP/Smarter Balanced Assessment results:

7% increase in iLearn Academy students meeting or exceeding ELA standards.

1% increase in iLearn Academy students meeting or exceeding Math standards.

#### 2016-2017 CAASPP/Smarter Balanced Assessment results:

2% increase in iLearn Academy students meeting or exceeding ELA standards.

6% increase in iLearn Academy students meeting or exceeding Math standards.

#### E. Maintained 100% Williams Act compliance

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional enrichment classes were added to our base program after budget adoption for the iLearn program due to increased enrollment, Goal 1, Action 1. Behavior Specialist position was vacant for the first few months of the year creating a savings in Goal 1, Action 4.

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

After meetings with constituents, reviewing our previous LCAP and examining our own local data, Pathways Charter has decided to continue to move forward with Goal 1 and the actions/services attached to this goal. Based on feedback from our First Instruction Team and classroom teachers we recognize the need to further analyze the use of MAP testing to assess whether we are using the full capabilities of the program. Additionally, the team will report on student growth of one year or more and "some" growth since we have many short-term students (enrolled less than 6 months). Our District Leadership Team will use the Hexagon Tool to analyze the MAP assessment system in order to better use MAP results to guide instruction and professional development. Although we will not be making any distinct changes to this written goal or actions, we will continue to refine and expand on some of our work within these goals and actions to better serve our students.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Metric: Student attendance data, chronic absenteeism data, suspension data and California Health Kids Survey results

1. Students will achieve 96% attendance rate
2. Out of school suspensions will be decreased by 50% and a new baseline will be established
3. Increase Academic Motivation by 5% on the CHKS
4. Reduce Current Alcohol and Drug Use by 5% on the CHKS
5. Reduce chronic absenteeism rate by 5%

#### ACTUAL

Metric: Student attendance data, chronic absenteeism data, suspension data and California Health Kids Survey results

1. Students achieved 96.44% attendance rate
2. Out of school suspensions decreased by 45%
3. Students reported increased Academic Motivation by 3% on the CHKS
4. Students reported increased Current Alcohol and Drug Use by 8% on the CHKS
5. Chronic absenteeism rate reduced by 14.44%

### 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

Actions/Services

#### PLANNED

1. Implement Individual Learning Plans for all students
  - a) Maintain use of Cyber High on-line learning platform

#### ACTUAL

1. Implemented Individual Learning Plans for all students
  - a) Maintained use of Cyber High on-line learning platform

	<p>b) Counsel and assist students in enrolling in additional courses in order to facilitate credit recovery</p> <p>c) Counsel and assist students in enrolling in the correct courses in order to ensure graduation in a timely manner</p>	<p>b) Counseled and assisted students in enrolling in additional courses in order to facilitate credit recovery</p> <p>c) Counseled and assisted students in enrolling in the correct courses in order to ensure graduation in a timely manner</p> <p>Academic Counseling - Teacher costs included in Goal 1, Action1.</p> <p>Cyber High - Cost: Duplicate Amount. Reference Goal 1, Action 3.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Cyber High</p> <p>Cost: Duplicate Amount. Adoption of Common Core Curriculum. Goal 1, Year 1, Action 3.</p> <p>(5,421.00)</p> <p>See Page # 9</p> <p>Lottery</p> <p>Academic Counseling - Teacher</p> <p>Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1.</p> <p>(2,181,195.00)</p> <p>See Page # 8</p> <p>Base</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Duplicate Cost: Services &amp; Other Operating, \$4,250; Reference Goal 1, Action 3 Lottery Duplicate</p> <p>Duplicate Cost: Certificated &amp; Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate</p>
Action	2	
Actions/Services	<p><b>PLANNED</b></p> <p>2. Technology for Students</p> <p>a) Provide each student a student e-mail address</p> <p>b) LEA coordinated utilization of Learning Management System (LMS)</p>	<p><b>ACTUAL</b></p> <p>2. Technology for Students</p> <p>a) Provided each student a student e-mail address</p> <p>b) LEA coordinated utilization of Learning Management System (LMS)</p> <p>Technology for Students costs included in Goal 1, Action 1.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Technology for Students</p> <p>Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00)</p> <p>See Page # 8</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Duplicate Cost: Certificated &amp; Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate</p>

Base

Action **3**

## Actions/Services

## PLANNED

3. School Attendance Review Board (SARB)  
a) Comply & persist with SARB process  
b) Bilingual Translator/Parent Liaison

## ACTUAL

3. School Attendance Review Board (SARB)  
a) Continued to comply & persist with SARB process  
b) Bilingual Translator/Parent Liaison  
SARB costs included in Goal 1, Action 1.

## Expenditures

## BUDGETED

## SARB

Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00)

See Page # 8

Base

Bilingual Translator Supplemental 5,088.00

## ESTIMATED ACTUAL

Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate

Bilingual Translator - Classified Salaries & Benefits, \$4,827; Indirect Costs, \$450 Supplemental 5,277

Action **4**

## Actions/Services

## PLANNED

4. Student Resiliency  
a) Provide Greatness Kids Groups to support/develop student resiliency

## ACTUAL

4. Student Resiliency  
a) Provided Greatness Kids Groups to support/develop student resiliency - Healthy Kids Survey

## Expenditures

## BUDGETED

Student Intervention Specialist  
40 Developmental Assets Assessment  
Healthy Kids Survey  
Title 1A 14,969.00

## ESTIMATED ACTUAL

Student Intervention Specialist - Certificated Salaries & Benefits, \$12,789; Indirect Costs, \$1,193.

Title 1A 13,982

Action **5**

## Actions/Services

## PLANNED

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

## ACTUAL

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

## Expenditures

## BUDGETED

Programming and Robotics Curriculum and Materials Title 1A 3,500.00

## ESTIMATED ACTUAL

Books & Materials, \$228, Indirect Costs, \$21 Title 1A 249



## Action 6

Actions/Services	<b>PLANNED</b> 6. Universal Design for Learning (UDL) a) Provide professional development using Trainer of Trainers Model and instructional coaching for implementing UDL.	<b>ACTUAL</b> 6. Universal Design for Learning (UDL) a) Provided professional development using Trainer of Trainers Model and instructional coaching for implementing UDL. Enrollment in Accessible Curriculum for ALL (ACA) Cohort costs included with Goal 1, Action 1.
Expenditures	<b>BUDGETED</b> Enrollment in Accessible Curriculum for ALL (ACA) Cohort  Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00) See Page # 8 Base	<b>ESTIMATED ACTUAL</b> Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate

## Action 7

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
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### ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for this goal were implemented as planned. Based on student feedback, the implementation of Individual Learning Plans for all students has helped with student engagement as students, along with teachers, determine what is needed for their academic, social and emotional success. We continue to counsel and assist students in enrolling for the appropriate classes, whether it be for credit recovery or graduation requirements. The expansion of technology services for our students to include student e-mails and a Learning Management System (LMS) continues to aid in student engagement as it keeps them connected with the school. As part of the Individual Learning Plans, teachers meet with students to discuss their educational needs and their school attendance. Greatness Kids Groups were provided to help support and develop student resiliency. Providing more access to a variety of courses will continue. Student feedback demonstrates that increased course offerings has improved student engagement. The use of Universal design for Learning (UDL) will continue to foster student engagement as it allows for a more individualized education while adhering to state and federal requirements.

