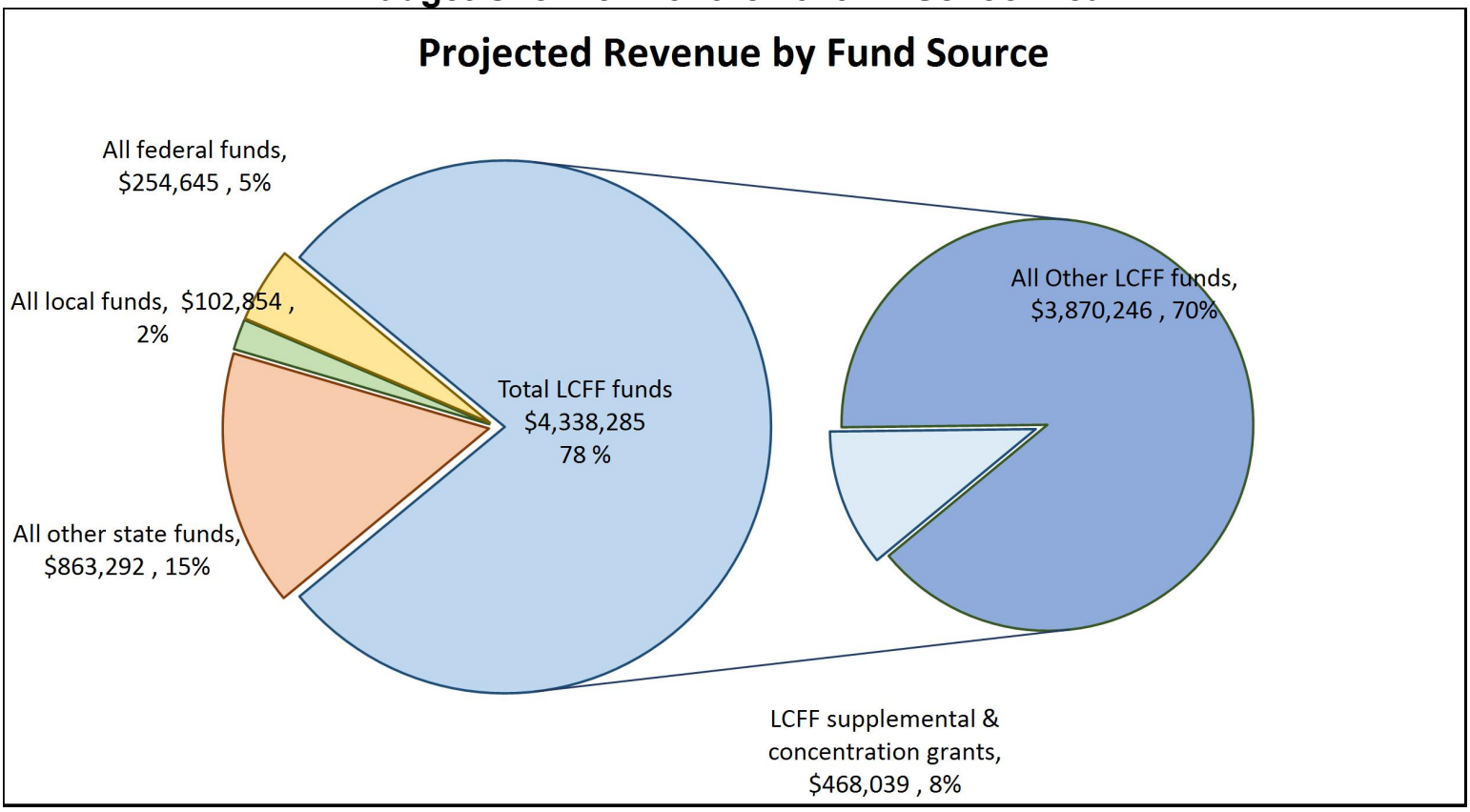
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placer County Office of Education Pathways Charter School
CDS Code: 31 10314 0126904
School Year: 2026-27
LEA contact information:
Susan Connolly
Associate Superintendent
sconnolly@placercoe.org
(530) 745-1440

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 2026-27 School Year

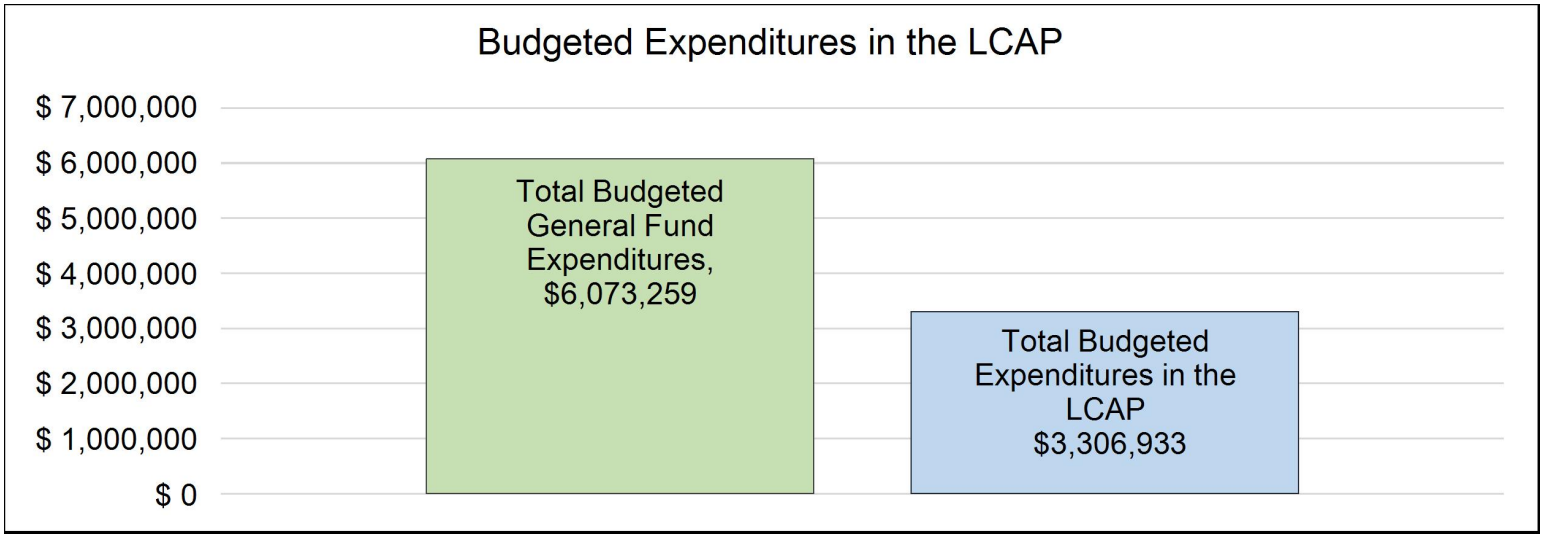


This chart shows the total general purpose revenue Placer County Office of Education Pathways Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placer County Office of Education Pathways Charter School is $5,559,076, of which $4,338,285 is Local Control Funding Formula (LCFF), $863,292 is other state funds, $102,854 is local funds, and $254,645 is federal funds. Of the $4,338,285 in LCFF Funds, $468,039 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Placer County Office of Education Pathways Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Placer County Office of Education Pathways Charter School plans to spend $6,073,259 for the 2026-27 school year. Of that amount, $3,306,933 is tied to actions/services in the LCAP and $2,766,326 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

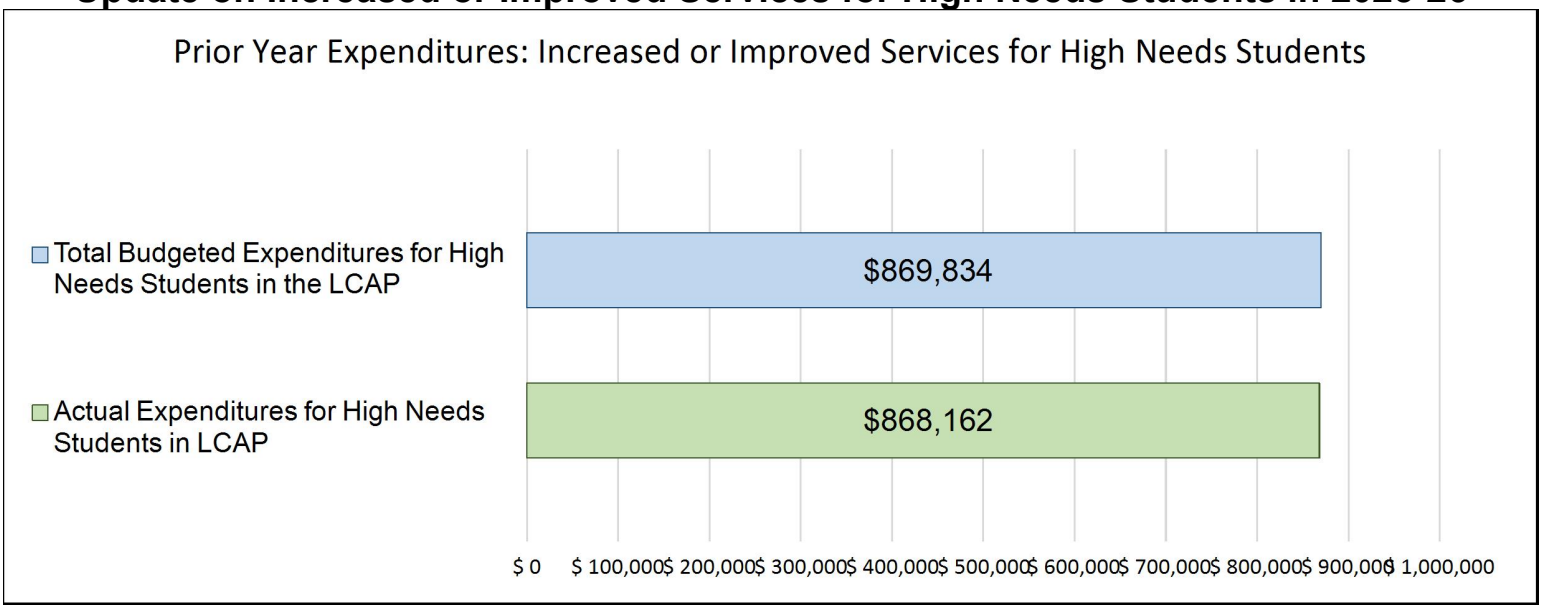
General educational and Special Education services, office support staff, facility costs are not included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Placer County Office of Education Pathways Charter School is projecting it will receive $468,039 based on the enrollment of Foster Youth, English learner, and low-income students. Placer County Office of Education Pathways Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Placer County Office of Education Pathways Charter School plans to spend $889,193 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Placer County Office of Education Pathways Charter School's LCAP budgeted $869,834 for planned actions to increase or improve services for high needs students. Placer County Office of Education Pathways Charter School actually spent $868,162 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,672 had the following impact on Placer County Office of Education Pathways Charter School’s ability to increase or improve services for high needs students:

The difference between budget and actual was very minimal/immaterial, therefore there was no impact on actions and services

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placer County Office of Education Pathways Charter School	Susan Connolly Associate Superintendent	sconnolly@placercoe.org (530) 745-1440

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Situated in the Sierra Foothills, the Placer County Office of Education (PCOE) serves over 76,000 students in 16 school districts. To support Placer County students, PCOE offers a range of programs and services tailored to meet their needs. This task is accomplished by providing specialized programs for students, developing highly qualified staff, and ensuring fiscal accountability and expenditure management.

The Placer County Pathways Charter School, a non-classroom-based charter, is located at multiple sites in Placer County. As a Placer County Office of Education school, Pathways Charter School serves students in transitional kindergarten through grade twelve (TK-12). Pathways Charter completed the charter renewal process in 2025 for a five-year term, which expires on June 30, 2030.

