LCFF Budget Overview for Parents

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

CDS Code: 37-754160139451
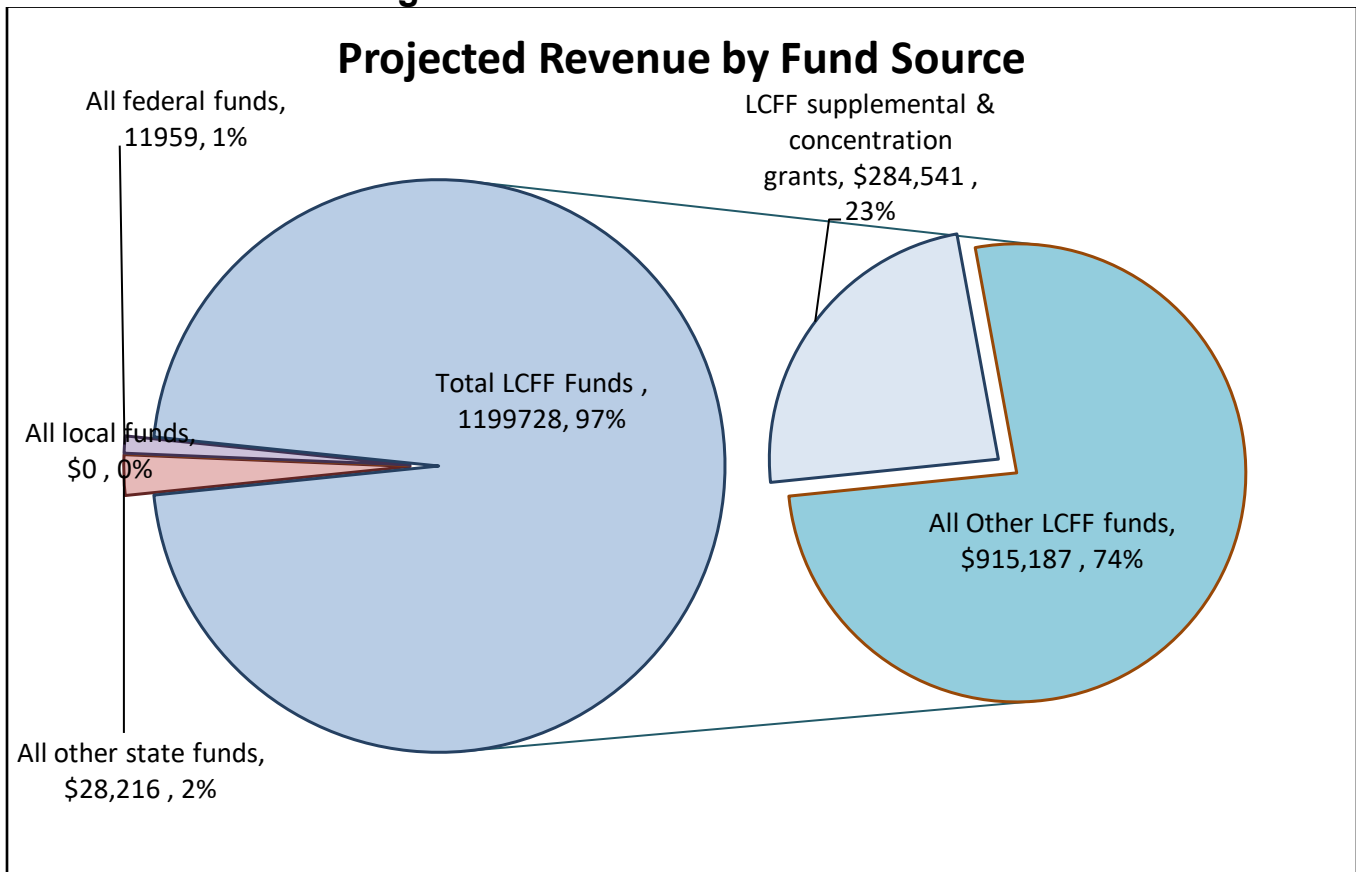
School Year: 2021-22

LEA contact information:

Jarom Luedtke

Director

760-456-5504

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 11959, 1%

LCFF supplemental & concentration grants, $284,541 , 23%

All local funds, $0 , 0%

Total LCFF Funds , 1199728, 97%

All Other LCFF funds, $915,187 , 74%

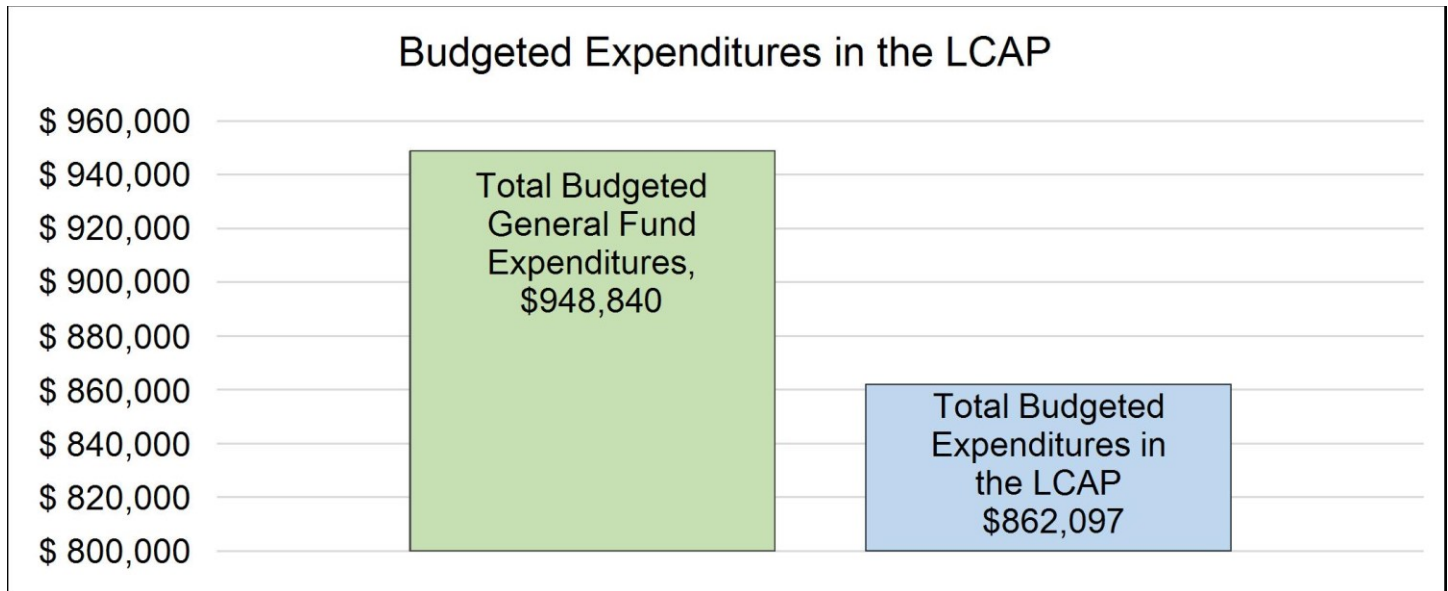All other state funds, $28,216 , 2%

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

The total revenue projected for Pathways Academy Charter School Adult Education - Warner is $1,239,903, of which $1,199,728 is Local Control Funding Formula (LCFF), $28,216 is other state funds, $0 is local funds, and $11,959 is federal funds. Of the $1,199,728 in LCFF Funds, $284,541 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $948,840	Total Budgeted Expenditures in the LCAP $862,097