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

Although we do not have data in the CA Dashboard for the Spring 2017 release because we are an alternative school, data collected through state and local indicators such as student attendance reports, suspension data etc., demonstrates the effectiveness of the actions and services under Goal 2. Alternative schools will receive data in an alternate Dashboard in the future. We will continue to monitor data through state and local indicators to ensure the effectiveness of our actions and services attached to this goal and add additional data as it becomes available.

1. Students achieved 96.44% attendance rate
2. Out of school suspensions decreased by 45%
3. Students reported increased Academic Motivation by 3% on the CHKS
4. Students reported increased Current Alcohol and Drug Use by 8% on the CHKS
5. Chronic absenteeism rate reduced by 14.44%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Robotics - Computer Science, Technology, Engineering and Mathematics (CSTEM) books and supplies were not needed at the level originally projected, Goal 2, Action 5.

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

After meetings with constituents, reviewing our previous LCAP and examining our own local data, Pathways Charter has decided to continue to move forward with Goal 2 and the actions/services attached to this goal. Although we will not be making any distinct changes to this written goal or actions, we will continue to refine and expand on some of our work within this goal and actions to better serve our students and increase student engagement.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Metric: School Wide Information System, CAASPP and CELDT Assessments, Suspension Data

- A. Students who attend the iCARE program will have a 50% reduction in behavior referrals.
- B. Students who attend iCARE/CARE will have a 50% reduction in out of school suspensions.
- C. 80% of English Learners will reach language levels 4 or 5 on CELDT Assessment.
- D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language Arts.
- E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the Smarter Balanced Assessment.

### ACTUAL

Metric: School Wide Information System, CAASPP and CELDT Assessments, Suspension Data

- A. Students who attended the iCARE program had a 34% reduction in behavior referrals.
- B. Students who attended iCARE/CARE had a 45% reduction in out of school suspensions.
- C. 50% of English Learners reached language levels 4 or 5 on CELDT Assessment.
- D. 100% of Redesignated fluent English proficient pupils maintained proficiency in English Language Arts.
- E. 2016-2017 CAASPP/Smarter Balanced Assessment results:  
  
55% of iLearn Academy students meeting or exceeding the standards in ELA  
56% of iLearn Academy students meeting or exceeding the standards in Math

## 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

## Actions/Services

## PLANNED

1. Increase/Maintain Support Staff
- a) Maintain Homeless and Foster Youth District Liaison to coordinate Services.
  - b) Maintain Special Education Teaching Assistant to support Specialized Academic Instruction
  - c) Maintain Behavior Specialist as PBIS Coach and to support Positive Behavior Interventions
  - d) Teachers to provide small group/individualized instruction, a designated classroom for middle-school Expelled Youth and in-school suspension
  - e) Increase School Social Worker to coordinate successful transitions for Expelled Youth by monitoring individual expulsions, meeting with districts and coordinating transition meetings and supports.

## ACTUAL

1. Increased/Maintained Support Staff
- a) Maintained Homeless and Foster Youth District Liaison to coordinate Services.  
Homeless/Foster Youth District Liaison costs included in Goal 1, Action 1.
  - b) Maintained Special Education Teaching Assistant to support Specialized Academic Instruction  
Special Education Teaching Assistant are included in Goal 1, Action 1.
  - c) Maintained Behavior Specialist as PBIS Coach and to support Positive Behavior Interventions  
Behavior Specialist costs included in Goal 1, Action 4.
  - d) Teachers provided small group/individualized instruction, a designated classroom for middle-school Expelled Youth and in-school suspension
  - e) Increased School Social Worker to coordinate successful transitions for Expelled Youth by monitoring individual expulsions, meeting with districts and coordinating transition meetings and supports.

## Expenditures

## BUDGETED

Homeless/Foster Youth District Liaison

Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00)

See Page # 8

Base

Special Education Teaching Assistant

Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00)

See Page # 8

Base

Behavior Specialist

Cost: Duplicate Amount. Maintain Support Staff. Goal 1, Year 1, Action 4. (39,579.00)

## ESTIMATED ACTUAL

Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate

Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. LCFF/Base Duplicate

Duplicate Cost: Classified Salaries & Benefits, \$29,169; Indirect Costs, \$2,721 Reference Goal 1, Action 4. Title 1D Duplicate

See Page # 9  
Title 1D

Teachers and School Social Worker Supplemental 211,701.00

Teachers Title 1A 168,529.00

School Social Worker

Mental Health 18,674.00

Teachers and School Social Worker - Certificated Salaries & Benefits, \$188,634; Indirect Costs, \$17,600 Supplemental 190,394

Teachers - Certificated Salaries & Benefits, \$157,713; Indirect Costs, \$14,715 Title 1A 172,428

School Social Worker - Certificated Salaries & Benefits, \$15,994; Indirect Costs, \$1,492 Mental Health 17,486

Action

2

Actions/Services

PLANNED

2. Enrichment Opportunities

a) Provide Environmental Outdoor Education Activities

ACTUAL

2. Enrichment Opportunities.

a) Provided field trips - iFly

b) Classroom supplemental materials

c) Supplemental activities and assemblies - yoga and sac zoomobile

Expenditures

BUDGETED

Outdoor Environmental Education Camp and Gateway Mountain Center  
Title 1A 10,412.00

ESTIMATED ACTUAL

Books & Supplies, \$8,245; Services & Other Operating, \$1,949, Indirect Costs \$951 Title 1A 11,145

Action

3

Actions/Services

PLANNED

3. Universal Design for Learning (UDL)

a) Provide professional development using Trainer of Trainers Model and instructional coaching for implementing UDL.

ACTUAL

3. Universal Design for Learning (UDL)

a) Provided professional development using Trainer of Trainers Model and instructional coaching for implementing UDL.