Pathways Charter School serves students in several distinct programs:

Pathways iLearn Academy is an independent study program that serves families with children in grades TK-8 who choose to educate their children using a traditional or hybrid independent study model. iLearn Academy believes that independent study can be a viable educational alternative. iLearn teachers collaborate with parents and students to provide a rigorous, common core standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to web-based learning, on-site enrichment classes, field trips, and school-wide events, promoting community and connections with others. iLearn Academy typically serves 200 students annually.

Pathways iCARE is a county community school program serving seventh through twelfth graders who are probation-referred, have been expelled, or have been voluntarily placed by a parent. iCARE offers a small classroom setting with individualized instruction and support, as well as a voluntary independent study option. Additionally, students can enroll in Career Technical Education (CTE) classes and courses that offer college credit. These high school classes offer an integrated curriculum for students who thrive in experiential learning environments. Lessons are engaging and prepare students for a specific career pathway and entrance into community college. All instructors integrate standards with real-world applications to develop relevant learning. Pathways iCARE is accredited by the Western Association of Schools and Colleges (WASC). Pathways iCARE typically serves 100 students annually.

The Come Back Program is a voluntary, independent study program specifically designed to address the academic needs of students aged 17 to adult who have not completed high school and wish to obtain a high school diploma. The Come Back Program supports students who have dropped out, are not currently enrolled in any school, or face barriers that make daily attendance challenging. The Come Back Program educates students who are credit deficient, provides opportunities and resources to enhance career and workforce readiness skills, offers individualized instruction, and supports students in achieving a high school diploma. The Come Back Program is WASC-accredited and typically serves 160 students annually.

Pathways Charter School has a highly variable student enrollment. The 2024-2025 Stability Rate for Pathways Charter School was 54% (218 out of 404 students). The 2024-2025 Stability Rate decreased by .5%. Students have a stable enrollment during the academic year if their enrollment record is a minimum of 245 consecutive calendar days at the same school without exiting, as reported by Data Quest. In comparison, the 2024-2025 Placer County stability rate is 92.8%, and the statewide stability rate is 91.5%. Additionally, the highly variable student enrollment and low student numbers result in significant fluctuations in metrics from year to year.

Due to the transient nature of student enrollments at Pathways iCARE, traditional academic cohort data is unavailable and is not an appropriate indicator of student progress. This includes California Assessment of Student Performance and Progress (CAASPP) metrics, the English Language Proficiency Indicator, A-G Course completion, Career Technical Education pathway completion, advanced placement examination passage, other CA Dashboard College and Career Indicator metrics, and middle school and high school dropout rates. Due to the large number of students enrolled in the Independent Study model, school attendance and chronic absenteeism rates do not apply to Pathways Charter School. Student progress is measured three times per year using a norm-referenced assessment to determine if students have met specific reading, language usage, and math growth targets.

Pathways Charter School is utilizing the Community School Base Grant to support small class sizes, expanded Tier II academic intervention systems, and supplemental school days for credit recovery. The Student Support and Enrichment Block Grant will ensure enhanced mental health support services for all students.

Reflections: Annual Performance

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

SUMMARY: The most recent CA Dashboard and local data reflect the following information:

- Pathways Charter School's one-year graduation rate was 98.2% in 2024-2025 (56/57 students).
- Pathways Charter School's chronic absenteeism rate increased 2.6% to 4.5% in 2024-2025 (2025 CA Dashboard).
- Pathways Charter School's Suspension Rate declined by 1% to 2.5% in 2024-2025 (2025 CA Dashboard).

- Pathways Charter CAASPP (California Assessment of Student Performance and Progress) Participation Rate was 99% (155/156) for all students (2025 CA Dashboard).
- The Pathways Charter ELPAC (English Language Proficiency Assessments for California) Participation Rate was 100% (2025 CA Dashboard).
- iLearn Academy maintained platinum medal status, and iCARE maintained silver medal status in Statewide Recognition for Positive Behavioral Interventions and Supports (PBIS) implementation.
- iLearn students who responded to the PBIS School Climate Survey maintained a strong average response score of 3.26 (on a scale of 1-4).
- iLearn staff and families responding to the PBIS School Climate Survey expressed high confidence in the structure for teaching and learning, school safety, instructional environment, and interpersonal relationships. In addition, iLearn climate survey responses from staff and families related to parental involvement increased for the second year (3.4 out of 4).

Academic Outcome Data -

Pathways Charter School utilizes the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) as a local assessment to measure individual student growth against national normative growth targets. NWEA MAP Reading, Language Usage, and Math assessments are administered in alignment with national testing windows in the Fall, Winter, and Spring.

Each student's growth target is the average normative growth, which considers a student's enrolled grade, initial achievement level, and the number of weeks of instruction received. Even within the same grade, within a single school, one student's growth target may be larger than another's, depending on their initial achievement levels. Nationally, one could reasonably expect that about 50% of all students should meet their growth targets.

NWEA MAP is an adaptive assessment. That means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions become more challenging. As the student answers incorrectly, the questions get easier. By the end of the test, most students will have answered about half the questions correctly.

Unlike standardized tests, NWEA MAP is administered periodically during the school year. Standardized tests are usually designed to measure what students already know based on what is expected at their grade level. NWEA MAP Growth is designed to measure student achievement in the moment and growth over time, regardless of grade level. Pathways Charter School collects and analyzes NWEA MAP data regularly to monitor student achievement, inform instruction, and support the development of the Pathways Charter School Local Control and Accountability Plan.

NWEA MAP Assessment Results (iCARE) - Reading:

2024-2025
- 56% (15 out of 27) of iCARE students meet or exceed NWEA MAP growth targets
- 71% (5 out of 7) SwD
- 56% (15 out of 27) SED
- 50% (8 out of 16) Hispanic

- 33% (2 out of 6) EL

2025-2026
- 62% (13 out of 21) of iCARE students meet or exceed NWEA MAP growth targets
- 100% (2 out of 2) SwD
- 64% (7 out of 11) SED
- 88% (7 out of 8) Hispanic
- 33% (1 out of 3) EL

NWEA MAP Assessment Results (iCARE) - Language Usage:

2024-2025
- 37% (10 out of 27) of iCARE students meet or exceed NWEA MAP growth targets
- 33% (2 out of 6) SwD
- 37% (10 out of 27) SED
- 18% (3 out of 17) Hispanic
- 33% (2 out of 6) EL

2025-2026
- 39% (7 out of 18) of iCARE students meet or exceed NWEA MAP growth targets
- 100% (2 out of 2) SwD
- 44% (4 out of 9) SED
- 50% (3 out of 6) Hispanic
- 33% (1 out of 3) EL

NWEA MAP Assessment Results - Math (iCARE):

2024-2025
- 59% (16 out of 27) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 86% (6 out of 7) SwD
- 59% (16 out of 27) SED
- 63% (10 out of 16) Hispanic
- 33% (3 out of 6) EL

2025-2026
- 53% (9 out of 17) of all Pathways Charter students meet or exceed NWEA MAP growth targets
- 0% (0 out of 2) SwD
- 25% (2 out of 8) SED
- 67% (4 out of 6) Hispanic

- 33% (1 out of 3) EL

CAASPP Assessment Results (iLearn):

At iLearn, grades 3-8 participated in the summative end-of-year (CAASPP) in English Language Arts, Math, and Science.

2023-2024
- 69% of iLearn students met or exceeded the standard in ELA (the State average was 47%, and the county average was 59%).
- 60% of iLearn students met or exceeded the standard in Math (the State average was 36%, and the county average was 50%).
- 60% of iLearn 5th and 8th grade students met or exceeded the standard in Science (the State average was 31%, and the county average was 44%)

2024-2025
- 66% of iLearn students met or exceeded the standard in ELA (the State average was 49%, and the county average was 61%).
- 57% of iLearn students met or exceeded the standard in Math (the State average was 37%, and the county average was 52%).
- 59% of iLearn 5th and 8th grade students met or exceeded the standard in Science (the State average was 33%, and the county average was 45%)

California School Dashboard - College and Career Indicator
- 2024 All students: 1.5% of students are prepared, 2.9% of students are approaching prepared - Red on CA Dashboard
- 2024 SED: 1.7% of students are prepared - Red on CA Dashboard

- 2025 All students: 2.9% of students are prepared, 2.9% of students are approaching prepared - Red on CA Dashboard
- 2025 SED: 3.2% of students are prepared - Red on CA Dashboard

Pathways Charter School is addressing the CCI for All Students and SED students in Actions 2.4 and 2.6 by providing access to dual enrollment courses and Career Technical Education.

SUMMARY:

iLearn CAASPP scores show increased ELA performance over the past four years (51%, 67%, 69%, 66%). Though iLearn Math and Science scores also showed an increase (46%, 52%, 60%, and 57% for Math and 27%, 50%, 60%, 59% for Science), fewer students are meeting or exceeding the standard in Math and Science than ELA over time.

iLearn has made progress in decreasing the gap in CAASPP ELA scores between SwD and their non-SwD peers: In 2023-2024, the gap was 43 points with SwD (38%) and non-SwD (75%), and in 2024-2025, the gap shortened to 73 points with 38% of SwD and 75% of non-SwD students meeting or exceeding the standard. There is an achievement gap for SwD students at iLearn that has remained constant with a 34 point differnece bewteen SwD (33% in 2024-2025 and 31% in 2025-2026) and their non-SwD peers (67% in 2024-2025 and 65% in 2025-2026).

Pathways Charter School typically has fewer than 15 English Learner students each year, and even fewer have pre- and post-MAP scores. The percentage of EL students who meet growth targets is inconsistent from year to year (ranging from 33% to 71%). Further, 100% of EL students enrolled at iCARE are Long Term English Learners (LTELs). Teachers continue to appreciate and request English Language Development (ELD) supports.

Pathways Charter will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available. Pathways Charter School plans to maintain and build upon this success in the following ways:

- Continue analyzing MAP pre- and post-assessment information to differentiate instruction to increase student achievement.
- Continue to analyze data from formative and summative assessments to plan instruction to support individual student outcomes.
- Continue to support instructional coaching to provide teachers with content training, co-plan/co-teach opportunities, and observation/feedback to improve instruction.
- Commit to ongoing professional learning and collaboration activities to support teachers in implementing, revising, and monitoring formative assessments.
- Continue implementing tiered PBIS systems and practices that impact positive school climate, safety, and engagement.
- Maintain access to CTE courses to increase enrollment in CTE Pathways and credits earned.
- Maintain content-specific professional learning sessions.
- Continue to support subject-specific academic interventions, small-group instruction, and credit recovery.

Pathways Charter staff will take the following steps to address the areas with the greatest need for improvement:

- Enhance instructional coaching cycles by differentiating support to meet individual teacher needs and readiness.
- Introduce individual ELPAC goal setting and individual test windows with all English Learners enrolled during the ELPAC test window.
- Introduce teacher-led professional development sessions for iLearn parents as teachers.
- Collaborate with PCOE’s Transition Partnership Program (TPP) to support the coordination of Career Connections Activities.
- Continue to provide robust school-wide Tier I PBIS practices and tiered social-emotional behavioral interventions.
- Implement newly developed systems to screen for and provide tiered academic interventions, including a focus on referring to current NWEA MAP data to prioritize areas of need.

Pathways Charter will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available.

On the 2023 Dashboard, the All Students group received the lowest performance level of "very low" on the College and Career Indicator (CCI).

Pathways Charter School has unspent Learning Recovery Emergency Block Grant Funds (LREBG) that will be utilized for Goal 3, Action 4 - Community Schools Coordination.

- To meet the needs of preparing students for college and career readiness, the Community Schools team will provide additional support for students experiencing barriers to consistent school attendance, engagement, or wellness.

Reflections: Technical Assistance

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

N/A

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.

Placer County Pathways Charter School

Support for Identified Schools

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

Placer County Office of Education applied for CSI funding for Pathways Charter School. Staff and educational partners conducted a needs assessment to identify potential underlying causes for the low four- and five-year graduation rate in 2022-2023, 2023-2024, and 2024-2025.