This chart provides a quick summary of how much Pathways Academy Charter School Adult Education - Warner plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pathways Academy Charter School Adult Education - Warner plans to spend $948,840 for the 2021-22 school year. Of that amount, $862,097 is tied to actions/services in the LCAP and $86,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
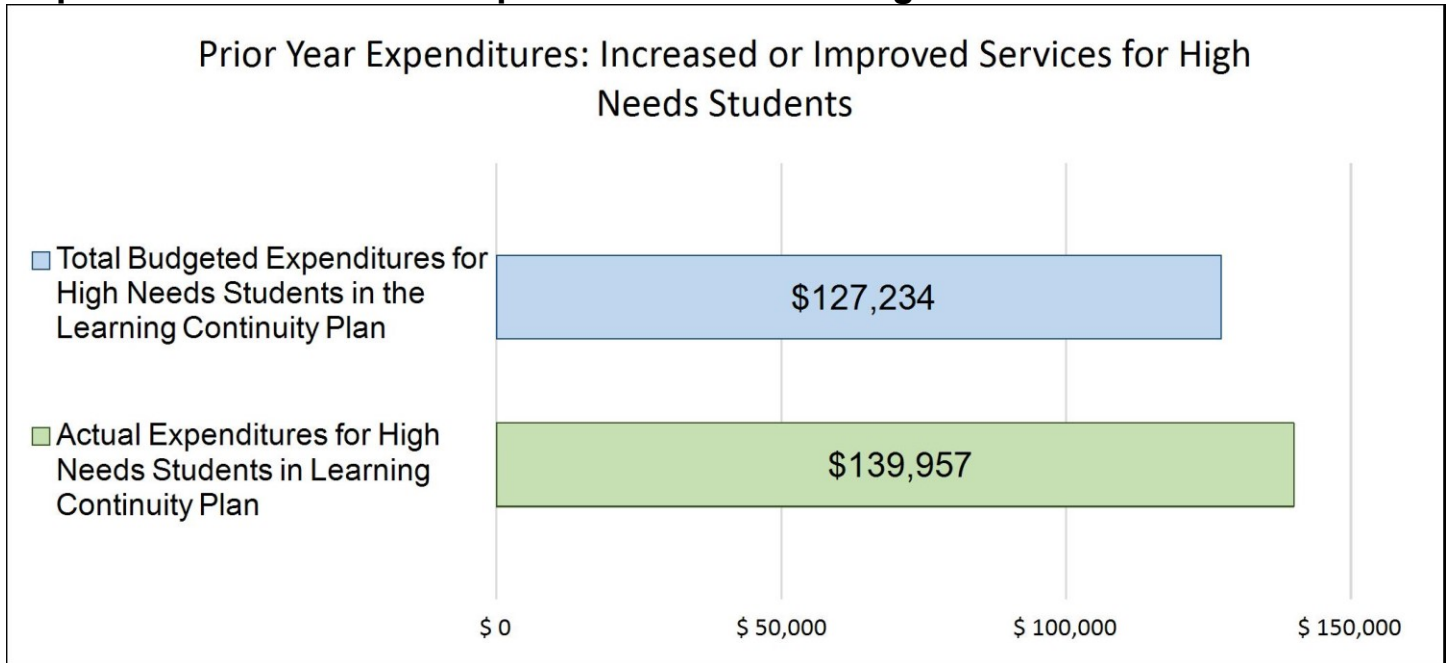
General educational and operational expenses to operate the school's educational program on top of the targeted areas outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pathways Academy Charter School Adult Education - Warner is projecting it will receive $284,541 based on the enrollment of foster youth, English learner, and low-income students. Pathways Academy Charter School Adult Education - Warner must describe how it intends to increase or improve services for high needs students in the LCAP. Pathways Academy Charter School Adult Education - Warner plans to spend $301,874 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $127,234

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $139,957

$ 0 $ 50,000 $ 100,000 $ 150,000

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

In 2020-21, Pathways Academy Charter School Adult Education - Warner's Learning Continuity Plan budgeted $127,234 for planned actions to increase or improve services for high needs students. Pathways Academy Charter School Adult Education - Warner actually spent $139,957 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pathways Academy Charter School Adult Education - Warner	Jarom Luedtke Director	jluedtke@pathwaysacademy.education 760-456-5504

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California Assessment of Student Performance and Progress (CAASPP) Assessment **19-20** Due to Covid-19 there are no CAASPP Data **Baseline** A baseline will be developed from 2020-21 CAASPP Assessment	A baseline will be set the 2020-21 CAASPP ELA and Math Results
Metric/Indicator Graduation Rate **19-20** Due to COVID-19 there are no CA Dashboard Results **Baseline** A baseline will be developed from 2020-21 LCFF Evaluation Rubric levels	A baseline will be developed from 2020-21 LCFF Graduation Rate
Metric/Indicator Increase ELPAC levels annually	Due to COVID-19 and no in person meetings, ELPAC assessment did not occur. A baseline will be established with 2020-21 ELPAC results.

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Expected	Actual
19-20 Due to COVID-19 and no in person meetings, ELPAC assessment did not occur. **Baseline** A baseline will be developed from 2020-21 ELPAC results.	
Metric/Indicator Credits Deficient to Graduate Our goal is to see an increase in the number of students to graduate within one year. **19-20** New metric - the baseline will be set with 2020-21 data **Baseline** Number of students and number of credits needed to graduate 41 Students in the 130 graduation path.	Number of students and number of credits needed to graduate 41 Students in the 130 graduation path. **Number of Students/Credits Deficient to Graduate (130)** _Bar chart showing Number of Students (y-axis) vs Number of Credits Deficient (x-axis):_ 5 - 20: 9/22% 21 - 30: 3/7% 31 - 40: 5/12% 41 - 50: 10/24% 51 - 60: 4/10% 61 - 70: 3/7% 71 - 90: 4/10% 91 - 101: 3/7%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned	Curriculum, Textbooks, Materials and Supplies LCFF $184,247.00	Curriculum, Textbooks, Materials and Supplies LCFF 31179

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems. (All Students) (WASC) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools		
1.2 We will monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review student learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD) (WASC) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　Students with Disabilities **Location(s)** 　All Schools	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 **Locations** 　All Schools		
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students) 　• Online courses, credit recovery, core programs 　• Supplemental curriculum and materials supporting common core standards 　• Extended School year 　• Digital curriculum aligned to common core **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1
1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.	No Cost	No Cost

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

1.5 We will provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. (EL, SWD, FY, LI) (WASC)
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    Students with Disabilities
 	
Location(s)
    All Schools
	No cost	No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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
 	
Locations
   All Schools		

1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented; however, SB98 ADA was locked at 2019/20 P2 amount of 4.78% which had an effect on our funds, enrollment and staffing.