Enrollment in Accessible Curriculum for All (ACA) Cohort costs included with Goal 1, Action 1.

Expenditures

BUDGETED

Enrollment in Accessible Curriculum for All (ACA) Cohort

Cost: Duplicate Amount. PCOE will provide program facilities in good repair, standard aligned curriculum, appropriately assigned and full credentialed classroom teachers/administrators/support staff and transportation. Goal 1, Year 1, Action 1. (2,181,195.00)

See Page # 8

Base

ESTIMATED ACTUAL

Duplicate Cost: Certificated & Classified Salaries and Benefits, \$1,596,372; Books and Materials, \$53,164; Services and Other Operating, \$385,430; Indirect Costs, \$225,162; Reference Goal 1, Action 1. Mental Health Duplicate

## Action 4

### Actions/Services

#### PLANNED

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

#### ACTUAL

4. Provided specific ELD Professional Development to improve instruction targeted at increasing language levels for English Learners. Reviewed student outcomes to modify professional development related to targeted EL instruction and continued to review/revise reclassification process. Instructional Coaching costs included in Goal 1, Action 2.

### Expenditures

#### BUDGETED

Instructional Coaching

Cost: Duplicate Amount. Professional Development. Goal 1, Year 1, Action 2. (\$7,950.00)  
See Page # 8  
Title 1A

#### ESTIMATED ACTUAL

Duplicate Costs: Certificated Salaries & Benefits, \$49,424; Indirect Costs, \$4,611; Reference Goal 1 Action 2 Title 1A Duplicate

## Action 5

### Actions/Services

#### PLANNED

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

#### ACTUAL

5. Used curriculum and instruction to maintain proficiency in English Language Arts for redesignated fluent English proficient pupils. Assisted students in maintaining ELA proficiency through instructional coaching. Costs included with Goal 1, Action 2.

### Expenditures

#### BUDGETED

Cost: Duplicate Amount. Professional Development. Goal 1, Year 1, Action 2. (\$7,950.00)  
See Page # 8  
Title 1A

#### ESTIMATED ACTUAL

Duplicate Costs: Certificated Salaries & Benefits, \$49,424; Indirect Costs, \$4,611; Reference Goal 1 Action 2 Title 1A Duplicate

## Action 6

### Actions/Services

#### PLANNED

6. Parent Outreach  
a) Outreach to parents of subgroups focusing on building parent capacity with regards to school site participation through monthly meetings, newsletters and caregiver nights.

#### ACTUAL

6. Parent Outreach  
a) Outreach to parents of subgroups was conducted focusing on building parent capacity with regards to school site participation through monthly newsletters, evening activities and parent meetings with an academic counselor.

Expenditures	<b>BUDGETED</b> School Site Council and Support Staff Title 1A 4,858.00	<b>ESTIMATED ACTUAL</b> School Site Council and Support Staff Title 1A 6,353
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### ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for this goal were implemented as planned. Based on feedback from stakeholders and data collected, we will continue to maintain and increase our Support Staff to include, Homeless and Foster Youth District Liaison, Special Education Teaching Assistant, Behavior Specialist and teachers to support our students who need supplemental support. The increase of the School Social Worker working with Expelled Students has been successfully implemented and we will continue to monitor and make changes as needed. As more staff are trained in Universal Design for Learning (UDL) we continue to support our students with additional needs. Through our instructional coaches we are able to provide teachers with specific ELD training aimed at improving instruction for ELs and will continue to review/revise as needed based on data collected. We continue to use curriculum and instruction to maintain proficiency in English Language Arts for redesignated fluent English proficient students. Parent Outreach continues through monthly meetings, academic counseling, newsletters, and caregiver nights to build parent capacity.

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

Although we do not have data in the CA Dashboard for the Spring 2017 release because we are an alternative school, data such as class enrollment, student grades, CAASPP and MAP scores, IEPs, Individual Learning Plans etc., demonstrates the effectiveness of the actions and services under Goal 3. Alternative schools will receive data in an alternate Dashboard in the future. We will continue to monitor data through state and local indicators to ensure the effectiveness of our actions and services attached to this goal and add additional data as it becomes available.

A. Students who attended the iCARE program had a 34% reduction in behavior referrals.

B. Students who attended iCARE/CARE had a 45% reduction in out of school suspensions.

C. 50% of English Learners reached language levels 4 or 5 on CELDT Assessment.

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

E. 2016-2017 CAASPP/Smarter Balanced Assessment results:

55% of iLearn Academy students meeting or exceeding the standards in ELA

56% of iLearn Academy students meeting or exceeding the standards in Math

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More time was spent completing Parent Outreach activities than originally anticipated, Goal 3, Action 6

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

After meetings with constituents, reviewing our previous LCAP and examining our own local data, Pathways Charter has decided to continue to move forward with Goal 3 and the actions/services attached to this goal with the exception of adding an additional service to Goal 3 Action 2 in the 2017-2018 LCAP. The service added provides supplemental days of instruction in June and July to students who attend the iCARE program. This service will allow students an opportunity for academic intervention and credit recovery in ELA and Math. Although we only made one significant change to the written goal and actions, we will continue to refine and expand on some of our work within this goal to better serve our students and increase student engagement.



# Stakeholder Engagement

LCAP Year

☒ 2017-18 ☐ 2018-19 ☐ 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?

2016-2017 - Distributed California Healthy Kids Survey to all staff, students and parents/guardians. Survey results were returned on January 29th, 2017 and reviewed in March, 2017

Baseline Survey Participation by Stakeholder Group:

Students: 55

Parents: 8

Staff: 22

Total: 85 Survey Participants

January 26th, 2017 - Staff meetings were held to discuss 14/15 LCAP implementation, discuss progress on actions and services, discuss possible changes to the 2017-2018 LCAP.

March 6th, 2017 - A parent meeting was held with parents to share progress on actions and services in the 2016-2017 LCAP, share actual outcomes for the 2015-2016 LCAP and gather feedback related to possible modifications to the 2017-2018 LCAP.

The First Instruction Leadership Team met on the following dates: September 20th, October 18th, November 15th, December 12th, January 23rd, February 14th, March 14th, April 19th and May 22nd.

January 18th, February 1st, February 10th, February 17th, March 3rd, March 15th, March 16th - Student meetings to gather feedback on how students feel about their school, their instruction, their progress, and their thoughts on any changes they would want to see relating to the topics mentioned.

August 29th, September 26th, October 24th, November 14th, December 12th, January 27th, February 14th, March 20th, April 20th, May 19th, June 8th - District Leadership Team/LCAP Planning Team meetings to review goals and actions, data and LCAP implementation in order to inform the annual update and revisions to the LCAP.