Pathways Charter School is a county community school eligible for CSI due to its four and five-year graduation rate. Until the 2022 CA Dashboard, Pathways Charter School was not eligible for CSI because a one-year graduation rate was utilized for DASS schools. However, since Pathways Charter School is a county community school that serves expelled and probation-referred students and does not have a traditional cohort model, it will be challenging to effect change related to the four- and five-year graduation rate.

Pathways Charter School's needs assessment team reviewed the following data:

Pathways Charter Graduation Rate Data (CA Dashboard) -

2022-2023
- 100% (51/51) of Pathways Charter students graduated in the one-year cohort
- 72% (59/82) of Pathways Charter students graduated in the four and five-year cohort

2023-2024
- 100% (52/52) of Pathways Charter students graduated in the one-year cohort
- 57% (44/77) of Pathways Charter students graduated in the four and five-year cohort

2024-2025

- 98.2% (56/57) of Pathways Charter students graduated in the one-year cohort
- 72.9% (62/85) of Pathways Charter students graduated in the four and five-year cohort

Based on a review of the data, the needs assessment team identified the following:

- The credit deficiencies of incoming Pathways Charter high school students are significant. Unsurprisingly, many high school students require additional time and support to complete the Pathways Charter School graduation requirements.
- Students require opportunities for credit recovery, intensive academic counseling, and access to engaging instruction that is rigorous and relevant.
- Students also need increased access to transcripts to support the development of an Individual Learning Plan.

Pathways Charter School's needs assessment developed the following plan to improve the school's graduation rate and provide comprehensive support and improvement:

1. Four- and five-year cohort data will be analyzed to verify their accuracy and ensure that the student information system accurately represents graduation rate data.
2. One-year graduation rate data will continue to be monitored and reported as an LCAP metric annually.
3. Student engagement and progress in meeting graduation requirements will be supported by instructional coaching and the use of the Reading with Relevance curriculum. Instructional coaching implementation and effectiveness are monitored in monthly meetings between site administrators and instructional coaching team members, and coaching sessions and progress are tracked within a shared tracking form.
4. Students will continue to have credit recovery opportunities, including a supplemental summer program and access to an online learning platform with A-G courses.
5. Academic Counseling will be provided to all high school students. Metrics are in place to track both implementation and effectiveness.
6. Student transcripts will be reviewed regularly for accuracy.
7. Selected leadership team members will receive training and coaching in Improvement Science to assist in conducting root cause analyses and plan development to address graduation rate and related areas of need.
8. Certificated staff will provide additional academic intervention support to eligible students and provide professional development offerings for parents serving as Independent Study teachers. Staff will monitor student progress toward individual academic goals while students are engaged in additional academic intervention support. The team will monitor the effectiveness of the professional development offerings for parents by administering parent satisfaction surveys.

Monitoring and Evaluating Effectiveness

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

Pathways Charter School will continue to monitor CA Dashboard Graduation Rate data at the four- and five-year graduation rate, as well as the one-year graduation rate (for DASS schools). Additionally, LCAP actions will continue to focus on improving data quality, providing instructional coaching, and offering academic counseling, with annual evaluations.

The Leadership Team will review the instructional coaching tracking log every two weeks to monitor the delivery of coaching cycles. Principals will monitor individual teacher progress toward goals set during coaching cycles. The team will also assess coaching effectiveness by reviewing student progress on formative and summative assessments.

The Academic Counselor and iCARE Principal will monitor transcripts and credit recovery needs of students through their Individual Learning Plans (ILPs), which are completed upon enrollment and updated at least every grading period (ILP completion is measured by metric 2.7). A-G course progress is monitored via Metric 2.2, which aims for 85% of A-G courses to be completed with a C or better. Academic counseling also includes support with FAFSA completion, providing college and career connection activities, supporting dual enrollment via Rising Scholars classes through Sierra College, and referring graduating ComeBack students to Golden Sierra Job Training Agency; these are all monitored by either outcome or implementation metrics in Goal 2 (Metrics 2.3, 2.4, 2.6, and 2.9).

The effectiveness of increasing the leadership team's capacity to utilize improvement science will be monitored through the graduation rate-related goal established in the Improvement Science Coaching Collective year-long project.

Staff will also conduct periodic reviews of transcripts to ensure their accuracy.

Additional academic intervention support will be monitored by measuring individual student progress on formative assessments related to the goals set forth for them prior to receiving additional support. Parents will also be asked to complete satisfaction surveys about the quality, alignment, and effectiveness of professional development offerings.

Pathways Charter School will evaluate the plan through tracking graduation rate and focusing on strategies to support positive graduation outcomes in annual educational partner feedback sessions with Pathways Charter staff, families, students, and additional educational partners. Every year, educational partner feedback will be analyzed in conjunction with related outcome and implementation data to determine whether the actions and CSI plan have been effective or should be modified.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	2025-2026 engagement: Teachers completed the PBIS School Climate Survey (for School Personnel) in November 2025. In addition, teachers attend monthly Tier I PBIS meetings, where they actively provide feedback on the implementation of PBIS actions included in Goal 3. A structured LCAP feedback session was held at each school site on February 23, 2025, where both verbal and electronic survey feedback were collected. Summaries of teacher feedback were then provided to the site teams for their review.
Principals/administrators and district leadership	2025-2026 engagement: Throughout the year, district administrators and site principals met twice monthly with the LCAP team to analyze progress on LCAP actions and metrics and discuss whether changes or adaptations were warranted. Principals also participated in the in-person LCAP feedback session on February 23, 2026. On March 19, 2026, principals met with the LCAP development team to discuss strategies and supports related to Comprehensive Support and Improvement. In March and April 2026, Principals reviewed staff and family LCAP feedback and survey responses, and considered those themes when making recommendations on LCAP actions and metrics. In April 2026, site principals and district leadership rated progress on Local Indicators, including the feedback received from families on Indicator 3, Family Engagement.
Other school staff	2025-2026 engagement:

Educational Partner(s)	Process for Engagement
	The Academic Counselor, CTE teachers, Program Manager of Community Schools, and Student Support Practitioner participated in the February 23, 2026, LCAP feedback session. In addition, the Academic Counselor and CTE teachers completed the PBIS School Climate Survey in November 2025. The Academic Counselor also participated in individual in-person feedback interviews related to Goal 2 actions and metrics.
Students	2025-2026 engagement: English Learner and Long-Term English Learner students were interviewed individually in person to gain their insight about their experiences and needs as English Learners. Students were given the opportunity to provide feedback through online PBIS School Climate Surveys, the California Healthy Kids Survey (CHKS - iLearn only), and targeted online surveys using Kelvin Pulse (e.g., social-emotional needs and competencies). Select students also participated in monthly Parent Advisory Committee meetings and provided feedback in that structured context. Feedback opportunities were also offered to students during individual meetings with various school staff throughout the year. iCARE's Leadership Class and Student Board Member also provide feedback and recommendations about the implementation of LCAP actions.
Families/guardians	2025-2026 engagement: Families were provided multiple feedback opportunities throughout the year, including: California Healthy Kids Survey for families (iLearn only), the PBIS School Climate Survey, an online survey about parent satisfaction with teacher communication and responsiveness (iLearn only), surveys related to Local Priority 3 (Family Engagement), and online surveys that focused on feedback about the Pathways Charter LCAP. An in-person LCAP feedback session was also provided for iLearn families on March 5, 2026. Families of iCARE students have ongoing opportunities to share feedback at monthly Parent Advisory Committee (PAC) meetings. Families of English Learners and Long-Term English Learners were contacted individually in February 2026 (by phone and email) to ask specific questions about their students' needs as English Learners.

Educational Partner(s)	Process for Engagement
	Pathways Charter does not have enough English Learners to require a formal ELAC.
Other educational partners	2025-2026 engagement PCOE's LCAP development team held four meetings with PCOE instructional coaches throughout the 2025-2026 school year to discuss progress and needs related to effective instructional practices and increased student achievement. Along with site principals, this team discussed revisions to actions and metrics within LCAP Goal 1. In addition, the site principals met regularly with instructional coaches to discuss support needs and progress related to LCAP Goal 1. LCAP writers gathered feedback from Board Liaisons during four meetings between January 2026 and April 2026. Feedback was gathered from Placer County SELPA representatives on May 28, 2026. Members of the county-wide Plan for Expelled Students Committee had opportunities to provide feedback about services for expelled students served at Pathways Charter during meetings held three times per year. Latino Leadership Council (LLC) and CSOC/CalVoices Bi-Lingual Family Advocates were contacted in February 2026 and asked to provide feedback on specific questions regarding the needs and experiences of English Learners and their families in PCOE's court and community schools. Placer County Probation leaders provided feedback through attending quarterly collaboration meetings with Pathways Charter team members. PCOE's Foster and Homeless Youth Liaison was invited to attend monthly LCAP check-in meetings and also participated in a meeting with the LCAP development team regarding actions supporting foster youth and school stability in March and April, 2026.
Parent Advisory Committee (PAC)	2025-2026 engagement:

Educational Partner(s)	Process for Engagement
	Families, staff, administrators, community partners, and student representatives were invited to participate in monthly Parent Advisory Committee (PAC) meetings to provide feedback about program strengths and needs related to all LCAP goals. The draft revised LCAP was presented for feedback at the May 28, 2026, PAC meeting. Pathways Charter does not have enough English learners to require an ELAC.

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

2025-2026 educational partner feedback and its influence on the adopted LCAP:
The following highlights how Educational Partner Feedback provided in 2025-2026 influenced planning and revisions to the 2024-2027 Charter School LCAP. Positive feedback that did not lead to any revisions is not included in the summary below.

GOAL 1: Increase academic achievement for all students.

Action 1.2 (Instructional Coaching):
Teachers appreciated that the current coaching structure is practical, personalized, flexible, and skill-building. Coaches' expertise, the ability to model instruction, and their focus on actionable strategies make the coaching meaningful and directly beneficial to classroom practice. While most staff feel the coaching system is working well, the main areas for improvement noted by teachers include:

- Avoiding coaching that feels like a time burden
- Ensuring coaching topics match teacher needs
- Strengthening math-specific coaching
- Providing more consistency in assigned coaches year to year

As a result, Action 1.2 was amended to allow instructional coaches flexibility to differentiate coaching content and frequency based on teacher needs. This was informed by requests from the coach and teacher to increase the meaningfulness of coaching supports.

Action 1.3 (Support Long Term English Learner students with increasing English proficiency):
100% of iCARE staff either agreed or strongly agreed that the UDL/ELD strategies they learned in the fall with the EIS trainers were easy to embed in their subject area(s) and effective in helping students make progress in their English proficiency. Staff noted that obstacles for students to make more growth toward English proficiency fall into the following categories: Attendance, limited instructional time in the 100% Independent Study program, the gap between social English and academic English, limited opportunities for public speaking/academic discourse (especially within Independent Study), and testing-related challenges. EL and LTEL students who were interviewed did not provide specific examples of obstacles that prevent them from improving their English fluency, and a common theme in their responses was that they, as students, were responsible for practicing English more on their own (e.g., reading more). Many of the students had limited recall of previous teacher feedback about their ELPAC scores. Community partners who provided feedback on EL and LTEL supports emphasized the need for safe, inclusive, nonjudgmental learning environments with stronger language supports, as well as increased motivation and encouragement for students who may feel discouraged. A consistent theme was the importance of actively involving families through clear

communication, accountability, and guidance on how parents can support their children's education, especially if children's parents are not fluent in English. As a result of this feedback and the lack of progress students have made on the ELPI, Action 1.3 was amended to incorporate ELPAC goal-setting for all English Learners. Individualized goal setting is an evidence-based strategy that has led to increased student scores. Changes to this action will result in a strengthened approach to ELPAC engagement and administration. In addition, based on charter staff feedback about the challenges of helping students make progress on the ELPI if they have only been enrolled for a short period of time, Pathways Charter will collect baseline data on the percentage of EL students who engage in ELPAC goal setting. This data will help inform the development of the next three-year LCAP.