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

Edgenuity is our board-approved selected core curriculum for our online program. Edgenuity is state standards aligned, A-G approved and Common Core aligned. An extensive curriculum review of the major online vendors determined that although Edgenuity has most of the components we need and want, we decided to change our curriculum provider to Edmentum beginning July 1, 2021 because it is the best fit for our program. We constantly review the market and make comprehensive decisions based on standards alignment and resources. Curriculum selection is a collaborative process that begins with our credentialed teachers and students discussing the particular needs of the individual student. The teacher creates an education plan—including the curriculum—that are tailored to the student's learning style, level and preferred educational philosophy, within the guidelines of state standards. The curriculum is designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the teacher, to spend more intensive time and effort in specific areas of need. Additionally, student needs are identified through ongoing assessments to inform and guide appropriate and effective intervention strategies. Also, students are monitored by their homeroom teacher and the Intervention Specialist to identify students that may be off-track on their graduation path so that timely interventions may be put in place to support their progress toward fulfilling their graduation requirements. 100% of adult student LCAP Input Survey participants responded that they have access to grade level curriculum and instruction.

PACSAE has open enrollment throughout the entire year. PACSAE has no control of the number of credits students have when enrolling in our school. The results of the data in the Number of Students/Credits Deficient to Graduate can change due to the credits students have upon enrollment. The data shows that the vast majority of students can graduate within the year based on the current stats. If the students remained enrolled in our program, under the current conditions the credits deficient metric demonstrates that the students 60 credits and below are on track to graduate in a year.

Teachers are provided with Professional Development growth opportunities. PACSAE's 2020-21 Professional Development ensures that we are current with research based best practices and meet state and federal requirements: SDCOE Homeless Liaison Training: McKinney Vento 8-05-20, Professional Development for Social and Emotional, Building Trust with Students, Mental Health and Student Wellness, The Needs of Foster and Homeless Youth, and assisting families with acute needs 8-17-20 through 8-21-20. SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice: September 25, 2020. Keenan Safe Schools: Youth Suicide Prevention Awareness, Prevention and Postvention: September 2020. Edgenuity and Student Information System professional development/training on the use of the programs to monitor student progress and identify the proper tools to use for providing student intervention/support. Additional training occurs during weekly teacher-principal meetings and student performance data reporting. 100% of our teachers are highly qualified.

100% of the survey respondents agree that the curriculum and resources assigned continued to be accessible during the Covid-19 pandemic.
100% of the adult student survey participants responded that they have access to grade level curriculum and instruction.

As a result of the annual review of the LCAP and stakeholder input the following changes to the LCAP will be made and communicated with stakeholders during the LCAP draft input meeting:
Due to an overlap in Goal 1 and Goal 4 action steps and metrics, there will be no Goal 4 in the 2021 LCAP. Goal 4 actions and metrics will be combined within Goal 1.
Goal 1 will be modified: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups. We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.
Actions 4.1, 4.2, 4.3, and 4.4 will be included in Goal 1 actions.
1.2 will be modified to include 1.6. 1.7 and 4.2: Using multiple measures to evaluate each student's level of attaining goals, the Intervention Specialist will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to course completion and to graduate from high school. (WASC) (LI, FY, EL, SWD)
1.3 will be modified to include 4.4: All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content through online courses in the core content, credit recovery and ensure that all struggling students receive needed interventions that include the opportunity for test preparation.
1.5 will be eliminated due to the action step being achieved through students and families receiving support and training through WIOA
1.7 will be renumbered to 1.5

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1.8 will be renumbered to 1.6
1.9 will be renumbered to 1.7
Goal 1 will be identified as a Broad Goal that is focused on improving student performance and measured by more than one metric.
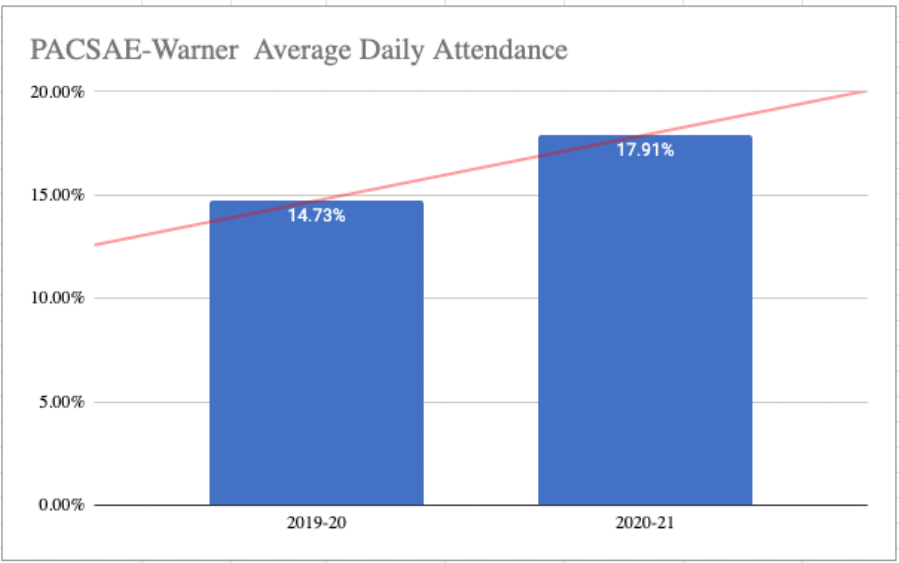
Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
Local Priorities:	Maintain a high ADA

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Decrease Chronic Absenteeism by 2% each year **19-20** 2019-20 ADA: 19.51% **Baseline** A baseline will be set with 2020/21 ADA data	Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% ADA; however, 17.91% reflects the actual 2020/21 P1 ADA.
Metric/Indicator Strive for 0% Expulsion Rate each year Maintain 0% Expulsion Rate	Expulsion Rates 0%

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Expected	Actual
19-20 0% Expulsion Rate **Baseline** 0% Expulsion Rate	
Metric/Indicator Strive for 0% Suspension Rate Maintain 0% Suspension Rate **19-20** 0% Suspension Rate **Baseline** 0% Suspension Rate	Suspension Rates 0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 2% each school year. Availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (WASC) (All Students)	Certificated Salaries and Benefits LCFF $253,676.00	Certificated Salaries and Benefits LCFF 129106.90

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools		
2.3 Frequent contact with parents/students in order to update them on student progress and notify them of events. (All Students) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to classroom instruction as needed. (WASC) (All Students) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% which had an effect on our enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pathways Academy Charter School—Adult Education program is an Adult Education program therefore all involvement is through the students; however, in the case of minor students being enrolled in the school, parents are involved in their enrollment and in the support of their academic achievement. We strengthen relationships between families, programs, authorizers, and the community to create a learning environment that supports everyone. 100% of our teachers are highly qualified and are appropriately assigned. Frequent contact with parents continues to occur during teacher/student weekly meetings. Technology has been purchased and provided as needed. There is ongoing technology training as it pertains to the online curriculum. Teachers and the intervention specialist continue to monitor student attendance. If there is an attendance issue, students are put on an attendance contract and 90% of students that are placed on this contract get back on track.
98% of the survey respondents agree that they had technological devices provided to access instruction and learning support; however, 1 respondent noted that a hotspot was needed. Because the survey responses are anonymous, teachers will survey their students to identify the student that needs a hotspot.
100% of the survey respondents agree that the teacher regularly checks in and provides academic updates and support.