September 27th, October 25th, November 29th, January 31st, February 28th, March 28th, April 25th, May 23rd - School Site Council/Parent Advisory Committee Meetings - Discuss implementation of LCAP actions and progress on actions and goals.

October 13th, 2016 Updates on LCAP implementation and annual outcomes were reviewed with the PCOE Board of Education.

November 29th, 2016 - PCOE site leadership facilitated LCAP discussion with Parent Advisory Committee/School Site Council on progress toward goals, progress on actions and services and solicited feedback related to the same.

June 8th - Board Meeting to review draft 2017-2018 Pathways Charter LCAP.

June 15th - Board Meeting to seek approval for 2017-2018 Pathways Charter LCAP. The PCOE Board approved the 2017-2018 LCAP.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on the data collected from the California Healthy Kids Survey, two areas of focus will continue to be academic motivation (effort) and current substance use. Data shows progress was made with regards to increasing academic motivation, but current rates of substance use increased. The 2017-2018 LCAP will continue to support these two areas by supporting engaging instruction through professional development and instructional coaching, providing counseling (academic and social-emotional) and facilitating participation in substance awareness/abuse counseling when appropriate.

Staff Feedback: Due to concerns about the ability of students to show growth on math assessments when they enter our programs with large gaps in their general math skills, staff agreed to change the graduation requirements to require 10 additional general math credits while maintaining the Integrated 1 math requirement. This change resulted in a reduced requirement for elective credits to graduate. Staff shared concerns about the expected outcomes related to the reduction of out-of-school suspensions. The expected outcome has been a reduction of out-of-school suspensions by 50% since our LCAP was initially developed. This outcome becomes more difficult to meet every year due to the decrease in out-of-school suspensions each year. An adjustment to the expected outcome was suggested in order to make the benchmark challenging, but attainable. Staff reiterated the need for formal SmartBoard training at iCARE. Additionally, more information about the PCOE APP and was requested. Staff would like to bolster the use of the APP with students and parents. With regards to expelled students, staff suggested supporting student transitions back to their comprehensive campus by designating more time for the school social worker to provide on campus support once the student has returned to their home school. Staff reported they appreciate the inclusion of their feedback and suggestions in the LCAP development process.

Parent Feedback: Parents would like the Positive Behavior Interventions and Supports (PBIS) program to continue. The funding of the program and activities/incentives are crucial for encouraging positivity and social-emotional development. Parents report that the Nurtured Heart evening classes for parents have been beneficial and have helped parents learn new skills to have a more positive and productive relationship with their child/children. Parents suggested adding yoga/mindfulness classes to the physical education curriculum through the School Site Council.

District Leadership Team meetings to monitor LCAP implementation: These meetings have been used to monitor our LCAP as well as review the implementation of our coaching model. Mid-way through the year, we adjusted coaching in order to provide scheduled in-class modeling, co-teaching and an observation/feedback cycle. Lesson design/planning, increased engagement, and differentiation to meet individual student needs continue to be our three areas of focus. Teachers continue to express that they would benefit from more time to work with an instructional coach. Therefore, the District Leadership Team recommended maintaining the instructional coaches to provide additional coaching during the 2017-2018 school year.

Student Feedback: CARE/iCARE - Students reported that class points and competitions (PBIS) and earning reward activities and items are very successful. They would like more non-food items to be available in the student store (nice pens, journals, cups, etc). Students stated that the consistent discipline is working for them and they recognize and appreciate how hard teachers are working to keep them in class and engaged. Small class size and more rigorous classroom instruction with "actual, real classwork" were noted as things that are working well. Students would like the following activities to be offered: an art program, yoga classes, field trips to colleges, outdoor activities, bowling and guitar/ukulele lessons. Students also requested more access to free books and other reading materials. The following are suggested areas of improvement: some students would like assigned homework and/or extra work/access to Cyber High to reduce down time during and after school. Students also felt it was very important to hold all students accountable for their actions. Students also reported that the new system of allowing a brief break to get back on track has been much more effective than going to an in-school suspension room for an extended period of time. The Student Leadership Team also reported that they would like to assist with new student orientation.

The PCOE Board reviewed and discussed the draft LCAP. The 2017-2018 Pathways Charter LCAP was approved.

# 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.

☐ New ☐ Modified ☒ Unchanged

### Goal 1

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

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

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

#### Identified Need

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

#### 2016-17 NWEA MAP Data:

A.

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

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

B.

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

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

C.

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

14% of all iCARE/CARE students with pre and post assessment data demonstrated some growth on NWEA MAP in Math.

#### D. 2016-17 CAASPP Data:

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

iLearn Academy results in Mathematics - 56% students meet or exceed standards

E. 2016-2017 Williams Act compliance - 100%

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA MAP, Smarter Balanced Assessment, Williams Act Compliance	<p>A. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Reading-50%</p> <p>B. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Language Usage-29%</p> <p>C. 2016-2017 iCARE/CARE students with more than one year of growth on NWEA MAP Math- 29%</p> <p>D. 2016-2017 iLearn results for Smarter Balanced Assessment in English Language Arts - 55% meet or exceed</p> <p>2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed</p> <p>E. 2016-2017 Williams Act compliance - 100%</p>	<p>A. 55% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Reading.</p> <p>B. 34% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Language Usage.</p> <p>C. 34% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Math.</p> <p>D. iLearn Academy- students who meet or exceed CAASPP/Smarter Balanced Math and Language Arts Standards will increase by 5% on the Smarter Balanced Assessment.</p> <p>E. Maintain 100% Williams Act compliance.</p>	<p>A. 60% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Reading.</p> <p>B. 39% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Language Usage.</p> <p>C. 39% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Math.</p> <p>D. iLearn Academy- students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Math Smarter Balanced Assessment.</p> <p>E. Maintain 100% Williams Act compliance.</p>	<p>A. 65% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Reading.</p> <p>B. 44% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Language Usage.</p> <p>C. 44% of all iCARE/CARE students with pre and post assessment data will make one year or more of growth on NWEA MAP in Math.</p> <p>D. iLearn Academy- students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</p> <p>E. Maintain 100% Williams Act compliance.</p>

## 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



All



Students with Disabilities



[Specific Student Group(s)]

<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
<b>OR</b>		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
	<a href="#">Scope of Services</a> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

1. Provide professional development and instructional coaching to school staff.  
 a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes.  
 b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.  
 c) Provide Professional Development for implementation of State Adopted Standards.  
 d) Provide Cultural Competency Professional Development.