Action 1.4 (iLearn only - Increasing the Rigor of Independent Study instruction through supporting parents as teachers):
iLearn staff feedback identified this area as the primary area where staff continue to experience obstacles. The main barriers include inconsistent parent engagement, limited parent capacity to teach some academic content at home, and developmental dynamics in middle school. While iLearn parents overwhelmingly expressed high levels of satisfaction with teacher communication and responsiveness to support independent study work at home, a theme in feedback from iLearn parents identified the most common obstacle for providing rigorous instruction at home as, "My child is sometimes resistant to me teaching them/working with them." Some parents requested additional training/support on motivational strategies to help with academic engagement on independent study days. Over 50% of iLearn parents indicated that they would be somewhat or highly likely to attend between 2 and 4 one-hour training sessions over the course of the year that focus on increasing instructional rigor at home. As a result, this action is being amended to provide at least two staff-led professional development sessions for parents.

Action 1.7 (Broad Course of Study):
Staff shared that the social-emotional pre- and post-surveys used to measure the effectiveness of Reading with Relevance, a supplemental ELA curriculum, did not provide meaningful information. As a result, the original metric in Goal 2 is being abandoned. Reading with Relevance is being moved from Goal 2 to Action 1.7 with all other curricula; this is a technical revision.

GOAL 2: Prepare every student for success by ensuring college and career readiness.

Action 2.1 (Supporting student engagement with high-quality curriculum and instruction):
This action focuses on supporting student engagement through high-quality curriculum and instruction, including instructional coaching on the use of Reading with Relevance novels and alignment with CSI plan priorities. While some staff reported positive experiences with the curriculum, others noted a lack of clarity about how Reading with Relevance fits within Action 2.1. Analysis of pre- and post-SEL survey data has not shown significant gains in the targeted CASEL competencies associated with novel use, and some staff questioned whether the SEL survey was an accurate indicator of the impact of the curriculum. As a result, Reading with Relevance has been moved to Action 1.7, Broad Course of Study, to be placed in the same action as all other academic curricula. The previously required SEL surveys have been removed from this action, and the associated survey completion metric (2.8) will be discontinued in LCAP Year 3.

Action 2.3 (Provide academic counseling to ensure high school graduation and college readiness (Academic Counselor)):
Feedback gathered from site administrators, the Academic Counselor, and other staff reflected that, due to the challenges associated with providing a broad range of career connection activities at the Court school, it would be beneficial to utilize PCOE's Transition Partnership Program (TPP) Employment Placement Specialists to assist with these activities. As a result, this action has been modified to include

collaboration with TPP staff in coordinating career connection activities.

GOAL 3: Provide safe, engaging, and connected school environments for all students.

All charter families spoke highly about the welcoming atmosphere and positive communication from school staff. Families who completed the PBIS School Climate survey gave very strong ratings on school safety, interpersonal relationships, and structures for teaching and learning. Staff and students also reflected high levels of confidence about school safety, fair and equitable treatment for all students, and clarity of school expectations. Staff also expressed high levels of confidence in early identification and responsiveness to students' social-emotional support needs, as well as in the supports provided to families experiencing barriers outside of school. As a result of positive feedback and success with targeted metrics, Actions and metrics in Goal 3 will be continued.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Data suggests academic growth patterns for all students, with a higher percentage of students meeting or exceeding state standards in ELA than in Math or Science. Based on feedback and progress toward previous desired outcomes, Goal 1 will continue to provide actions related to instructional coaching, professional development, and professional learning activities. Charter school staff provided positive feedback about aligning professional development and follow-up professional learning and coaching activities. Administrators, teachers, and EIS staff requested individual coaching cycles to continue. The action supporting iLearn parents as teachers will focus on iLearn teachers providing weekly office hours to be available to meet with parents about their questions and students' progress. Some charter teachers also requested additional training on specific content areas, and these topics are included in the Professional Development/Professional Learning Activity action. Charter school leadership and instructional coaches also noted that additional planning, professional development, and coaching related to intervention supports would be beneficial. As a result, the action related to providing additional academic support for students will be modified to focus on developing plans and providing professional development related to how to identify students in need of academic support and building sustainable academic intervention systems and practices. The oversight and coordination of ILPs have been added to the Goal 2 Academic Counselor LCAP Action moving forward.

Actions and metrics in Goal 1 will increase academic achievement for all students by supporting high-quality academic instruction and providing optimal conditions for student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pathways Charter ELA and Math participation rate on CAASPP	2023 ELA: 99% (148/149) 2023 Math: 99% (148/149)	2024: ELA: 100% (150/150) 2024: Math: 100% (150/150)	2024-2025: 99% (155/156)	95% participation rate in ELA and Math	0%
1.2	iCARE MAP - Percentage of iCARE students who meet their MAP growth targets in Reading	2023-2024: 64% (18/28)	2024-2025: 56% (15/27)	2025-2026: 62% (13/21)	60% of iCARE students will meet growth targets in Reading	-2%
1.3	iCARE MAP - Percentage of iCARE students who meet their MAP growth targets in Language Usage	2023-2024: 59% (16/27)	2024-2025: 37% (10/27)	2025-2026: 39% (7/18)	60% of iCARE students will meet growth targets in Language Usage	-20%
1.4	iCARE MAP - Percentage of iCARE students who meet their MAP growth targets in Math	2023-2024: 48% (14/29)	2024-2025: 59% (16/27)	2025-2026: 53% (9/17)	60% of iCARE students will meet growth targets in Math	+5%
1.5	iLearn CAASPP - Percentage of iLearn students who meet or exceed standards in English Language Arts	2022-2023: 67% (84/126)	2023-2024: 69% (97/141)	2024-2025: 66% (94/142)	70% of iLearn students will meet or exceed standards in English Language Arts	-1%
1.6	iLearn CAASPP - Percentage of iLearn students who meet or exceed standards in Math	2022-2023: 52% (66/126)	2023-2024: 60% (85/141)	2024-2025: 57% (81/142)	60% of iLearn students will meet or exceed standards in Math	+5%
1.7	iLearn CAASPP - Percentage of iLearn students who meet or exceed standards in Science	2022-2023: 50% (22/44) 5th and 8th grade students	2023-2024: 60% (28/47) 5th and 8th grade students	2024-2025: 59% (30/51)	60% of iLearn students will meet or exceed standards in Science	+9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	iLearn CAASPP - SwD ELA: Percentage of iLearn SwD students who meet or exceed standards in English Language Arts	2022-2023: 35% (9/26)	2023-2024: 33% (9/27)	2024-2025: 38% (12/32)	50% (15% increase) of iLearn SwD students will meet or exceed standards in English Language Arts	+3%
1.9	iLearn CAASPP - SwD Math: Percentage of iLearn SwD students who meet or exceed standards in Math	2022-2023: 27% (7/26)	2023-2024: 33% (9/27)	2024-2025: 31% (10/32)	42% (15% increase) of iLearn SwD students will meet or exceed standards in Math	+4%
1.10	iLearn CAASPP - SED Math: Percentage of iLearn SED students who meet or exceed standards in Math	2022-2023: 34% (15/44)	2023-2024: 47% (24/51)	2024-2025: 50% (15/30)	49% (15% increase) of iLearn SED students will meet or exceed standards in Math	+16%
1.11	Percentage of LTELS who increase one or more levels on the ELPI	2022-2023: 42% (5/12)	2023-2024: 29% (4/14)	2024-2025: 0% (0/10)	60% of LTELS will increase one or more levels on the ELPI.	-42%
1.12	Average percentage of iLearn parents who rate Office Hours "Helpful" or "Very Helpful" with providing support for parent-led academic instruction Amended metric 2025-2026: Percentage of iLearn parents rating (a) teacher responsiveness and (b) teacher	Baseline to be determined 2024-2025	36/36 (100%) rated office hours "helpful" or "very helpful" (January 2025).	Fall 2025: 97% (38/39)	80% of iLearn parents will rate Office Hours "Helpful" or "Very Helpful" with providing support for parent-led academic instruction. Amended Metric 2025-2026: 80% of iLearn parents	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	communication as "helpful" or "very helpful" with providing support for parent-led academic instruction.				will rate teacher responsiveness and communication "Helpful" or "Very Helpful" with providing support for parent-led academic instruction.	

Goal Analysis [2025-26]

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

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

All actions in Goal 1 were implemented without any substantive differences or implementation challenges.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

- Action(s) 1.1 (Provide cohesive professional learning opportunities) and
- Action 1.2 (Engage all teachers in practice-based instructional coaching) were partially effective.

Evidence includes 99% CAASPP participation in ELA and Math, and iCARE MAP Reading growth at 62%, exceeding the target. iCARE MAP outcomes in Language Usage (39%) and Math (53%) remain below targets. iLearn CAASPP scores exceeded state and county averages in 2025-2025. Charter staff reported that coaching is practical and individualized, with strong modeling of instructional strategies. Staff also identified the need for stronger math-focused coaching and improved alignment to teacher needs. Based on outcome data and feedback from charter staff, these actions have partially met intended outcomes for all students through professional learning, coaching cycles, and data-informed instruction.

- Action 1.3 (Support Long-Term English Learner students with increasing English proficiency) was not effective.

Evidence includes 0% of LTEL students increasing one or more ELPI levels, compared to a 60% target. Staff feedback emphasized the need for more individualized instruction, clearer family guidance, and stronger Tier II supports. Feedback also highlighted that students sometimes

complete the ELPAC assessment when they have not been enrolled in our program for very long, limiting our ability to influence their English fluency. Based on data and feedback from teachers and support staff, this action has not met the intended outcomes for LTEL students, despite targeted PD and coaching.

- Action 1.4 (iLearn only - Increase the rigor of Independent Study instruction through supporting parents as teachers) was partially effective.

Evidence includes 97% of parents rating teacher communication as helpful or very helpful, as well as NWEA MAP growth from Fall to Winter 2025. Staff identified this action as a challenge due to inconsistent parent engagement with rigorous instruction on independent study days and limited parent capacity to teach some subjects. Based on data and feedback from iLearn staff, this action has partially met the intended outcomes for iLearn students through communication systems and office hours, while highlighting the need for focused parent training and increased support for rigorous instruction at home. Moving forward, iLearn will expand professional development for parents to support rigorous Independent Study instruction.

- Action 1.5 (Expand systems for Tier II academic interventions) was partially effective.

Evidence includes stable CAASPP outcomes and MAP growth for some students. Outcomes remain below targets for some student groups. The action was written that Pathways Charter would build and test intervention models in Year 2. Though iLearn staff reported small-group intervention in class was effective, they also noted challenges with limited in-person time due to the hybrid schedule, and inconsistent student attendance at scheduled individualized intervention sessions outside of hybrid school hours. Based on data and feedback from teachers and Administrators, this action has partially met intended outcomes for students needing academic intervention through data-driven small groups and progress monitoring.

- Action 1.6 (Provide fully credentialed teachers and standards-aligned instruction) and
- Action 1.7 (Provide a broad course of study) were effective.

Evidence includes full implementation of credentialed staffing, access to instructional materials, technology, and a broad course of study. Staff feedback highlighted strong instruction, effective coaching, and a deep commitment to student support. Based on data and feedback from teachers and Administrators, these actions have fully met intended outcomes for all students through equitable access to high-quality instruction and coursework.

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

Action 1.2 - Engage all teachers in practice-based instructional coaching:
This action was amended to allow instructional coaches flexibility to differentiate coaching content and frequency based on teacher needs. This was informed by coach and teacher requests to increase the meaningfulness of coaching supports.

Action 1.3 - Support Long Term English Learner students with increasing English proficiency:
Based on EL student feedback, this action was amended to incorporate ELPAC goal setting and individualized test windows for all English Learners. All EL students had limited recall of their past ELPAC scores and limited experience with feedback on their English proficiency. Individualized goal setting is an evidence-based strategy that has led to increased student scores. Staff shared that, due to the transient nature of student enrollment, it can be helpful to administer the ELPAC later in the test window when teachers have had more time to

implement literacy-based instructional strategies with EL students. The corresponding Metric 1.11 has not been a good measure of the effectiveness of this action due to a small sample size and high student transiency. In 2026-27, Pathways Charter will collect baseline data on an implementation metric: the percentage of EL students who complete ELPAC goal setting. Changes to this action will result in a strengthened approach to ELPAC engagement and administration.