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Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement.
Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation/Input Rates Survey Results Maintain or increase by 2% each year **19-20** 2019 LCAP Input Participation Rates 19 Survey Participants Ethnicity of Survey Participants White 14.3%, Hispanic/Latino 50%, Two or More 14.3%, Af American 14.3%, Pac Islander 7.1% Participant's Ethnicity demonstrates stakeholder engagement and Pathways Academy Charter School - Adult Education's efforts in reaching out to all students and parents and providing an opportunity for participation and input. **Baseline** A baseline will be set with 2020/21 survey results Maintain or increase by 2%	LCAP Input Survey Participation 19 Survey Respondents

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Expected	Actual
Metric/Indicator Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year **19-20** 100% Overall Satisfaction Rate **Baseline** Baseline set 2020/21 survey results Maintain or increase by 2%	Overall Satisfaction Rate 100% of the survey respondents agree that, overall, they feel satisfied with their school.
Metric/Indicator Safety Plan Review and Training **19-20** Safety Plan Review and Training: July and December 2019 **Baseline** Annual Review/Updates and Training Dates	November 2020 - The school safety plan was last reviewed, updated and discussed with the school faculty.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools		

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	No Cost	No Cost

3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	No Cost	No Cost

3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students.	No Cost	No Cost

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

(All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.
(All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Professional Development LCFF Included in 1.5	Professional Development LCFF Included in 1.5

3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools		
3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% which had an effect on our enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Opportunities for students and parents to participate in the LCAP input survey was communicated during teacher/student meetings, and emails: survey participation:
Building relationships and partnerships with our stakeholders occurs through the communication of the dates of governing board meetings, teacher/student meetings, and meetings held by the Director. The development of the partnership with WIOA has provided our students with access to community resources such as health-care, housing, food, and personal and professional training.
100% of the adult student survey respondents agree that they feel safe and welcomed to meet with their teacher to discuss their progress.

100% of the adult student respondents agree that they are valued and respected when collaborating with their teacher or school staff and administration.

As a result of the annual review of the LCAP and stakeholder input the following changes to the LCAP will be made and communicated with stakeholders during the LCAP draft input meeting:
3.2 will be modified to include 3.6: We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL) (All Students)
3.3 will be modified to include 3.5: We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase Graduation Rates by 2% each year **19-20** 2019-20 Graduation Rate All Students (35): 22.9% graduated (declined 18.2%) 2018-19 Graduation Rate All Students (73): 41.4% graduated **Baseline** A baseline will be set with the 2020-21 percent graduated	Due to COVID-19 there is no CA Dashboard Data. A baseline will be set with the 2020-21 percent graduated
Metric/Indicator Increase College/Career Prepared students by 2% each year **19-20** A baseline from the 2019-20 LCFF Dashboard data will be established; however, due to COVID-19 there is no CA Dashboard data.	Due to COVID-19 there is no CA Dashboard Data. A baseline will be set with 2020-21 College/Career Prepared results.

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Expected	Actual
Baseline A baseline will be set with 2020-21 data.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical education opportunities to prepare students for the 21st century workforce and global competencies; and, opportunities for high school/young adults to connect with community resources and agencies. (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1

4.2 Students transitioning from middle to high school will be monitored to keep students "on-track" to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school. (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Provide high quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting graduation and college and career readiness. (WASC) (All Students) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　　All **Location(s)** 　　All Schools	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
4.4 Ensure all students have opportunity for test preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　　Students with Disabilities **Location(s)** 　　All Schools	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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
 	
Locations
    All Schools		

4.5 Review student transcripts for an intercession option for students to make up missed credits (WASC) (All Students)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

4.6 Advanced Placement exam costs for low-income and foster youth who are experiencing a financial hardship is provided through curriculum budget. (LI, FY)	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
 	
Location(s)
   All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% which had an effect on our enrollment and staffing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pathways Academy Charter School - Adult Education, partners with local Workforce Innovation and Opportunity Act (WIOA) offices to provide students with vocational training in conjunction with a high school diploma. Upon completion of their vocational training and high school requirements, graduates are poised to be competitive applicants in high-demand fields of employment.
Students enrolled in WIOA programming receive, Personal and professional development,, Life skills training Leadership development, Career Center resources available Staff support, Networking with local employers and community members.
4.5 will be removed due to credit recovery occurring year round.
4.6 will be removed from the 2021 LCAP due to no advanced placement exam costs; however, if in the future this should occur, the cost will be covered by PACSAE as needed.
Due to an overlap in Goal 1 and Goal 4 action steps and metrics, there will be no Goal 4 in the 2021 LCAP. Goal 4 actions and metrics will be combined within Goal 1.

Goal 1: We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups. We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.
100% of the survey respondents agree that the Transition Coordinator works with them to ensure that they are on track with their educational plan and offers the resources and additional support they need.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not Applicable			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Not Applicable

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Pathways Academy Charter School - Adult Education (PACSAE) is a Non-Classroom Based charter school, and as such does not provide in-person instruction.
Personalized Learning Plans and Core Curriculum
PACSAE utilizes Edgenuity online curriculum to deliver quality online content with Highly Qualified Teachers. Students can access their courses 24/7, working at home at their own pace to finish their high school diploma.
Students receive weekly outreach from their teacher and have access to content teachers via phone, virtual classroom, email or text message. Our core curriculum is aligned to California's academic content standards. Teachers review student work online, give feedback, and virtually support students throughout the week by phone, email, text message, and/or Google Hangouts.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development Keenan Safe Schools Staff Training SDCOE Homeless Liaison Training: McKinney Vento 8-05-20 SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice 9-25-20 Edgenuity and Student Information System professional development provided teachers and staff with training on the use of the programs to monitor student progress and identify the proper tools to use for providing student intervention/support.	$3,000	1721	Yes
Technology to access instruction provided as needed.	$5,000	5067	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% which had an effect on our enrollment and staffing.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Teachers of Record (TOR) meet with students weekly for virtual meetings using Google Hangouts, phone, email, and text messages. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to a research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan. 100% of the LCAP Input respondents agree that the curriculum and resources assigned continue to be accessible during the Covid-19 pandemic.