#### 2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

1. Provide professional development and instructional coaching to school staff.  
 a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes.  
 b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.  
 c) Provide Professional Development for implementation of State Adopted Standards.  
 d) Provide Cultural Competency Professional Development.

#### 2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

1. Provide professional development and instructional coaching to school staff.  
 a) Provide support for Professional Learning Communities to implement, revise and monitor formative assessments. Analyze data from formative and summative assessments in order to plan instruction to support individual student outcomes.  
 b) Provide Instructional Coaching; content and delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations, feedback.  
 c) Provide Professional Development for implementation of State Adopted Standards.  
 d) Provide Cultural Competency Professional Development.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	66,346
Source	Title 1A

#### 2018-19

Amount	69,837
Source	Title 1A

#### 2019-20

Amount	73,493
Source	Title 1A

Budget Reference	Certificated Salaries and Benefits, \$60,896; Indirect Costs, \$5,450	Budget Reference	Certificated Salaries and Benefits, \$64,109; Indirect Costs, \$5,728	Budget Reference	Certificated Salaries and Benefits, \$67,463; Indirect Costs, \$6,030
Amount	2,288	Amount	2,289	Amount	2,289
Source	Title 1A	Source	Title 1A	Source	Title 1A
Budget Reference	Services and Other Operating, \$2,100; Indirect Costs, \$188	Budget Reference	Services and Other Operating, \$2,100; Indirect Costs, \$289	Budget Reference	Services and Other Operating, \$2,100; Indirect Costs, \$289

## Action 2

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☒ Modified ☐ Unchanged

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

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

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

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

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

c) Positive Behavioral Intervention and Supports (PBIS) Professional Development

c) Positive Behavioral Intervention and Supports (PBIS) Professional Development

c) Positive Behavioral Intervention and Supports (PBIS) Professional Development

### BUDGETED EXPENDITURES

#### 2017-18

Amount	Duplicate
Source	Title 1A
Budget Reference	Duplicate costs: Certificated Salaries and Benefits, \$60,896; Indirect Costs, \$5,450, reference Goal 1, Action 1.
Amount	17,483
Source	Title 1D
Budget Reference	Classified Salaries and Benefits, \$16,047; Indirect Costs, \$1,436
Amount	8,029
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$7,369; Indirect Costs, \$660
Amount	2,179
Source	Title 1A
Budget Reference	Services and Other Operating, \$2,000; Indirect Costs, \$179

#### 2018-19

Amount	Duplicate
Source	Title 1A
Budget Reference	Duplicate costs: Certificated Salaries and Benefits, \$64,109; Indirect Costs, \$5,728, reference Goal 1, Action 1
Amount	18,125
Source	Title 1D
Budget Reference	Classified Salaries and Benefits, \$16,628; Indirect Costs, \$1,497
Amount	8,326
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$7,642; Indirect Costs, \$684
Amount	2,180
Source	Title 1A
Budget Reference	Services and Other Operating, \$2,000; Indirect Costs, \$180

#### 2019-20

Amount	Duplicate
Source	Title 1A
Budget Reference	Duplicate Costs: Certificated Salaries and Benefits, \$67,463; Indirect Costs, \$6,030, reference Goal 1, Action 1
Amount	19,266
Source	Title 1D
Budget Reference	Classified Salaries and Benefits, \$17,675; Indirect Costs, \$1,591
Amount	8,631
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$7,918; Indirect Costs, \$713
Amount	2,180
Source	Title 1A
Budget Reference	Services and Other Operating, \$2,000; Indirect Costs, \$180

### Action 3

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☒ Specific Schools: iCARE ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
     
 ☐ Foster Youth
     
 ☐ Low Income
Scope of Services
☐ LEA-wide
     
 ☐ Schoolwide
     
 OR
     
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
     
☐ Specific Schools:
     
☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☐ New
     
☒ Modified
     
☐ Unchanged

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

**2018-19**
☐ New
     
☐ Modified
     
☒ Unchanged

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

**2019-20**
☐ New
     
☐ Modified
     
☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	4,500.00
Source	Lottery
Budget Reference	Services and Other Operating, \$4,500

**2018-19**

Amount	4,500.00
Source	Lottery
Budget Reference	Services and Other Operating, \$4,500

**2019-20**

Amount	4,500.00
Source	Lottery
Budget Reference	Services and Other Operating, \$4,500

Action **4**

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

Students to be Served
☐ All
     
☐ Students with Disabilities
     
☐ [Specific Student Group(s)]



<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		
<b>OR</b>			
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
	<u>Scope of Services</u>		
	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>iCARE and CARE</u> <input type="checkbox"/> Specific Grade spans: _____		

### ACTIONS/SERVICES

#### 2017-18

☐ New   
☐ Modified   
☒ Unchanged

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

#### 2018-19

☐ New   
☐ Modified   
☒ Unchanged

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

#### 2019-20

☐ New   
☐ Modified   
☒ Unchanged

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	12,019
Source	Title 1D
Budget Reference	Classified Salaries and Benefits, \$11,032; Indirect Costs, \$987
Amount	234,849
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$211,100; Services and Other Operating, \$4,457; Indirect Costs, \$19,292.

#### 2018-19

Amount	12,457
Source	Title 1D
Budget Reference	Classified Salaries and Benefits, \$11,428; Indirect Costs, \$1,029
Amount	242,456
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$217,980; Services and Other Operating, \$4,457; Indirect Costs, \$20,019.

#### 2019-20

Amount	13,246
Source	Title 1D
Budget Reference	Classified Salaries and Benefits, \$12,152; Indirect Costs, \$1,094
Amount	250,333
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$225,206; Services and Other Operating, \$4,457; Indirect Costs, \$20,670.

## Action 5

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☒ Modified ☐ Unchanged

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

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

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

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	10,459
Source	LCFF/Base

#### 2018-19

Amount	10,464
Source	LCFF/Base

#### 2019-20

Amount	10,464
Source	LCFF/Base

Budget Reference	Services and Other Operating, \$9,600; Indirect Costs, \$859
Amount	22,005
Source	Title 1A
Budget Reference	Services and Other Operating, \$20,197. Indirect Costs, \$1,808

Budget Reference	Services and Other Operating, \$9,600; Indirect Costs, \$864
Amount	22,015
Source	Title 1A
Budget Reference	Services and Other Operating, \$20,197. Indirect Costs, \$1,818

Budget Reference	Services and Other Operating, \$9,600; Indirect Costs, \$864
Amount	22,015
Source	Title 1A
Budget Reference	Services and Other Operating, \$20,197. Indirect Costs, \$1,818

Action 6

OR

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

Amount	
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Amount	
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Amount	
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Action 7

OR

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

Amount	
Amount	
Budget Reference	

Amount	
Amount	
Budget Reference	

Amount	
Amount	
Budget Reference	

Action 8

OR

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

Budget Reference	
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Budget Reference	
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Budget Reference	
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# 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.