Action 1.4 - Increase the rigor of Independent Study instruction through supporting parents as teachers.
This action was amended to provide at least two staff-led professional development sessions for parents. This is based on parents' requests for support with content-specific pedagogy and student engagement strategies.

Action 1.7 - Provide a broad course of study to all students:
The supplemental Reading with Relevance curriculum and the administrator support for its implementation have been moved from Goal 2 and embedded in Action 1.7. This is a technical revision that places this supplemental curriculum in the same action as other existing curricula.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide cohesive professional learning opportunities focused on high quality academic instruction	Site Administrators will coordinate monthly professional development (PD) and professional learning (PL) sessions with a cohesive throughline. PD will cover effective and high-quality instructional practices with an increased focus on science and math content, in addition to language arts. These include using formative assessment results to inform lesson planning and instruction, student engagement strategies, culturally proficient practices, and content-specific supports that are contextually appropriate to either independent study or seat-based instruction. Site administrators will ensure the coordination of the following structured sessions and related desired outcomes: At least two PD or PL sessions will focus on using MAP results to inform instruction. At least three PD or PL sessions will focus on formative assessments and instructional planning related to science and/or math. One PD will focus on State Assessment preparation.	$404,436.00	No

Action #	Title	Description	Total Funds	Contributing
		Site Administrators and EIS members will deliver PD based on the content when appropriate. Administrators will meet and coordinate with PD providers at least monthly. Amended action 2025-2026 (Year 2): Site Administrators will coordinate monthly professional development (PD) and professional learning (PL) sessions with a cohesive throughline. Site Administrators and EIS members will deliver PD or facilitate PL sessions based on the content as appropriate. PD and PL will cover effective and high-quality instructional practices with an increased focus on science and math content and curriculum. Additional areas of focus include using formative assessment results to inform lesson planning and instruction, academic intervention screening and delivery, student engagement strategies, culturally responsive and differentiated instruction, State Assessment preparation, and content-specific supports that are contextually appropriate to either independent study or seat-based instruction.		
1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	All teachers will receive at least two structured and individualized coaching cycles yearly. Teachers and their coaches will identify at least one coaching goal related to effective, engaging, or scaffolded instructional strategies, and site principals will monitor teacher progress toward these goals monthly. Site Administrators and EIS staff will provide coaching. Amended Action 2025-2026 (Year 2) All teachers will receive at least two structured and individualized coaching cycles yearly. Teachers and their coaches will identify at least one coaching goal related to effective, engaging, or scaffolded instructional strategies and/or adapting curriculum for the instructional context. Site principals will monitor teacher progress toward these goals on a monthly basis. Site Administrators and EIS staff will provide coaching. Amended Action 2026-2027 (Year 3) Instructional coaches and site administrators will differentiate coaching support based on teacher need. All teachers will receive at least one	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		structured, individualized coaching cycle annually. Teachers and their coaches will identify at least one coaching goal related to effective, engaging, or scaffolded instructional strategies and/or adapting curriculum for the instructional context. Site principals will monitor teacher progress toward these goals on a monthly basis. Site Administrators and EIS staff will provide coaching.		
1.3	Support Long Term English Learner students with increasing English proficiency	EIS staff and coordinators will provide at least two PD sessions focused on instructional strategies to support teachers with English Learners (ELs) and Long-Term English Learners (LTELs). EIS staff and coordinators will provide targeted instructional strategies to teachers informed by students' English proficiency and readiness, as evidenced by ELPAC scores. Amended Action 2026-2027 (Year 3) EIS staff and coordinators will provide at least two PD sessions focused on literacy and strategies to support English Learners (ELs) and Long-Term English Learners (LTELs) during monthly PD/PL sessions. EIS staff and coordinators will provide targeted instructional strategies to teachers informed by students' English proficiency and readiness, as evidenced by ELPAC scores. Site staff will include individual ELPAC goal-setting practices based on review of their scores and implement individualized testing windows that take into account each student's length of enrollment.	$41,481.00	No
1.4	Increase the rigor of Independent Study instruction through supporting parents as teachers. (iLearn)	iLearn teachers will provide office hours at least one hour a week to support parents as teachers. Parents will be encouraged to attend. Amended Action 2025-2026 (Year 2) iLearn teachers will utilize a variety of communication and response modalities with families to help support parents/guardians as teachers on independent study days. Communication modalities include teachers messaging families through Parent Square, email, or phone calls; holding set times on Zoom or Microsoft Teams each week to be available to answer questions or help with assignments; and/or telling parents at least	$933,983.00	No

Action #	Title	Description	Total Funds	Contributing
		once per grading period the days and times that the teacher is available each week to answer questions about Independent Study assignments. Amended Action 2026-2027 (Year 3) iLearn teachers will utilize a variety of communication and response modalities with families to help support parents/guardians as teachers on independent study days. Communication modalities include teachers messaging families through Parent Square, email, or phone calls; holding set times on Zoom or Microsoft Teams each week to be available to answer questions or help with assignments; and/or telling parents at least once per grading period the days and times that the teacher is available each week to answer questions about Independent Study assignments. In addition, iLearn staff will provide at least 2 professional development sessions focused on best practices for supporting rigorous academic instruction at home on independent study days.		
1.5	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	Develop and test systems to build and scale small-group academic interventions to address Tier II needs. Provide at least one PD session on effective small-group academic intervention. Meet monthly with other program coordinators to collaborate on developing academic intervention systems. Amended Action 2025-2026 (Year 2) Develop and test systems to build and scale academic interventions to address Tier II needs. Provide at least one PD or PL session on effective academic intervention systems tailored to each program context.	$0.00	No
1.6	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Teachers are assigned and fully credentialed for the students they teach. Students have access to standards-aligned instructional materials and resources, as well as small class sizes. School facilities are well-maintained and in good repair. Teachers will provide high-quality instruction aligned with academic content and performance standards. Students can access 1:1 devices and technology to support connectivity and access to online courses and materials.	$202,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Provide a broad course of study to all students	For students in grades 1 through 6, a broad course of study is provided, including English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. For students in grades 7 through 12, a Broad Course of Study is provided. It includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Career Technical Education. A-G courses are provided through the Cyber High online learning platform. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. English learners have access to the Common Core State Standards and the English Language Development standards to gain academic content knowledge and English language proficiency. All students receive instruction aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Amended Action 2026-2027 (Year 3) For students in grades 1 through 6, a broad course of study is provided, including English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. For students in grades 7 through 12, a Broad Course of Study is provided. It includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, and Career Technical Education. A-G courses are provided through the Cyber High online learning platform. Access to core academic content, supplemental curriculum (including Reading with Relevance), and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. English learners have access to the Common Core State Standards and the English Language Development standards to gain academic content knowledge and English language proficiency. All students receive instruction aligned with California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Students have access to 1:1 devices and technology to support connectivity and access to online courses and materials.	$103,736.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prepare every student for success by ensuring college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Educational partners expressed positive feedback and enthusiasm about the one-year graduation rate and graduation rate trends. However, traditional college and career indicators on the dashboard are less attainable for students enrolled for 6-12 months before returning to a comprehensive campus. Because of this, the leadership team developed local metrics and actions focused on expanding alternative opportunities to enhance students' college and career preparation.

Actions and metrics in Goal 2 will prepare every student for success by promoting career readiness through increasing access to career technical education and workforce readiness activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Charter School students graduating with their one-year cohort (DASS)	2023: 100% (51/51) of Charter School students graduating with their one-year cohort (DASS)	2024: 100% (52/52) of Charter School students graduating with their one-year cohort (DASS)	2024-25: 98% (56/57) of Charter School students graduating with their one-year cohort (DASS)	90% of Charter School students graduating with their one-year cohort (DASS)	-2%
2.2	Percentage of A-G courses completed with a C or better	2022-2023: 85% (29/34) of A-G courses completed with a C or better	2023-2024: 97% (37/38) of A-G courses completed with C or better	2024-2025: 87% (34/39) of A-G courses completed with C or better	85% of A-G courses will be completed with a C or better	+2%
2.3	Percentage of graduating students who	2022-2023: 99% (72/73) of graduating	2023-2024: 100% (70/70) of	2024-2025: 100% (71/71) of	95% of graduating students will	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	submitted the Free Application for Federal Student Aid (FAFSA) or completed the opt-out form	students submitted the Free Application for Federal Student Aid (FAFSA) or completed the opt-out form.	graduating students submitted the Free Application for Federal Student Aid (FAFSA) or completed the opt-out form.	graduating students submitted the Free Application for Federal Student Aid (FAFSA) or completed the opt-out form.	submit the Free Application for Federal Student Aid (FAFSA) or complete the opt-out form.	
2.4	Percentage of Come Back Program students referred to the Golden Sierra Job Training Agency	July 1, 2023-April 15, 2024: 100% (50/50) of Come Back students were referred to Golden Sierra Job Training Agency.	July 1, 2024-April 15, 2025: 100% (19/19) of Come Back students were referred to Golden Sierra Job Training Agency.	July 1, 2025-April 15, 2026: 91% (30/33) of graduating Come Back Program students were referred to the Golden Sierra Job Training Agency.	90% of Come Back graduates will be referred to Golden Sierra Job Training Agency for services	-9%
2.5	Come Back Program Persistency Rate	2022-2023: 82% (77/94) of students exited the Come Back Program with a diploma (17 students, 18%) or continued in the program (60 students, 64%)	2023-2024: 73% (102/139) of students exited the Come Back Program with a diploma (57 students) or continued in the program (45 students)	2024-2025: 77% (81/105) of students exited the ComeBack Program with a diploma (53 students) or continued in the program (28 students)	Maintain 80% Persistency Rate	-5%
2.6	Number of college and career connection activities (field trips, career exposure activities) provided by community partners and outside agencies (grades 9-12)	2023-2024: Nine career connection activities were provided at iCARE	2024-2025: 10 career connection activities were provided at iCARE.	2025-2026: 10 college and career connection activities provided at iCARE.	Nine career connection activities will be provided at iCARE.	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percentage of students enrolled for at least five days for whom an initial ILP has been developed Amended metric 2025-2026: Percentage of students for whom an initial ILP has been developed within 5 school days of enrollment.	Collecting baseline data in 2024-2025	2024-2025: 80% (159/200) of iCARE Independent Study, Come Back, and iCARE seat-based students enrolled for at least five days have had an initial ILP developed	2025-2026: Overall: 99% (153/155) IS: 100% (47/47) Seat-based: 100% (16/16) CB: 98% (90/92)	100% of students enrolled for at least five days will have an initial ILP developed. Amended Metric 2025-2026: 100% of students will have an initial ILP developed within five school days of enrollment.	+19
2.8	Percentage of 3-12th grade seat-based & hybrid ELA classes that completed at least one pre- and post- social skills competency survey cycle for a Reading with Relevance novel Amended metric 2026-2027: Discontinue in Year 3	2023-2024: 29% (2/7) of teachers administered pre- and post- surveys	2024-2025: 100% (7/7) of teachers administered pre- and post- social skills competency surveys for Reading with Relevance novels.	2025-2026: 86% (6/7) completed both the pre- and post- social skills competency survey for a Reading with Relevance novel by May 1, 2026.	100% of 3-12th grade seat-based & Hybrid ELA teachers will complete at least one pre- and post- social skills competency survey cycle for a Reading with Relevance novel.	+57%
2.9	Percentage of 9-12th grade students enrolled in courses for college credit who earned college credit Amended metric 2025-2026: Percentage of 9-12th grade students enrolled in Court School and iCARE who enrolled in courses for college	Data not available. Collecting baseline data in 2024-2025.	2024-2025: 100% (4/4) of 9-12th grade students enrolled in courses for college credit who earned college credit. Amended Baseline May 2025: 100% (9/9) of 9-12th grade students	2025-2026: 100% (5/5) of 9-12th grade students enrolled in Court School and iCARE who were enrolled in courses for college credit earned college credit.	75% of 9-12th grade students enrolled in courses for college credit will earn college credit.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credit who earned college credit.		enrolled in Court School and iCARE who were enrolled in courses for college credit earned college credit.			
2.10	Percentage of 9th-12th grade of iCARE seat-based students enrolled for at least 30 days who earn credit in a CTE course (All students)	2022-2023: 79% (19/24)	2023-2024: 95% (18/19) students enrolled for at least 30 days earned credit in a CTE course.	2024-2025: 79% (22/28) students enrolled for at least 30 days earned credit in a CTE course.	90% of 9-12 iCARE seat-based students enrolled for at least 30 days will earn credit in a CTE course.	0
2.11	Percentage of 9-12 iCARE seat-based SED students who are enrolled in a CTE Pathway course (SED students)	2022-2023: 76% (13/17) of SED students enrolled in a CTE pathways course	2023-2024: 84% (11/13) of SED students enrolled in a CTE pathways course	2024-2025: 88% (7/8) of SED students enrolled in a CTE pathways course	90% of 9-12 iCARE seat-based SED students enrolled for at least 30 days will earn credit in a CTE course. Amended Metric 2025-2026: 90% of 9-12 seat-based SED students will be enrolled in a CTE Pathway course.	+12

Goal Analysis [2025-26]

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

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

All Actions in Goal 2 were implemented successfully without any substantive differences or challenges.