With a focus on promoting student access to curriculum and continuity of instruction, PACSAE teachers engage students during one-on-one collaborative meetings and the review of their students' coursework. Engaging students by including them in setting personal academic goals and coaching the student to determine and set strategies that they feel best works for them to reach those goals is the

first step. During the teacher and student meetings checking for understanding to get a feel for whether or not the student is truly ready to set off on their own to self-regulate their progress before ending a meeting is done. Utilizing this Universal Design for Learning process allows the teacher to determine if there are supports the student may need to accomplish the goals they have set. Moreover, supports that include one-on-one check-ins occur so that the teacher touches base with the student concerning how they feel they are doing in reaching their goal and an opportunity to collaborate and review topics that might aid in re-engaging the student and motivating them to delve deeper into the topic for a clearer understanding and mastery. Teachers also assure the student that they are available at any time the student may feel he or she needs help along the way. This type of collaboration provides support for all students and all student groups and gives the teacher the opportunity to ensure that their students have access to the curriculum and interventions as appropriate. 100% of the adult student LCAP Input Survey agree that they feel safe and welcome to meet with their teacher to discuss their progress.

English Learners: The Edgenuity ELL curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to students/parents/guardians of English Learners upon request. During virtual student and parent learning period meetings with teachers, it is an opportunity for collaborative work for connecting and condensing ideas, expanding and enriching ideas as needed. Moreover, it is an opportunity for teachers to provide additional ELD support with the use of SDAIE strategies to make learning accessible and comprehensible. The teacher and student meetings also serve to build strong educational relationships.

PACSAE utilizes Edgenuity online curriculum to deliver quality online content with Highly Qualified Teachers. Our core curriculum is aligned to California's academic content standards. Teachers review student work online, give feedback, and virtually support students throughout the week by phone, email, text message, and/or Google Hangouts. All students are provided with required technology to access instructional resources regardless of where they are. If needed, Homeless and Foster Youth students are provided laptops to ensure that there will be no barrier or disruption of their continuity of learning. 98% of the LCAP Input Survey respondents agree that they had technological devices provided to access instruction and learning support; however, 1 respondent noted that a hotspot was needed. Because the survey responses are anonymous, teachers will survey their students to identify the student that needs a hotspot. The Homeless liaison attends training hosted by SDCOE and community and state organizations. This information is shared with the staff in weekly team meetings and in weekly one-on-one director/teacher meetings to address the needs of our students. Our homeless liaison and our teachers of record communicate with wrap around community service providers whenever possible to develop a multi-tiered level of support for student success in school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pathways Academy Charter School - Adult Education hires content area specialists in the core subject areas to provide individual one-on-one targeted instruction to students. In addition to the teachers duties to academically support their assigned students, any PACSAE student that requires specific instructional support in a specific subject, has access to the content areas specialist teacher.	$127,234	97778	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% which had an effect on our enrollment and staffing.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Students complete assignments, quizzes, and tests as required through their Customized Instruction Course outline. Student performance is evaluated through collected work samples and are used to measure and observe progress and verify attendance. Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high- quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. At this time, PACSAE has one adult English Learner enrolled that speaks and reads English; however, translated curriculum and documents can be provided as needed. PACSAE staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services. The Director participated in Leadership meetings focused on COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.

PACSAE Special Education students have the services and attention needed to be successful academically and emotionally. Following social distancing criteria, our Special Education team meet more often than legally required via phone and/or Google Hangouts to ensure students are receiving the services in their IEPs. We implement this heightened attentiveness to all student groups. Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. 100% of the LCAP Input Survey respondents agree that the teacher regularly checks in and provides academic updates and support.

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Pathways Academy Charter School - Adult Education includes computer-based prescriptive assessments. These assessments, which are administered every time a student begins a course are used for immediate diagnostic results to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity computer based prescriptive assessments are given to students to determine student progress, growth, and to identify areas of concern.

During each Learning Period meeting, teachers evaluate student progress towards state standards and offer support when needed. The teachers then work with the student and parent to create assignments which help the student meet any state standards not yet addressed. In addition, EL students, using ELD curriculum, are monitored to make sure that they are progressing properly and are provided additional assistance as needed.

At Pathways Academy Charter School - Adult Education, teachers work closely with students and parents through electronic and verbal communication by keeping them informed of student assessment results. At Learning Period meetings, teachers and parents and students discuss areas of strength, areas of improvement, and set individual goals to help students continue to be successful throughout the year. Teachers provide individualized guidance on the implementation of curriculum and suggest strategies to the student and parent to further support the student's learning. If concerns about progress arise on the part of the parent, student, or teacher, a teacher can initiate a Student Success Team Meeting where goals are set and various relevant interventions are discussed and implemented. Struggling students are frequently monitored by their teacher to ensure ongoing progress throughout the year. Formative and summative assessments are used to assist teachers in aiding their students' growth and progression in each course of study. Teachers use the results of these assessments to develop a course of action that is specific to each student and address any area that requires additional support or acceleration.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The 2020-21 school year has been unprecedented in many ways, including how educators support the mental health and social emotional wellbeing of students. As a specialized independent study online only school serving transitional aged students we are very aware of some of the obstacles of isolation for students and the teaching staff works hard to address student issues in these areas. A success system that we have developed to support student needs in this area is a teacher referral system. When teachers are doing regular check ins with students and notice a change in behavior, responsiveness to communication, or a decline in the completion of tasks the teacher does a preliminary check in asking simple yet direct questions such as "Are there any recent changes we should know about?" "How are you feeling lately?" and other simple questions. Based on student responses teachers make a referral for the student to speak with the Intervention and Transition Coordinator to do a comprehensive needs assessment. After conducting a needs assessment the Intervention and Transition Coordinator coordinates further care and/or support via resources in the student's immediate vicinity. Another successful strategy that has been implemented in the 2020-21 school year is the preventative assessment of student needs via oral interview as the student enrolls followed by additional support for students presenting specific risk factors. 99% of the LCAP Input Survey respondents agree that through teacher meetings, communication of community and state resources are shared.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our teachers are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms. 100% of the LCAP Input of the LCAP Input Survey respondents agree that the teacher regularly checks in and provides academic updates and support.

Communication Plan
To maintain regular communication with students and families, weekly teacher correspondence for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The Director does wellness check-ins with teachers and staff during weekly meetings.

At this time, PACSAE is below the 15% English learner threshold that requires the translation of all communication; however, any form of communication that may require translation or a translator is available as needed. The progress of all our students, including English learners, are of great importance; therefore, the ongoing regular check-ins with our English learner student to ensure that the student is engaged in the completion of the assigned coursework is monitored.

Re Engagement Strategies

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PACSAE maintains and adheres to robust attendance and adequate progress policies. Students who fail to abide by the school attendance policy are monitored and counseled to receive support as needed to improve attendance.

Progress Monitoring
PACSAE uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process.
Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. 100% of the LCAP Input Survey respondents agree that the Transition Coordinator works with them to ensure that they are on track with their educational plan and offers resources and additional support.

Special Education
Students in the PACSAE special education program continue to receive services per their IEP. Any student with face-to-face services were offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet timelines.
PACSAE is committed to providing ongoing support to our students and families during the COVID-19 pandemic.
PACSAE recognizes the importance of identifying community resources that would support the needs of our students and families. We have continued to connect community services such as child care, food sources, health care, and employment opportunities.