☐ New ☐ Modified ☒ Unchanged

## Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

[Identified Need](#)

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

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

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

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

2015-2016 Data from California Healthy Kids Survey (CHKS):  
 Students who reported having/feeling Academic Motivation (trying hard, effort) - 24%  
 Students who reported Current Alcohol or Drug Use - 38%

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

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate, chronic absenteeism data, suspension	A. 2016-2017 Pathways Charter School attendance rate - 96.44%	A. Students will maintain 96% attendance rate	A. Students will maintain 96% attendance rate	A. Students will maintain 96% attendance rate

data and California Healthy Kids Survey

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

C. 2016-2017 Data from California Healthy Kids Survey (CHKS):

27% Students who reported having/feeling Academic Motivation (trying hard, effort)

46% Students who reported Current Alcohol or Drug Use

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

B. Out of school suspensions will be decreased by 25% and a new baseline will be established

C. Increase Academic Motivation by 5% on the CHKS and reduce Current Alcohol and Drug Use by 5% on the CHKS

D. Reduce chronic absenteeism rate by 5%

B. Out of school suspensions will be decreased by 25% and a new baseline will be established

C. Increase Academic Motivation by 5% on the CHKS and reduce Current Alcohol and Drug Use by 5% on the CHKS

D. Reduce chronic absenteeism rate by 5%

B. Out of school suspensions will be decreased by 25% and a new baseline will be established

C. Increase Academic Motivation by 5% on the CHKS and reduce Current Alcohol and Drug Use by 5% on the CHKS

D. Reduce chronic absenteeism rate by 5%

## 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

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☒ Specific Schools: iCARE ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged

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

**2018-19**
☐ New ☐ Modified ☒ Unchanged

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

**2019-20**
☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount 62,962  
 Source CRBG  
 Budget Reference Certificated Salaries and Benefits, \$58,708; Indirect Costs, \$5,254.

**2018-19**

Amount 12,038  
 Source CRBG  
 Budget Reference Services and Other Operating, \$11,044; Indirect Costs, \$994

**2019-20**

Amount 5,450  
 Source LCFF/Base  
 Budget Reference Services and Other Operating, \$5,000; Indirect Costs, \$450.

Action **2**

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

Students to be Served
☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☐ Modified    ☒ Unchanged

## 2. Technology for Students

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

**2018-19**

☐ New    ☐ Modified    ☒ Unchanged

## 2. Technology for Students

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

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

## 2. Technology for Students

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

BUDGETED EXPENDITURES**2017-18**

Amount    13,346

Source    LCFF/Base

Budget Reference    Services and Other Operating, \$12,250;  
Indirect Costs, \$1,096

**2018-19**

Amount    13,402

Source    LCFF/Base

Budget Reference    Services and Other Operating, \$12,295;  
Indirect Costs, \$1,107

**2019-20**

Amount    13,453

Source    LCFF/Base

Budget Reference    Services and Other Operating, \$12,342;  
Indirect Costs, \$1,111

Action **3**

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

Students to be Served

☐ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☒ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

☐ LEA-wide    ☒ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☒ Specific Schools: iCARE    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☒ Modified    ☐ Unchanged

3. School Attendance Review Board (SARB)  
a) Bilingual Translator/Parent Liaison

**2018-19**

☐ New    ☐ Modified    ☒ Unchanged

3. School Attendance Review Board (SARB)  
a) Bilingual Translator/Parent Liaison

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

3. School Attendance Review Board (SARB)  
a) Bilingual Translator/Parent Liaison

BUDGETED EXPENDITURES**2017-18**

Amount    5,302

Source    Supplemental

Budget Reference    Classified Salaries and Benefits, \$4,866;  
Indirect Costs, \$436

**2018-19**

Amount    5,400

Source    Supplemental

Budget Reference    Classified Salaries and Benefits, \$4,954;  
Indirect Costs, \$446

**2019-20**

Amount    5,498

Source    Supplemental

Budget Reference    Classified Salaries and Benefits, \$5,044;  
Indirect Costs, \$454

Action **4**

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

Students to be Served

☐ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools    ☐ Specific Schools:    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☒ English Learners    ☒ Foster Youth    ☒ Low Income



Scope of Services

☐ LEA-wide    ☒ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☒ Specific Schools: iCARE and CARE    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☒ Modified    ☐ Unchanged

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

**2018-19**

☐ New    ☒ Modified    ☐ Unchanged

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

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	1,090.00
Source	TUPE
Budget Reference	Services and Other Operating, \$1,000; Indirect Costs, \$90
Amount	23,340
Source	Mental Health
Budget Reference	Certificated Salaries and Benefits, \$21,423; Indirect Costs, \$1,917
Amount	61,484
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, 56,433; Indirect Costs, \$5,051

**2018-19**

Amount	1,090.00
Source	TUPE
Budget Reference	Services and Other Operating, \$1,000; Indirect Costs, \$90
Amount	24,412
Source	Mental Health
Budget Reference	Certificated Salaries and Benefits, \$22,396; Indirect Costs, \$2,016
Amount	63,780
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$58,514; Indirect Costs, \$5,266

**2019-20**

Amount	1,090.00
Source	TUPE
Budget Reference	Services and Other Operating, \$1,000; Indirect Costs, \$90
Amount	25,314
Source	Mental Health
Budget Reference	Certificated Salaries and Benefits, \$23,224; Indirect Costs, \$2,090
Amount	66,140
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits, \$60,679; Indirect Costs, \$5,461

Action

**5**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☒ Specific Schools: iCARE ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☐ Modified ☒ Unchanged

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

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

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

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	3,269
Source	Title 1A
Budget Reference	Books and Materials, \$1,000; Services and Other Operating; \$2,000; Indirect Costs \$269

#### 2018-19

Amount	3,270
Source	Title 1A
Budget Reference	Books and Materials, \$1,000; Services and Other Operating; \$2,000; Indirect Costs \$270

#### 2019-20

Amount	3,270
Source	Title 1A
Budget Reference	Books and Materials, \$1,000; Services and Other Operating; \$2,000; Indirect Costs \$270

Action **6**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☒ Specific Schools: iLearn, iCARE ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