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

Goal 2 Action 1 - The salary and benefits of staff related to this goal/action were already in Goal 1 Action 1 and should not have been duplicated.

Goal 2 Action 6 - The salary and benefits of staff related to this goal/action were incorrectly excluded at budget adoption.

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

- Action 2.1 (Supporting student engagement and progress toward graduation with high-quality curriculum and instruction) was effective.

Evidence of effectiveness includes a 98% one-year graduation rate and 87% of A–G courses completed with a C or better. Though staff feedback identified misalignment of the Reading with Relevance metric and concerns about the foundational Math curriculum fit for our specific student population and program structure, the action was largely effective. Online access to A-G courses is well-received by staff and students, and staff also shared that credit recovery opportunities contribute to high one-year graduation rates. By evaluating the data above alongside educational partner feedback from Pathways Charter staff, it is clear that these actions have mostly met intended outcomes for secondary students through academic counseling, graduation monitoring, and engagement strategies, while highlighting the need for clearer curriculum alignment and instructional coherence.

- Action 2.2 (Provide enrichment offerings at iLearn) was effective.

Evidence of effectiveness includes high participation in enrichment, exploratory CTE, and Integrated Math offerings. Additional evidence includes strong staff feedback indicating that enrichment and CTE are engaging. By evaluating the data above alongside educational partner feedback from staff, it is clear that his action fully met intended outcomes for iLearn students through hands-on enrichment, CTE coursework, and career exploration opportunities.

- Action 2.3 (Academic Counselor: Increase parent and student readiness for transitioning to college or career), Action 2.4 (Provide and expand access to courses for college credit), Action 2.5 (Provide central office support to ensure the timely transfer of records), Action 2.6 (Provide access to CTE Pathways), and Action 2.7 (ILPs: Support all 7–12 students in implementing a plan toward on-time graduation), were effective.

Evidence of effectiveness includes 100% of students enrolled in college credit courses earning credit, 90% of eligible students earning credit in a CTE course, 100% FAFSA completion rate, and 88% of SED students enrolled in a CTE pathway, and 100% of students having an ILP developed within five school days of enrollment. Graduation outcomes remain strong at 98%. Additional evidence includes strong staff feedback on CTE as engaging, motivating, and future-focused, with students feeling connected to campus and actively exploring interests aligned to career pathways. Additional evidence includes staff feedback indicating that systems supporting student planning, enrollment, and transitions are working well and contribute to student persistence and on-time graduation. By evaluating the data above alongside educational partner feedback from staff, it is clear that these actions have fully met the intended outcomes for secondary students through early ILP development, access to college credit, and efficient record transfer, supporting timely graduation.

- Metric 2.8 (Reading with Relevance Pre- and Post-novel SEL survey completion)

Although teachers have been reliably administering the pre- and post- SEL competency surveys tied to Reading with Relevance novels for the past two years, no significant changes in student SEL competencies have been identified via pre- and post- surveys in the past two years. Therefore, the team agrees that this metric is not an effective measure of how this supplemental curriculum builds SEL competencies that prepare students for college and career readiness.

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

Action 2.1: Supporting student engagement and progress toward graduation with high-quality curriculum and instruction
The Reading with Relevance curriculum has been removed from this Action and moved to Action 1.7. This is a technical revision.

Action 2.2: Provide enrichment offerings at iLearn
No changes.

Action 2.3: Academic Counselor: Increase parent and student readiness for transitioning to college or career
Amended to add completion of CCGI milestones and individualized planning to support postsecondary pathways. The counselor will collaborate with teachers, TPP, and community partners to offer career connections, including guest speakers, job exploration, and work-based learning.

Action 2.4: Provide and expand access to courses for college credit
No changes.

Action 2.5: Provide central office support to ensure the timely transfer of records
No changes.

Action 2.6: Provide access to CTE Pathways
No changes.

Action 2.7: ILPs: Support all 7-12 students in implementing a plan toward on-time graduation. Duplicate expense 2.3
No changes.

Metric 2.8: This metric, related to the Reading with Relevance pre- and post-survey, will be discontinued in Year 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supporting student engagement and progress toward graduation with high-quality curriculum and instruction	Administrators will receive coaching about using Reading with Relevance novels and curriculum to increase student engagement. Teachers using the Reading with Relevance curriculum will administer at least one pre and post-survey. Teachers will receive coaching on using the novel and lessons to support growth in identified areas of need (self-awareness, social awareness, self-management, relationship skills, and/or responsible decision-making). Amended Action 2025-2026 (Year 2) Administrators will support teachers with Reading with Relevance (RwR) novel selection and use of the related curriculum to increase student engagement. Teachers using the RwR curriculum will administer at least one pre- and post-survey. Four- and five-year cohort data (graduation rate) will be analyzed to verify their accuracy and ensure that the student information system accurately represents graduation rate data. One-year graduation rate data will continue to be monitored and reported annually as an LCAP metric. Instructional coaching will be provided to support student engagement and progress in meeting graduation requirements. Students will continue to have credit recovery opportunities, including a supplemental summer program and access to an online learning platform with A-G courses. Academic Counseling will be provided to all high school students. Student transcripts will be reviewed regularly for accuracy. Amended Action 2026-2027 (Year 3) Four- and five-year cohort data (graduation rate) will be analyzed to verify their accuracy and ensure that the student information system accurately represents graduation rate data. One-year graduation rate data will continue to be monitored and reported annually as an LCAP metric. Instructional coaching will be provided to support student engagement and progress in meeting graduation requirements. Students will continue to have credit recovery opportunities, including a supplemental summer program, tutoring, and access to an online learning platform with A-G courses. Academic Counseling will be provided to all high school students. Student transcripts will be reviewed regularly for accuracy.	$399,902.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Provide enrichment offerings at iLearn	Provide robust enrichment offerings to iLearn students. This includes an Integrated I Math course for 8th graders and exploratory Career Technical Education (CTE) for 6-8th grade students.	$191,862.00	No
2.3	Academic Counselor: Increase parent and student readiness for transitioning to college or career	The academic counselor will provide college and career readiness support to staff, students, and families, including administering career assessments, the Preliminary Scholastic Aptitude Test (PSAT), and the Armed Services Vocational Aptitude Battery (ASVAB). The academic counselor will connect students with certificate and trade programs, academic enrichment classes at Sierra College, and job placement resources (Golden Sierra Job Training Agency). The academic counselor will assist students and parents with the process to complete the Free Application for Federal Student Aid (FAFSA) application and college applications. The academic counselor will also coordinate college and career connection activities such as field trips and guest speakers, ILP development, A-G course placement, credit requirement exemption evaluations, and transcript and graduation requirement evaluations. Amended Action 2026-2027 (Year 3) The academic counselor will provide college and career readiness support through student advising, family engagement, and coordination of career exploration activities. Services will include administration of career interest assessments, the PSAT, and the ASVAB; completion of CCGI milestones; and individualized planning to support postsecondary pathways. The counselor will collaborate with teachers, TPP, and community partners to offer career connections, including guest speakers, job exploration, and work-based learning. Support will also include FAFSA and college application assistance, ILP development, A–G placement, transcript review, and monitoring of graduation and credit requirements to ensure successful postsecondary transitions.	$53,253.00	No
2.4	Provide and expand access to courses for college credit	Partner with Sierra College to provide courses for college credit to students at Pathways Charter School.	$35,407.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Provide central office support to ensure the timely transfer of records	Ensure rapid enrollment of returning students by providing central office support to quickly access cumulative files and transcripts from the district where students were most recently enrolled.	$20,796.00	Yes
2.6	Provide access to CTE Pathways	Provide access to CTE courses within CTE Pathways, as well as related career readiness certifications.	$98,345.00	No
2.7	ILPs: Support all 7-12 students in implementing a plan toward on-time graduation. Duplicate expense 2.3	All students will have an Individual Learning Plan (ILP) completed within five school days of enrollment. The Academic Counselor will review and update ILP forms with students and teachers at least quarterly.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide safe, engaging, and connected school environments for all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Charter educational partners, including students, staff, and families, all reported high confidence levels concerning school climate. School safety, predictable routines and structures, and student connections to adults on campus were strengths identified within survey feedback. Fidelity data reflects the consistent implementation of PBIS systems and practices, including specific strategies to maintain a strong school climate and student wellness supports. Actions reflect the continued implementation of tiered social-emotional practices to maintain the previously documented positive outcomes and educational partner perceptions. Metrics include implementation fidelity, educational partner perception of school climate, and the number of structured team intervention meetings held per year. In addition, based on educational partner interest in maintaining and expanding wellness supports, actions will continue to address expanded counseling, nursing services, and the student support practitioner.

Actions and metrics in Goal 3 will sustain progress toward safe, engaging, and connected school environments for all students by providing high-quality, tiered wellness supports to students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate - percentage of students (cumulative enrollment) suspended for at least one day	2023: 2.4% (Increase of 2.2%, Orange on Dashboard)	2024: 1.4% (Decrease of 0.9%, Green on CA Dashboard)	2025: 2.5% (10/404 students)	2% or less	.1%
3.2	Expulsion Rate - percentage of students	2022-2023: Pathways Charter School	2023-2024: Pathways Charter	2024-25: 0% (0/404 students)	1% or less	-.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(cumulative enrollment) who have been expelled	Expulsion rate: 0.2% (1 expulsion - Data Quest)	School Expulsion rate: 0% (Data Quest)			
3.3	PBIS School Climate Surveys (PBIS Assessments) – Average perception of students, families, and staff related to school climate (1= strongly disagree, 4=strongly agree)	2023-2024 PBIS Climate Surveys: Overall average 3.5	2024-2025 PBIS Climate Surveys: Overall average 3.3	2025-2026 Overall Charter: 3.5 Overall iCARE: 3.42 Student: 2.96 Staff: 3.4 Guardians: 3.89 Overall iLearn: 3.52 Student: 3.26 Staff: 3.57 Guardians: 3.73	Maintain at an average of 3.0 or higher across all PBIS climate surveys	0%
3.4	PBIS Tiered Fidelity Inventory (PBIS Assessments) - Measures the fidelity of implementation of core features of PBIS	2023-2024: TFI Scores 92% average (across all Tiers and all sites)	2024-2025: TFI Scores 92% average (across all Tiers and all Charter sites)	2025-2026: TFI Scores Charter: 94% average iLearn Tier 1= 97%, Tier II= 96%, Tier III = 82% iCARE Tier 1= 100%, Tier II = 92%	Charter sites will earn an average minimum of 80% on the PBIS Tiered Fidelity Inventory	+2%
3.5	Percentage of Pathways Charter School foster students who receive case management	2023-2024: 100% (5/5) foster students received case management	2024-2025: 100% (1/1) foster students received case management	2025-2026: 100% (1/1) foster students recevied case management	Maintain at 100%	0
3.6	Number of social-emotional-behavioral intervention meetings held per year (PBIS Tier II/III)	Aug 1, 2023 through April 15, 2024: Intervention meetings iLearn: 28 iCARE: 8	Aug 1, 2024 through April 15, 2025: Intervention meetings iLearn: 24	As of April 15, 2025: iCARE seat-based: 15 iLearn: 26	Each site will hold a minimum of 15 Tier II/III intervention meetings	+5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			iCARE: 16			
3.7	Pathways Charter Chronic absenteeism rate	2023 Dashboard: 4.8%	2024 Dashboard: 2%	2025 Dashboard: 4.5% (10/220 students, Increased 2.6%, Yellow on Dashboard)	2.5% or less	-.3%

Goal Analysis [2025-26]

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

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

All Actions in Goal 3 were implemented as intended, without any substantive differences.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

- Action 3.1 (Schoolwide PBIS: Tier I Systems and Practices) and Action 3.2 (Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral Needs) were effective.