97.2% of the input survey respondents agree that the school provides opportunities for parents to give input and participate in student's education.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Pathways Academy Charter School - Adult Education (PACSAE) is a Non-Classroom Based charter school, and as such does not operate a meal program. However, with the closure of businesses and families being out of work, we realized the need to communicate the availability of community food resources. Communication of all resources, including food, is made during teacher weekly check-ins as well as via our partner agencies (OCYC and HarperRand). CA Parent and Youth Helpline provides support and resource referrals during the COVID-19 pandemic (call or text 1-855-427-2736) for services in English, Spanish and other languages. 99% of the survey respondents agree that the through teacher meetings, communication of community and state resources are shared, (1) does not know.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to SB98 ADA was locked at 2019/20 P2 amount of 14.73% which had an effect on our enrollment and staffing.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2020-21 school year has resulted in many disruptions in our student's overall life stability. We have learned that early and often interaction about life circumstances and wellness checks are most appropriate to monitor and provide support for diverse student needs. This includes but is not limited to: wellness checks, referrals to nonprofit organizations, the utilization of other community partners and the development of comprehensive plans to support student needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Monitoring student progress was essential in determining if the supplemental services were effective. Additionally PACSAE conducts preventative assessments to assess the various needs of students and preventatively provide service and support. After the student has progressed with increased monitoring and communication the PACSAE team also engages students in increased correspondence which include various offers of support. Student progression towards goals (both short and long term) are monitored and communicated. Upon completion of their high school diploma and/or transfer to another educational institution students are offered the opportunity to develop a comprehensive plan for future endeavors with consideration of their unique needs. All of the above steps are taken in collaboration with community partners and collaborators in the student's county of residence.
Teachers provide supplemental support and services including private tutoring services and tutorials to provide academic insight. Students are also offered alternative assignments when they have difficulties in coursework. Intervention is offered if these supports are insufficient in supporting the needs of the student.

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A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences; however, Pathway Academy's Increased and Improved services provided support towards meeting the needs of, and improving outcomes for, students who are low income, English learners, and or foster youth. Utilizing data to identify the specific needs of our students led to the collaboration and decision making of our RTI, SST and IEP teams in determining best practices to address the individual needs of each student. Monitoring student progress is essential in determining if the supplemental services are effective.

supplemental support and services including private tutoring services and tutorials to provide academic insight. Students are also offered alternative assignments when they have difficulties in coursework. Intervention is offered if these supports are insufficient in supporting the needs of the student.

100% of our input survey respondents agree that the Intervention & Transition Coordinator worked with them to ensure that they were on track with their educational plan and offered resources and additional support.

100% of our input survey respondents agree that the teacher regularly checked in and provided the student with academic updates and support.

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Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Pathways Academy's curricula has been available throughout the COVID-19 pandemic with little to no disruption to the academic program of our students. However, as a result of COVID-19, we are even more committed to the partnerships we have developed with our families. We continue to monitor our students academic and social and emotional well-being by providing social emotional and mental health counseling for identified students as needed through virtual meetings, collaboration, shared information, webinars, and community resources. Our professional development continues to focus on distance learning, social and emotional learning and youth mental health. We also continue to monitor student progress in course completion and provide support to keep students on track to graduation. 100% of our input survey respondents agree that they feel satisfied with our school.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan
Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

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- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	437,923.00	160,285.90
LCFF	437,923.00	160,285.90

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	437,923.00	160,285.90
Certificated Salaries and Benefits	253,676.00	129,106.90
Curriculum, Textbooks, Materials and Supplies	184,247.00	31,179.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	437,923.00	160,285.90
Certificated Salaries and Benefits	LCFF	253,676.00	129,106.90
Curriculum, Textbooks, Materials and Supplies	LCFF	184,247.00	31,179.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	184,247.00	31,179.00
Goal 2	253,676.00	129,106.90

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

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Pathways Academy Charter School Adult Education - Warner

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$8,000.00	$6,788.00
Pupil Learning Loss	$127,234.00	$97,778.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$135,234.00	$104,566.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$8,000.00	$6,788.00
Pupil Learning Loss	$127,234.00	$97,778.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$135,234.00	$104,566.00

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways Academy Charter School Adult Education - Warner	Jarom Luedtke Director	jluedtke@pathwaysacademy.education 760-456-5504

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Pathways Academy Charter School-Adult Education (PACSEA) delivers quality online content with highly qualified teachers. Students can access their courses 24/7, working at their own pace to finish their high school diploma. Students receive weekly outreach from a teacher and have access to teachers via phone, email, text message or instant message.

Each student receives a personalized learning plan from their teacher with the courses left to meet graduation requirements. Students also get college and career counseling to help them towards their postsecondary goals. On CBEDS day 2020-21, Pathways Academy Charter School - Adult Education (Warner) reported an enrollment of 21 students. This includes the enrollment of 85.7% socio-economically disadvantaged, 9.5% English Learners, 28.6% Special Education, 14.3% Homeless, and 0% Foster Youth. 57.1% of students enrolled in Pathways Academy Charter School - Adult Education (Warner) are Hispanic. Typically, the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma. More than 70% of our students meet the at-risk/at-promise categories. Once enrolled in our school, monitoring student progress and providing support and interventions to keep students on track for graduation is our focus.

Our program is highly flexible, focusing on mastery-based instruction through the Edgenuity online curriculum to deliver quality online content with high qualified teachers. Beginning July 1, 2021, PACSAE will switch to Edmentum for its online curriculum because it is a more effective curriculum for PACSAE's unique at-promise students. Students can access their courses 24/7, working at their own pace. Students take an online exam at the beginning of all core courses. Previous knowledge will result in a decrease in assigned course work, allowing students to

complete courses faster by demonstrating mastery of California content standards. This means that students focus on course work that they struggle with and bypass assignments for which the student has demonstrated content mastery.

School Mission Statement
PACSAE seeks to develop literate educated thinkers and achievers who:
Respect themselves
Respect others
Pursue knowledge
Apply facts and theories to solve problems
Participate productively in the economy and their communities
Become motivated and able to learn for a lifetime

Pathways Academy Charter School - Adult Education partners with local WIOA offices to provide students with vocational training in conjunction with a high school diploma. Upon completion of their vocational training and high school requirements, graduates are poised to be competitive applicants in high-demand fields of employment. Additionally, our Board of Directors are second-to-none and demonstrate the importance of rock-solid school governance with a strong focus on policy development and fiscal health.

Students enrolled in WIOA programming receive:
Personal and professional development
Life skills training
Leadership development
Career Center resources available
Staff support
Networking with local employers and community members

CTE Options available through WIOA:
Phlebotomy technician
Medical Assisting
Pharmacy Technician
Emergency Medical Technician

Reflections: Successes

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

Due to the COVID-19 pandemic there is no California Assessment of Performance and Progress (CAASPP) and no CA School Dashboard information to report. However, we celebrate PACSAE's success in remaining open during the pandemic. Being a non-classroom based charter school that continued to provide an online curriculum during the pandemic provided students the ability to continue their course work

during the stay-at-home orders. 100% of our input survey respondents agree that the curriculum and resources assigned to students continued to be accessible during the COVID-19 pandemic providing them with access to grade level curriculum and instruction.