6. Provide Career Technical Education using Career Tech Education Incentive Grant funds.  
a) Provide career exploration classes for middle school students at iLearn.  
b) Provide Career Pathway for high school students at iCARE.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

6. Provide Career Technical Education using Career Tech Education Incentive Grant funds.  
a) Provide career exploration classes for middle school students at iLearn.  
b) Provide Career Pathway for high school students at iCARE.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

6. Provide Career Technical Education using Career Tech Education Incentive Grant funds.  
a) Provide career exploration classes for middle school students at iLearn.  
b) Provide Career Pathway for high school students at iCARE.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	156,414
Source	CTEIG
Budget Reference	Certificated Salaries and Benefits, \$118,565; Books and Supplies, \$20,000;

#### 2018-19

Amount	147,236
Source	CTEIG
Budget Reference	Certificated Salaries and Benefits, \$125,079; Books and Supplies, \$5,000;

#### 2019-20

Amount	154,652
Source	LCFF/Base
Budget Reference	Certificated Salaries and Benefits, \$131,883; Books and Supplies, \$5000;

Services and Other Operating, \$5,000;  
Indirect Costs, \$12,849

Services and Other Operating, \$5,000;  
Indirect Costs, \$12,157.

Services and Other Operating, \$5,000;  
Indirect Costs, \$12,769.

Action **7**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Amount

Amount

Amount

# 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.

☐ New ☐ Modified ☒ Unchanged

### Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

[Identified Need](#)

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

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

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

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

2015-2016 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%  
 2016-2017 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%

2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in English Language Arts - 55% meet or exceed  
 2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Wide Information System, CAASPP and CELDT Assessments, Suspension Data	A. 2016-2017 number of iCARE behavior referrals - 931	A. Students who attend the iCARE program will have a 50% reduction in behavior referrals.	A. Students who attend the iCARE program will have a 50% reduction in behavior referrals.	A. Students who attend the iCARE program will have a 50% reduction in behavior referrals.

	<p>B. 2016-2017 number of out of school suspensions for Pathways Charter School - 166 days</p> <p>C. 2016-2017 percentage of students who achieved language level 4 or 5 on CELDT - 50%</p> <p>D. 2016-2017 percentage of re-designated fluent English proficient pupils who maintained proficiency in English Language Arts - 100%</p> <p>E. 2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in English Language Arts - 55% meet or exceed</p> <p>2016-2017 iLearn results for CAASPP/Smarter Balanced Assessment in Mathematics - 56% meet or exceed</p>	<p>B. Students who attend iCARE/CARE will have a 25% reduction in out of school suspensions.</p> <p>C. 55% of English Learners will reach language levels 4 or 5 on CELDT/ELPAC Assessment.</p> <p>D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language Arts.</p> <p>E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</p>	<p>B. Students who attend iCARE/CARE will have a 25% reduction in out of school suspensions.</p> <p>C. 60% of English Learners will reach language levels 4 or 5 on CELDT/ELPAC Assessment.</p> <p>D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language Arts.</p> <p>E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</p>	<p>B. Students who attend iCARE/CARE will have a 25 % reduction in out of school suspensions.</p> <p>C. 65% of English Learners will reach language levels 4 or 5 on CELDT/ELPAC Assessment.</p> <p>D. 100% of Redesignated fluent English proficient pupils will maintain proficiency in English Language Arts.</p> <p>E. The number of iLearn Academy students who meet or exceed Math and Language Arts Standards will increase by 5% on the CAASPP/Smarter Balanced Assessment.</p>
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### 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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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Scope of Services

☐ LEA-wide    ☒ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☒ Specific Schools: iCARE, iLearn    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☒ Modified    ☐ Unchanged

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

**2018-19**

☐ New    ☐ Modified    ☒ Unchanged

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

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount    149,527  
Source    Supplemental  
Budget Reference    Certificated Salaries and Benefits, \$137,208; Indirect Costs, \$12,280

**2018-19**

Amount    157,437  
Source    Supplemental  
Budget Reference    Certificated Salaries and Benefits, \$144,438; Indirect Costs, \$12,999

**2019-20**

Amount    165,963  
Source    Supplemental  
Budget Reference    Certificated Salaries and Benefits, \$152,260; Indirect Costs, \$13,703

Action **2**

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

Students to be Served

☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools    ☒ Specific Schools: iCARE    ☐ Specific Grade spans:

**OR**

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

Students to be Served

☐ English Learners    ☐ Foster Youth    ☐ Low Income

Scope of Services

☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools    ☐ Specific Schools: iCARE    ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New    ☒ Modified    ☐ Unchanged

2. Enrichment Opportunities  
a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities.  
b) Summer Program - Intervention and Instruction during Summer Months

**2018-19**

☐ New    ☐ Modified    ☒ Unchanged

2. Enrichment Opportunities  
a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities.  
b) Summer Program - Intervention and Instruction during Summer Months

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

2. Enrichment Opportunities  
a) Provide Environmental Outdoor Education, supplemental supplies and other enrichment activities.  
b) Summer Program - Intervention and Instruction during Summer Months

BUDGETED EXPENDITURES**2017-18**

Amount	22,277
Source	Title 1A
Budget Reference	Certificated Salaries and Benefits, \$2,447; Books and Materials, \$8,000; Services and Other Operating, \$10,000, Indirect Costs, \$1,830
Amount	12,760
Source	LCFF/Base
Budget Reference	Certificated Salaries and Benefits, \$11,712; Indirect Costs, \$1,048
Budget Reference	

**2018-19**

Amount	22,354
Source	Title 1A
Budget Reference	Certificated Salaries and Benefits, \$2,508; Books and Materials, \$8,000; Services and Other Operating, \$10,000, Indirect Costs, \$1,846
Amount	13,348
Source	LCFF/Base
Budget Reference	Certificated Salaries and Benefits, \$12,246; Indirect Costs, \$1,102
Budget Reference	

**2019-20**

Amount	22,422
Source	Title 1A
Budget Reference	Certificated Salaries and Benefits, \$2,571; Books and Materials, \$8,000; Services and Other Operating, \$10,000, Indirect Costs, \$1,851
Amount	14,591
Source	LCFF/Base
Budget Reference	Certificated Salaries and Benefits, \$13,386; Indirect Costs, \$1,205
Budget Reference	

**Action 3**

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



<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☒ New
 ☐ Modified
 ☐ Unchanged

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

#### 2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

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

#### 2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	2,724.00
Source	Title 1A
Budget Reference	Services and Other Operating; \$2,500, Indirect Costs; \$224