Evidence of effectiveness includes positive PBIS School Climate Survey results, with an overall average of 3.5 across programs, and expulsion rates remaining at 0%. Although suspension rates increased to 2.5% in 2024-2025, exceeding the desired outcome of 2% or less, they remain below the state-wide average suspension rates of 2.9%. Additional evidence of efficacy includes a significant decrease in behavior referrals at iCARE in 2025-2026, as well as charter staff feedback noting strong relationships, responsive intervention systems, and effective student support staff. PBIS climate survey results also reflect positive perceptions of safety, support, and school connectedness. iLearn staff identified the need for a more cohesive, schoolwide SEL curriculum led by all classroom teachers, as well as a need for continued professional development on classroom management strategies for neurodiverse learners. By evaluating the data above alongside educational partner feedback from Pathways Charter staff, it is clear that these actions have partially met intended outcomes for all students through PBIS implementation, targeted Tier II/III supports, and trauma-informed practices, as well as ongoing professional development.

- Action 3.5 (Provide counseling services and opportunities for social-emotional learning) and Action 3.6 (Provide enhanced nursing services to support student wellness), and Action 3.7 (Student Support Practitioner: Coordinate community-based supports and wellness services) were effective.

Evidence of effectiveness includes 100% of foster youth receiving case management and extensive delivery of counseling, wellness, and family support services across programs. Although chronic absenteeism increased to 4.5%, exceeding the desired outcome of 2.5% or less, it remains significantly below the state-wide average of 17.1%. Additional evidence includes staff feedback expressing high confidence in the school's ability to address family barriers, including housing, food insecurity, mental health, and transportation. Staff and students also provided positive feedback related to the availability and quality of counseling services. All unduplicated iCARE seat-based students were engaged with counseling services and supports, and 24 unduplicated iLearn students were engaged with counseling services. Charter staff identified room for improvement with inconsistent nursing availability and attendance challenges as ongoing concerns that will continue to be addressed with tiered supports. By evaluating the data above alongside educational partner feedback from staff, it is clear that these actions have partially met intended outcomes for unduplicated students and students with higher support needs, through counseling services, wellness supports, and community-based coordination, while indicating a need for continued focus on attendance improvement efforts.

- Action 3.3 (Utilize the Foster Focus system to support foster youth) and Action 3.4 (Community Schools Coordination) were effective.

Evidence of effectiveness includes 100% of foster youth receiving case management and consistent access to community-based resources and services. Additional evidence includes staff feedback celebrating strong family outreach and the impact of community school coordination in reducing barriers to engagement. By evaluating the data above alongside educational partner feedback from staff, it is clear that these actions have fully met intended outcomes for foster youth and students facing barriers to engagement, through case management, coordinated community supports, and culturally responsive practices.

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

Reflections from prior practices led to no recommendation for changes to any actions or metrics in Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School-wide PBIS: Tier I Systems and Practices	Continue to implement core features of Tier I school-wide Positive Behavior Interventions and Supports (PBIS) with fidelity. The PBIS Coach will provide coaching and ongoing professional development to site teams focusing on trauma-informed and culturally proficient practices, evidence-based prevention and classroom management strategies, and data-based problem-solving processes. Sites will hold monthly school-wide Tier I PBIS	$3,874.00	No

Action #	Title	Description	Total Funds	Contributing
		meetings to review data and develop action plans related to PBIS systems and practices. Amended Action 2025-2026 (Year 2) Continue to implement core features of Tier I school-wide Positive Behavior Interventions and Supports (PBIS) with fidelity. The PBIS Coach will provide coaching and ongoing professional development to site teams focusing on trauma-informed and culturally proficient practices, evidence-based prevention and classroom management strategies, and data-based problem-solving processes. Sites will hold monthly school-wide Tier I PBIS meetings to review data and develop action plans related to PBIS systems and practices. iCARE will integrate a structured Tier I social-emotional-learning curriculum for all seat-based students on a regular basis.		
3.2	Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs	Continue to implement PBIS Tier II and Tier III Intervention systems and practices, providing targeted supports to students with higher levels of social-emotional-behavioral needs. Intervention Teams will use a variety of data and referral sources to identify students in need at each meeting. Intervention teams will hold an average of two intervention meetings per month (minimum 15 meetings per year). Teams will maintain a menu of individual and small group intervention supports designed to meet a variety of student needs, and will engage in structured progress monitoring across all students and all interventions.	$247,435.00	Yes
3.3	Utilize the Foster Focus system to support foster youth who attend Pathways Charter School	Pathways Charter School staff and the PCOE foster youth district liaison will utilize the Foster Focus data system to support and monitor outcomes for foster youth.	$11,677.00	Yes
3.4	Community Schools Coordination	The coordination of the community schools model will support expanded access to community partners and resources, with a focus on the wellness services available for students and their families. This will include a focus on removing barriers to consistent school attendance and engagement. In addition to overseeing the efforts of the student support practitioner, the program manager will provide training for school staff, families, and	$88,419.00	No

Action #	Title	Description	Total Funds	Contributing
		community partners on culturally responsive and trauma-informed practices, as well as social-emotional learning strategies.		
3.5	Provide counseling services and opportunities for social-emotional learning	Pathways Charter School will increase individual counseling services and provide targeted social-emotional learning groups for unduplicated students.	$274,466.00	Yes
3.6	Provide enhanced nursing services to support student wellness	The school nurse will provide enhanced support services to unduplicated students and their families related to preventative health and wellness practices, and accessing medical care, to support improved attendance.	$132,551.00	Yes
3.7	Student Support Practitioner: Coordinate community-based supports and wellness services	The Student Support Practitioner (SSP) will manage referrals from site staff, families, and students related to accessing community services for students and families. The SSP will provide outreach to families regarding the availability of wellness and mental health supports. The SSP will coordinate and implement attendance interventions and the SARB process, and will participate in site intervention team meetings.	$63,042.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$468,039	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.854%	0.000%	$0.00	12.854%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities **Need:** Analysis of data: Based on a review of student transcripts and CAASPP scores upon enrollment, expelled and probation-referred students at Pathways iCARE frequently enroll in the program with significant academic	A credentialed teacher will provide instruction in individual and small-group settings, supported by a reduced class size model, to accelerate learning, particularly for unduplicated students. Unduplicated students at Pathways Charter often enter with interrupted formal education, inconsistent academic support, and trauma-related barriers to engagement. Reducing class size increases the teacher's ability to differentiate instruction, provide targeted feedback, and build meaningful relationships—strategies shown to	NWEA MAP Assessment metrics (Reading, Math, Language Usage)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	deficits and a history of learning loss. These barriers require more intensive and small-group instruction to bridge the achievement gap compared to grade-level peers, and ensure that they are meeting with MAP growth targets, especially for iCARE's socioeconomically disadvantaged students, who less frequently meet MAP growth targets than their peers. Students require small class sizes and individualized instruction to accelerate academic growth and close academic achievement gaps. Teachers and students engage in the use of educational technology for all subject areas and curricula. Educational Partner feedback: Families, charter staff, and community partners also commented on the benefit of smaller class sizes to support their students' higher support needs related to motivation, behavior, and school engagement. Educational partner input indicates a need for professional learning to strengthen teachers' capacity and confidence in integrating educational technology effectively, ensuring equitable, engaging, and high-quality instruction across classrooms. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	benefit high-need students significantly. This strategy is grounded in educational research, including findings from large-scale analyses, which demonstrate that the positive effects of small class sizes are most pronounced in early grades and for students from socioeconomically disadvantaged backgrounds. We considered alternative interventions but found that these did not offer the same level of in-class, real-time instructional impact as class size reduction. While the intervention will be implemented school-wide, unduplicated students will be prioritized for small-group instruction and progress monitoring. An education technology specialist addresses identified instructional and access needs by providing teachers with sustained, job-embedded support, which research shows strengthens teacher confidence and capacity to integrate technology effectively into instruction, resulting in more consistent, engaging, and equitable learning experiences for students.	
2.5	**Action:**	Unduplicated students are disproportionately affected by school mobility. Frequent transitions	One Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Provide central office support to ensure the timely transfer of records **Need:** Staff have identified significant challenges with obtaining student records promptly. Analysis of data: Pathways Charter's one-year graduation rate has increased and maintained over the last three years. A significant contributing factor to this success has been the central office support provided for the timely transfer of student records. Educational Partner feedback: Charter staff and administrators commented that they rely heavily on central office staff to support obtaining student records in a timely manner. This allows them to evaluate graduation requirement status and support student course access, increasing one-year graduation rates. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	can lead to delays in the transfer of critical educational records, hindering timely assessment and placement, which are essential for meeting graduation requirements and accessing necessary supports (ERIC). Research indicates that missing, incomplete, or delayed transfer of transcripts, assessments, and attendance information—especially when students change schools midsemester—can result in lost academic credits and challenge the receiving school's ability to serve transferring students effectively. Additionally, school mobility has been shown to increase the risk of poor educational achievement, behavior problems, grade retention, and high school dropout (Learning Policy Institute). By providing centralized support for the timely transfer of student records, Pathways Charter ensures that all students, particularly those who are unduplicated, receive prompt evaluations and appropriate placements. This centralized approach standardizes procedures across the school, thereby reducing variability and ensuring equitable service delivery.	
3.2	**Action:** Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs **Need:** Students who are expelled or probation-referred to iCARE often demonstrate higher	Unduplicated students are more likely to face barriers such as trauma, housing instability, and inconsistent access to school-based supports. These challenges increase the likelihood of behavioral disruptions and chronic absenteeism, both of which are associated with lower academic achievement. Through structured PBIS Tier II and	Number of social-emotional-behavioral intervention meetings held per year (PBIS Tier II/III)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels of social-emotional-behavioral needs. In addition, the social-emotional-behavioral needs of iLearn students have also increased in complexity and frequency since 2020, corresponding with nationwide trends in mental health needs. It is critical for student wellness that there are highly structured and well-maintained intervention supports and monitoring systems in place to support student needs. Analysis of data: Baseline data for the annual number of Tier II and III intervention meetings illustrates a need to maintain intervention meeting frequency for iLearn and increase intervention meeting frequency for iCARE. Educational Partner feedback: Teachers, staff, families, and charter educational partners requested increased access to social-emotional-behavioral supports for their students. Teachers also commented on the increased need for intervention supports for neurodiverse learners (e.g., students impacted by ADHD). See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	Tier III supports, Pathways Charter can offer timely, targeted behavioral interventions that proactively address student needs before they escalate into disciplinary actions. Individualized and small-group supports (e.g., Check-In/Check-Out, social-emotional learning groups, mentoring) are shown to be effective in improving student engagement, reducing suspension, and increasing feelings of school connectedness. Research supports PBIS as an evidence-based, multi-tiered framework that enhances behavioral and academic outcomes, particularly for students who are at high risk. A meta-analysis by Horner et al. (2010) and additional findings from the U.S. Department of Education confirm that Tier II and Tier III supports significantly reduce disciplinary referrals, increase attendance, and improve overall school climate—benefits that disproportionately support unduplicated students.	
3.5	**Action:** Provide counseling services and opportunities for social-emotional learning	Since 2020, student mental health needs have increased significantly nationwide, a trend confirmed by both national data and local	Suspension Rate and Pathways Charter Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Identified students require additional Tier II counseling and SEL support in order to successfully engage in their education. Students who are expelled or probation-referred to iCARE often demonstrate higher levels of social-emotional-behavioral needs. In addition, the social-emotional-behavioral needs of iLearn students have also increased in complexity and frequency since 2020, corresponding with nationwide trends in mental health needs. It is critical for student wellness that there are highly structured and well-maintained intervention supports and monitoring systems in place to support student needs. Analysis of data: The California Dashboard reflects an increased suspension rate of 2.4% (orange on the dashboard) and also a chronic absenteeism rate of 4.8% (yellow on the dashboard). These data points may continue to trend in an unsatisfactory direction without additional counseling services offered to unduplicated students. Educational Partner feedback: Staff, families, and community partners have repeatedly emphasized requests for increasing student access to counseling supports. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	educational partner feedback. The U.S. Surgeon General has declared youth mental health a national crisis, and California-specific data show that school-aged youth, particularly low-income students and students of color, are experiencing elevated levels of anxiety, depression, and trauma (California Children's Trust, 2021). Unduplicated students are disproportionately affected due to factors such as family instability, exposure to trauma, and limited access to community-based mental health services. In response, Pathways Charter will provide enhanced school-based counseling and Social-Emotional Learning (SEL) services. These supports are designed to help students develop their emotional regulation, resilience, and readiness to learn. Structured school-based mental health interventions have been shown to reduce disciplinary incidents, chronic absenteeism, and improve academic outcomes, particularly for socioeconomically disadvantaged students, English learners, and foster youth. School-based counseling and SEL supports—delivered consistently and proactively—are the most effective strategy to improve well-being and educational outcomes for unduplicated students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Provide enhanced nursing services to support student wellness **Need:** Student health and wellness needs have increased and often create barriers to successful school engagement. Data reflects an increased rate of chronic absenteeism, which is often correlated with enhanced nursing service needs. Analysis of data: The California Dashboard reflects an increased chronic absenteeism rate of 4.8% (yellow on the dashboard). Absenteeism may continue to trend in an unsatisfactory direction without additional nursing services offered to unduplicated students. Educational Partner feedback: Based on educational partner feedback about barriers to school engagement, attendance, and wellness, actions will continue to address expanding wellness supports and nursing services. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:**	Unduplicated students are more likely to experience unmet health needs due to limited access to preventative care, chronic health conditions, and housing or food insecurity. Health-related issues such as unmanaged asthma, chronic illness, and mental health challenges often go untreated, contributing to chronic absenteeism and disengagement from learning. Enhanced nursing support, including health screenings, care coordination, and daily access to a credentialed school nurse, removes barriers to academic success and ensures students are healthy, present, and ready to learn. Research from the National Association of School Nurses (NASN) and the Robert Wood Johnson Foundation shows that school nursing services directly improve student attendance, reduce emergency room visits, and increase chronic illness management, particularly among students from underserved communities. While unduplicated students will be prioritized, student health concerns occur across all demographics and campuses. Providing enhanced nursing services on a schoolwide basis ensures equitable access, rapid response to health-related issues, and system-level improvements in attendance and wellness. A healthy school community benefits all students, making this the most effective use of funds to support both unduplicated pupils and overall student outcomes.	Pathways Charter Chronic absenteeism rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** Utilize the Foster Focus system to support foster youth who attend Pathways Charter School **Need:** Analysis of Data: Foster Students must be enrolled promptly and connected with appropriate services. Currently, the process to enroll foster students occurs immediately. The Foster Youth Liaison and the Student Support Practitioner are notified upon enrollment, and the Foster Focus system is utilized. This action supports the school's ability to assess students quickly and place them in appropriate courses. Educational Partner feedback: Educational Partners value the support of the Student Support Practitioner and the Foster Youth District Liaison. See also Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	Ensure that the records of and services for foster students are transferred in a timely manner and monitored through case management.	Percentage of Pathways Charter School foster students who receive case management