LCAP Input Survey Results indicates:100% overall satisfaction with the Pathways Academy Charter School - Adult Education school program

Use: Continue staff training on distance learning and evidence based strategies that support students in the completion of their online coursework.

Reflections: Identified Need

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

Due to the COVID-19 pandemic there is no California Assessment of Performance and Progress (CAASPP) to report; however, based on our understanding of our student needs, we recognize the importance of monitoring student progress and identifying struggling students so that we can provide support and interventions to keep students on-track to graduation.

LCAP Highlights

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

Goal 1 - We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners and other unduplicated student groups. We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.
Broad Goal
With a focus on supporting our students to achieve their goal of high school graduation, the goal and actions/services focuses on monitoring each student's progress toward graduation. Based on the needs of our students, continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, Credits Deficient to Graduate, ELPAC are all metrics we monitor to ensure students are on track to graduation.
State Priorities:
1 Basic: Qualified Teachers, Professional Learning, School Climate
2 State Standards: Implementation and adopted academic content
4 Pupil Achievement: Assessment, curriculum, instruction, equity in education
7 Course Access: Adopted course sty grades 1 - 6 Core Subjects
8 Pupil Outcomes: Adopt course of study grades 7 - 12 Core Subjects

Goal 2 - We will promote a high Average Daily Attendance and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

Maintenance Goal

We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. Due to our school not being in session last year, there is no current chronic absenteeism rate data; however, the goal and actions/services are focused on school climate and student engagement to attain a high average daily attendance. Achieving a low chronic absenteeism rate requires that we monitor student attendance during the review of students' work record and coursework.

State Priorities:

1 Basic: Qualified Teachers, Professional Learning, School Climate

2 State Standards: Implementation and adopted academic content

4 Pupil Achievement: Assessment, curriculum, instruction, equity in education

5 Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates

6 School Climate: Sense of Safety and School Connectedness, Equity by recognizing, respecting and attending to the diverse challenges of the students they serve.

Goal 3 - We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

Maintenance Goal

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. Developing a Student/Parent WIOA Advisory Committee ("SWAC") will help to establish student engagement necessary toward promoting a 67% (+) graduation rate.

3.2 includes the development of a Student/Parent WIOA Advisory Committee ("SWAC") will support our effort in building partnerships for student outcomes, student engagement and partnership.

State Priorities:

3 Parental Involvement: Effort to seek parent input, promotion of parent participation in programs for unduplicated students and special needs subgroups

5 Pupil Engagement: School Attendance Rates, Chronic Absenteeism Rates

6 School Climate: Sense of Safety and School Connectedness, Equity by recognizing, respecting and attending to the diverse challenges of the students they serve.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable to PACSAE-Warner

Monitoring and Evaluating Effectiveness

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

Not Applicable to PACSAE-Warner

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LCAP Annual Review committee convened to review each of the LCAP Goals and actions/services to determine their effectiveness and any modifications that would need to be made in order to improve our program.
February 24, 2021 - LCAP Annual Review Process and the scheduling of meeting dates.
Thursday's at 9:00 a.m. collaboration zoom meetings with the Special Programs Coordinator.
Monthly collaboration zoom meetings with WIOA partners.
Wednesday's at 1:00pm collaboration Google Hangout meetings with all PACSAE teachers.
School Board Draft Input: 6/9/21
School Board Public Hearing: 6/9/21
School Board Public Meeting: 6/10/21

A summary of the feedback provided by specific stakeholder groups.

Based on the input during the LCAP annual review, several modifications were made as referenced in the annual review analysis and the modification or development of new goals in the 2020–23 LCAP; however, the importance of the consistent monitoring of student performance and providing ongoing support toward graduation, and interventions to provide academic support to identified struggling students at-risk/at-promise of not completing necessary coursework to earn required graduation credits were important and maintained as actions/services within the LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Program Review: Prior to the finalization of the LCAP, stakeholders participated in the review of the LCAP metrics and a review of the goals and actions/services; as a result, there were modifications made to some of the actions based on aligning the actions and services specifically to the needs of the Pathways Academy Charter School students with a focus on increasing student attendance, engagement, and graduation rates.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Broad Goal
With a focus on supporting our students to achieve their goal of high school graduation, the goal and actions/services focuses on monitoring each student's progress toward graduation. Based on the needs of our students, continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, Credits Deficient to Graduate, ELPAC are all metrics we monitor to ensure students are on track to graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Results	A baseline will be set with the 2020-21 CAASPP Results				2% increase in student performance
CAASPP Math Results	A baseline will be set with the 2020-21 CAASPP Results				2% increase in student performance
Graduation Rate	A baseline will be set with the Year 1 outcome				10% increase annually to achieve 67% or higher graduation rate.
Credits Deficient to Graduate	Number of students and number of credits needed to graduate 41 Students in the 130 graduation path.				5% increase in the number of students with sufficient credits to graduate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency Assessments for California (ELPAC)	A baseline will be set with the Year 1 outcome				2% increase in the ELPAC levels toward Reclassification

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Achievement - Student Achievement	1.1 We will increase the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and provide individualized support.		Yes
2	Monitoring Student Progress - Student Achievement	1.2 Using multiple measures to evaluate each student's level of attaining goals, the Intervention & Transition Coordinator will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track with course completion and on course to graduate from high school. (WASC) (LI, FY, EL, SWD)	$73,914.00	Yes
3	Academic Content - Implementation of State Standards	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing online courses in the core content, access to credit recovery and ensure that all struggling students receive needed interventions that include the opportunity for test preparation. (All Students) (WASC)	$59,908.00	No
4	Professional Development	1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. (WASC)	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
5	Curricular Review and Evaluation - Student Engagement	1.5 Pathways Academy Charter School Adult Education (PACSAE) program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, and grading policies. (ALL) (WASC)		No
6	Post Graduation and Transition Plans - Student Outcomes	1.6 PACSAE program will develop a post graduation student success plan. SPED develops individualized transition plans that support student success post graduation. (ALL, SWD)		No
7	Student Learner Objectives - Course Access	1.7 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (All Students) (WASC)		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	We will promote a high Average Daily Attendance and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	A baseline will be set with 2019-20 dashboard data				Decrease the chronic absenteeism rate by 10% annually achieve lower chronic absenteeism rate annually.
Expulsion Rate	0%				Maintain 0%
Suspension Rate	0%				Maintain 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate	2.1 Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 10% each school year. Availability of RTI at all levels, Intervention & Transition Coordinator, and Credit Recovery Options for Secondary Level (WASC)		Yes

Action #	Title	Description	Total Funds	Contributing
2	Highly Qualified Teachers - Basic Services	2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (WASC) (All Students)	$506,580.00	No
3	Parent Involvement - Student Engagement	2.3 Frequent contact with students/parents in order to update them on student progress and notify them of events. (All Students)		No
4	Chronic Absenteeism - Student Engagement	2.4 We will identify, monitor and support students who are struggling with regular attendance (All)		No
5	Social, Emotional and Mental Health - Community Partnerships	2.5 Continue development of social, emotional and mental health needs of students and staff through WIOA partnerships. (All Students)		No
6	Professional Development - School Climate	2.6 Professional Development/training in Cultural Awareness and Barriers to Learning (All Students)		Yes
7	Youth Mental Health Training - School Climate	2.7 Training in Youth Mental Health First Aid and, training in referral to available community resources through Intervention & Transition Coordinator and school psychologists (WASC) (All Students)		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter level.