#### 2018-19

Amount	273
Source	Title 1A
Budget Reference	Services and Other Operating; \$250, Indirect Costs; \$23

#### 2019-20

Amount	273
Source	Title 1A
Budget Reference	Services and Other Operating; \$250, Indirect Costs; \$23

### Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] English Learners</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

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

#### 2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

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

#### 2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	Duplicate
Source	Title 1A
Budget Reference	Duplicate Costs: Certificated Salaries and Benefits, \$60,896; Indirect Costs, \$5,450, Reference Goal 1, Action 1
Budget Reference	

#### 2018-19

Amount	Duplicate
Source	Title 1A
Budget Reference	Duplicate Costs: Certificated Salaries and Benefits, \$64,109; Indirect Costs, \$5,728, Reference Goal 1, Action 1
Budget Reference	

#### 2019-20

Amount	Duplicate
Source	Title 1A
Budget Reference	Duplicate Costs: Certificated Salaries and Benefits, \$67,463; Indirect Costs, \$6,030, Reference Goal 1, Action 1
Budget Reference	

Budget Reference		Budget Reference		Budget Reference	
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## Action 5

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] English Learners
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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5. Use curriculum and instruction to maintain proficiency in English Language Arts (ELA) for redesignated fluent English proficient pupils. Assist students in maintaining ELA proficiency through instructional coaching.

#### 2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
------------------------------	-----------------------------------	---

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

#### 2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
------------------------------	-----------------------------------	---

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	Duplicate
Source	Title 1A
Budget Reference	

#### 2018-19

Amount	Duplicate
Source	Title 1A
Budget Reference	

#### 2019-20

Amount	Duplicate
Source	Title 1A
Budget Reference	

	Duplicate Costs: Certificated Salaries and Benefits, \$60,896; Indirect Costs, \$5,450, Reference Goal 1, Action 1		Duplicate Costs: Certificated Salaries and Benefits, \$64,109; Indirect Costs, \$5,728, Reference Goal 1, Action 1		Duplicate Costs: Certificated Salaries and Benefits, \$67,463; Indirect Costs, \$6,030, Reference Goal 1, Action 1
Budget Reference		Budget Reference		Budget Reference	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$428,848

Percentage to Increase or Improve Services: 18.31%

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

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

Goal 1 Action 2 - Professional Development (PD)/Universal Design for Learning (UDL)/Positive Behavior Intervention and Supports (PBIS) - LEA Wide  
Both UDL and PBIS are Tier 1 interventions in a Multi-Tiered System of Supports (MTSS). They support all students, but benefit unduplicated students by creating a consistent and supportive school environment for learners with additional needs. Implementation of UDL and PBIS create the foundation upon which additional supports are layered.

Goal 1 Action 4 - Counseling services provided by school psychologist - iCARE/CARE Alternative Education

This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in these particular schools are unduplicated. Evidence-based social emotional learning programs and individual counseling are important components of our MTSS Tier 2 and 3 interventions.

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

This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. This resource supports our MTSS Tier 2 and 3 interventions related to improving attendance.

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

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

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

Small group and individualized instruction and an in school alternative to suspension are provided in our alternative setting for expelled or probation/SARB referred youth. We also provide small group and individualized instruction to students who attend iLearn Academy and would benefit from extra support.

Goal 3 Action 2 - Supplemental learning program in June and July - iCARE Community School - Alternative Education

This service is provided in our alternative settings for at-risk, expelled or probation/SARB referred youth. The majority of students in this particular school are unduplicated. The students benefit from opportunities for credit recovery and intensive intervention focused on academic achievement.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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](mailto: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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

## **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for



the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

### Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

#### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark “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 selecting “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:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- 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 UC or 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 CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

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

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

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

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

- A. A broad course of study including courses described under 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

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

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).



(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,992,244.00	3,045,739.00	894,652.00	856,689.00	884,533.00	2,635,874.00
Base	2,181,195.00	0.00	0.00	0.00	0.00	0.00
CRBG	0.00	0.00	62,962.00	12,038.00	0.00	75,000.00
CTEIG	0.00	0.00	156,414.00	147,236.00	0.00	303,650.00
Educator Effectiveness	7,640.00	9,536.00	0.00	0.00	0.00	0.00
LCFF/Base	0.00	2,260,128.00	36,565.00	37,214.00	198,610.00	272,389.00
Lottery	20,551.00	20,132.00	4,500.00	4,500.00	4,500.00	13,500.00
Mental Health	18,674.00	17,486.00	23,340.00	24,412.00	25,314.00	73,066.00
Supplemental	440,830.00	423,334.00	459,191.00	477,399.00	496,565.00	1,433,155.00
Title 1A	283,775.00	283,233.00	121,088.00	122,218.00	125,942.00	369,248.00
Title 1D	39,579.00	31,890.00	29,502.00	30,582.00	32,512.00	92,596.00
TUPE	0.00	0.00	1,090.00	1,090.00	1,090.00	3,270.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,992,244.00	3,045,739.00	894,652.00	856,689.00	884,533.00	2,635,874.00
	2,992,244.00	3,045,739.00	894,652.00	856,689.00	884,533.00	2,635,874.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,992,244.00	3,045,739.00	894,652.00	856,689.00	884,533.00	2,635,874.00
	Base	2,181,195.00	0.00	0.00	0.00	0.00	0.00
	CRBG	0.00	0.00	62,962.00	12,038.00	0.00	75,000.00
	CTEIG	0.00	0.00	156,414.00	147,236.00	0.00	303,650.00
	Educator Effectiveness	7,640.00	9,536.00	0.00	0.00	0.00	0.00
	LCFF/Base	0.00	2,260,128.00	36,565.00	37,214.00	198,610.00	272,389.00
	Lottery	20,551.00	20,132.00	4,500.00	4,500.00	4,500.00	13,500.00
	Mental Health	18,674.00	17,486.00	23,340.00	24,412.00	25,314.00	73,066.00
	Supplemental	440,830.00	423,334.00	459,191.00	477,399.00	496,565.00	1,433,155.00
	Title 1A	283,775.00	283,233.00	121,088.00	122,218.00	125,942.00	369,248.00
	Title 1D	39,579.00	31,890.00	29,502.00	30,582.00	32,512.00	92,596.00
	TUPE	0.00	0.00	1,090.00	1,090.00	1,090.00	3,270.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	380,157.00	392,649.00	406,417.00	1,179,223.00
Goal 2	327,207.00	270,628.00	274,867.00	872,702.00
Goal 3	187,288.00	193,412.00	203,249.00	583,949.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

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