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,641,158	468,039	12.854%	0.000%	12.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,314,906.00	$288,962.00	$0.00	$703,065.00	$3,306,933.00	$2,913,160.00	$393,773.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide cohesive professional learning opportunities focused on high quality academic instruction	All	No			All Schools TK-12	07/01/26-06/30/27	$375,836.00	$28,600.00	$176,048.00			$228,388.00	$404,436.00	
1	1.2	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	All	No			All Schools TK-12	07/01/26-06/30/27	$0.00	$0.00	$0.00				$0.00	
1	1.3	Support Long Term English Learner students with increasing English proficiency	All English Learners	No			All Schools	07/01/26-06/30/27	$38,548.00	$2,933.00	$41,481.00				$41,481.00	
1	1.4	Increase the rigor of Independent Study instruction through supporting parents as teachers. (iLearn)	All	No			All Schools TK-8	07/01/26-06/30/27	$867,933.00	$66,050.00	$933,983.00				$933,983.00	
1	1.5	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	All	No			All Schools	07/01/26-06/30/27	$0.00	$0.00	$0.00				$0.00	
1	1.6	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Low Income	Yes	LEA-wide	Low Income	All Schools 7-12	07/01/26-06/30/27	$187,964.00	$14,304.00	$202,268.00				$202,268.00	
1	1.7	Provide a broad course of study to all students	All	No			All Schools TK-12	07/01/26-06/30/27	$0.00	$103,736.00	$82,214.00			$21,522.00	$103,736.00	
2	2.1	Supporting student engagement and progress toward graduation with high-quality curriculum and instruction	All	No			All Schools	07/01/26-06/30/27	$329,208.00	$70,694.00				$399,902.00	$399,902.00	
2	2.2	Provide enrichment offerings at iLearn	All	No			All Schools 6-8	07/01/26-06/30/27	$178,294.00	$13,568.00	$137,212.00	$54,650.00			$191,862.00	
2	2.3	Academic Counselor: Increase parent and student readiness for transitioning to college or career	All	No			All Schools 9-12	07/01/26-06/30/27	$49,487.00	$3,766.00				$53,253.00	$53,253.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Provide and expand access to courses for college credit	All	No			All Schools 9-12	07/01/26-06/30/27	$32,903.00	$2,504.00	$35,407.00				$35,407.00	
2	2.5	Provide central office support to ensure the timely transfer of records	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$19,325.00	$1,471.00	$20,796.00				$20,796.00	
2	2.6	Provide access to CTE Pathways	All	No			All Schools	07/01/26-06/30/27	$73,892.00	$24,453.00	$18,830.00	$79,515.00			$98,345.00	
2	2.7	ILPs: Support all 7-12 students in implementing a plan toward on-time graduation. Duplicate expense 2.3	All	No			All Schools	07/01/25-06/30/26	$0.00	$0.00	$0.00				$0.00	
3	3.1	School-wide PBIS: Tier I Systems and Practices	All	No			All Schools	07/01/26-06/30/27	$0.00	$3,874.00	$538.00	$3,336.00			$3,874.00	
3	3.2	Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$229,937.00	$17,498.00	$247,435.00				$247,435.00	
3	3.3	Utilize the Foster Focus system to support foster youth who attend Pathways Charter School	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	07/01/26-06/30/27	$10,851.00	$826.00	$11,677.00				$11,677.00	
3	3.4	Community Schools Coordination	All	No			All Schools	07/01/26-06/30/27	$82,166.00	$6,253.00		$88,419.00			$88,419.00	
3	3.5	Provide counseling services and opportunities for social-emotional learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/26-06/30/27	$255,055.00	$19,411.00	$274,466.00	$0.00			$274,466.00	
3	3.6	Provide enhanced nursing services to support student wellness		Yes	LEA-wide		All Schools	07/01/26-06/30/27	$123,177.00	$9,374.00	$132,551.00				$132,551.00	
3	3.7	Student Support Practitioner: Coordinate community-based supports and wellness services	All	No			All Schools	07/01/26-06/30/27	$58,584.00	$4,458.00		$63,042.00			$63,042.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,641,158	468,039	12.854%	0.000%	12.854%	$889,193.00	0.000%	24.421 %	**Total:**	$889,193.00
								LEA-wide Total:	$877,516.00
								Limited Total:	$11,677.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.6**	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	LEA-wide	Low Income	All Schools	$202,268.00	
2	**2.5**	Provide central office support to ensure the timely transfer of records	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,796.00	
3	**3.2**	Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,435.00	
3	**3.3**	Utilize the Foster Focus system to support foster youth who attend Pathways Charter School	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$11,677.00	
3	**3.5**	Provide counseling services and opportunities for social-emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,466.00	
3	**3.6**	Provide enhanced nursing services to support student wellness	Yes	LEA-wide		All Schools	$132,551.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,665,465.00	$3,660,022.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide cohesive professional learning opportunities focused on high quality academic instruction	No	$451,892.00	$466,648.00
1	**1.2**	Engage all teachers in practice-based instructional coaching. Duplicate expense of 1.1.	No	$0.00	$0.00
1	**1.3**	Support Long Term English Learner students with increasing English proficiency	No	$38,705.00	$38,680.00
1	**1.4**	Increase the rigor of Independent Study instruction through supporting parents as teachers. (iLearn)	No	$1,128,501.00	$1,129,597.00
1	**1.5**	Expand systems for Tier II academic interventions. Duplicate expense of 1.1.	No	$0.00	$0.00
1	**1.6**	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	$302,816.00	$323,037.00
1	**1.7**	Provide a broad course of study to all students	No	$100,123.00	$102,748.00
2	**2.1**	Supporting student engagement and progress toward graduation with high-quality curriculum and instruction	No	$410,000.00	$288,054.00
2	**2.2**	Provide enrichment offerings at iLearn	No	$80,187.00	$81,995.00
2	**2.3**	Academic Counselor: Increase parent and student readiness for transitioning to college or career	No	$83,515.00	$85,219.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Provide and expand access to courses for college credit	No	$16,997.00	$17,380.00
2	2.5	Provide central office support to ensure the timely transfer of records	Yes	$18,575.00	$19,961.00
2	2.6	Provide access to CTE Pathways	No	$136,898.00	$186,762.00
2	2.7	ILPs: Support all 7-12 students in implementing a plan toward on-time graduation. Duplicate expense 2.3	No	$0.00	$0.00
3	3.1	School-wide PBIS: Tier I Systems and Practices	No	$5,098.00	$4,050.00
3	3.2	Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs	Yes	$231,118.00	$236,228.00
3	3.3	Utilize the Foster Focus system to support foster youth who attend Pathways Charter School	Yes	$11,514.00	$8,864.00
3	3.4	Community Schools Coordination	No	$84,094.00	$86,310.00
3	3.5	Provide counseling services and opportunities for social-emotional learning	Yes	$315,046.00	$333,478.00
3	3.6	Provide enhanced nursing services to support student wellness	Yes	$132,161.00	$130,091.00
3	3.7	Student Support Practitioner: Coordinate community-based supports and wellness services	No	$118,225.00	$120,920.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$474,039.00	$869,834.00	$868,162.00	$1,672.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Provide fully credentialed teachers, standards-aligned instruction and instructional materials, and maintained school facilities	Yes	$195,586.00	$199,229.00		
2	2.5	Provide central office support to ensure the timely transfer of records	Yes	$18,575.00	$19,961.00		
3	3.2	Intervention Supports: PBIS Tier II & III for Social-Emotional-Behavioral needs	Yes	$231,118.00	$236,228.00		
3	3.3	Utilize the Foster Focus system to support foster youth who attend Pathways Charter School	Yes	$11,514.00	$8,864.00		
3	3.5	Provide counseling services and opportunities for social-emotional learning	Yes	$280,880.00	$273,789.00		
3	3.6	Provide enhanced nursing services to support student wellness	Yes	$132,161.00	$130,091.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,549,228	$474,039.00	0	13.356%	$868,162.00	0.000%	24.461%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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