An explanation of why the LEA has developed this goal.

Maintenance Goal
Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. Developing a Student/Parent WIOA Advisory Committee ("SWAC") will help to establish student engagement necessary toward promoting a 67% (+) graduation rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Input Survey	Total Survey Participants: 19 Survey participants in student groups that participated in the survey: English Learner: 6.3% Students With a Disability: 12.5% Low Socioeconomic: 75% N/A: 6.2% Ethnicity of Survey Participants White: 14.3% Hispanic/Latino: 50% Two or More: 14.3%				Increase LCAP Input Survey Participation by 2% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Af American: 14.3% Pacific Islander: 7.1%				
Overall Satisfaction Rate	100% of the input survey participants have Overall Satisfaction with this school.				
Safety Plan Review and Training	The Safety Plan was reviewed and is available for viewing upon request.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Engagement/Partnerships	3.1 We will seek stakeholder input and assess our level of engagement through community participation and WIOA and/or other supported partnerships. We will identify our level of meaningful and transparent communication through direct community engagement, regular input meetings, and surveys. (All)		No
2	Partnerships - Parent Involvement	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Student/Parent WIOA Advisory Committee ("SWAC") meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and/or other school social media while ensuring the participation and engagement of our underrepresented families. Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed.	$7,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	School Climate - Stakeholder Relationships	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming learning environment. The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. (WASC) (All Students).		No
4	Operations of the School - Basic Services	3.4 Operations and oversight of school programs of the are maintained by the school's Director with control and oversight provided by the CEO and support from the Collaborative, the school's governing board and the authorizing school district.	$208,247.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.09%	284,541

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

More than 70% of the Pathways Academy Charter School - Adult Education (PACSAE) students meet the at-risk categories. The PACSAE LCAP is focused on providing services and support for all students with the use of supplemental funding that is directed toward unduplicated students to increase and improve services for students who are low income, English Learners, and/or foster youth. Through stakeholder collaboration and input the review of our data on DataQuest and our local assessments, data were analyzed to address specific identified student needs and learning gaps. Actions and services were identified and determined an appropriate and effective use of funds to meeting the needs and improving the outcomes for students who are low income, English Learners, and/or foster youth. To ensure accountability, metrics have been identified and outlined for each goal and are monitored to assess and track student progress and to determine the ongoing effectiveness of the actions and services. EFFECTIVENESS: 19 student LCAP Input Survey Participants, 15.8% ELs, 5.3% Foster Youth, 5.3% IEPs, 68.4% students declined to choose a specific demographic.

Typically the PACSAE students arrive extremely credit deficient, seeking a high school diploma. Goal 1 is focused on the continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation. 1.2 is focused on improving the quality of services by monitoring Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for student performance on state and local data to review student learner outcomes to ensure academic success or refer to the SST or IEP team in a timely manner. To equip students and parents with information and resources, targeted supports for English Leaners are provided by the students' teacher-of-record. Homeless and Foster Youth students are supported with targeted interventions through the homeless youth liaison and credentialed teachers. 1.5 is focused on improving services in quality developing formalized processes for curricular review and evaluation, including graduation requirements, credits, and grading policies. Based on the needs and circumstances of our students continuing our focus on providing services and supporting students, 1.1 improves the quality of student services by increasing the academic achievement of students by engaging in in-depth analysis of student records, California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and provide individualized support. Due to more than 70% of our students meeting the at-risk categories, PACSAE is applying for the Dashboard Alternative School Status (DASS).
EFFECTIVENESS: Students that are identified as struggling, are put on a Student Success Plan and recent local data indicates that 90% are back in good standing within 2 - 4 weeks. 41 students are in the 130 graduation path and local data indicates that 31 students are on track to graduate within one year. 2020-21 total number of credits completed at PACSAE through January 2021 (Semester 1) is 595.5.

PACSAE acknowledges that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. Goal 2 is focused on increasing a high average daily attendance and positive school climate to ensure that our students are engaged. By monitoring our students attendance, time spent on coursework and course completion we increase services to ensure time on task and improve quality of the students work completion. Action 2.1, 2.4, 3.2 are examples of actions that increase services in communication as we identify, monitor and support students who are struggling with regular attendance; and, 2.3 frequent contact and communication with parents so that we can work together in partnership in the progress of their student(s) and to notify them of any school events so that they are partners in education with the school; 3.6 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. moreover, Goal 3 actions and services are focused not only on increasing communication services to ensure stakeholder engagement and participation but also on improving the quality of our stakeholder relations by focusing on establishing connections and partnerships in education with our students and parents as it correlates

with student improvement. Continuing our focus on providing increased and improved services for our unduplicated students includes ensuring communication, connecting our families to community resources, school safety and a safe and welcoming school climate. EFFECTIVENESS: ADA increased 222% from February 2019-20 to February 2020-21 (*however because of SB98 PACSAE is locked at 19.51)

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$862,097.00				$862,097.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$796,689.00	$65,408.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Academic Achievement - Student Achievement					
1	2	English Foster Youth Low Income	Monitoring Student Progress - Student Achievement	$73,914.00				$73,914.00
1	3	All	Academic Content - Implementation of State Standards	$59,908.00				$59,908.00
1	4	All	Professional Development	$5,500.00				$5,500.00
1	5	All	Curricular Review and Evaluation - Student Engagement					
1	6	All	Post Graduation and Transition Plans - Student Outcomes					
1	7	All	Student Learner Objectives - Course Access					
2	1	English Foster Youth Low Income	School Climate					
2	2	All	Highly Qualified Teachers - Basic Services	$506,580.00				$506,580.00
2	3	All	Parent Involvement - Student Engagement					
2	4	All	Chronic Absenteeism - Student Engagement					
2	5	All	Social, Emotional and Mental Health - Community Partnerships					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Foster Youth Low Income	Professional Development - School Climate					
2	7	All	Youth Mental Health Training - School Climate					
3	1	All	Stakeholder Engagement/Partnerships					
3	2	English Foster Youth Low Income	Partnerships - Parent Involvement	$7,948.00				$7,948.00
3	3	All	School Climate - Stakeholder Relationships					
3	4	English Foster Youth Low Income	Operations of the School - Basic Services	$208,247.00				$208,247.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$290,109.00	$290,109.00
LEA-wide Total:	$290,109.00	$290,109.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Academic Achievement - Student Achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	2	Monitoring Student Progress - Student Achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,914.00	$73,914.00
2	1	School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	6	Professional Development - School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	2	Partnerships - Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,948.00	$7,948.00
3	4	Operations of the School - Basic Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,247.00	$208,247.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

Stakeholder Engagement

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

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

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

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

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

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

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

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

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

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

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

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

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

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

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

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

    o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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