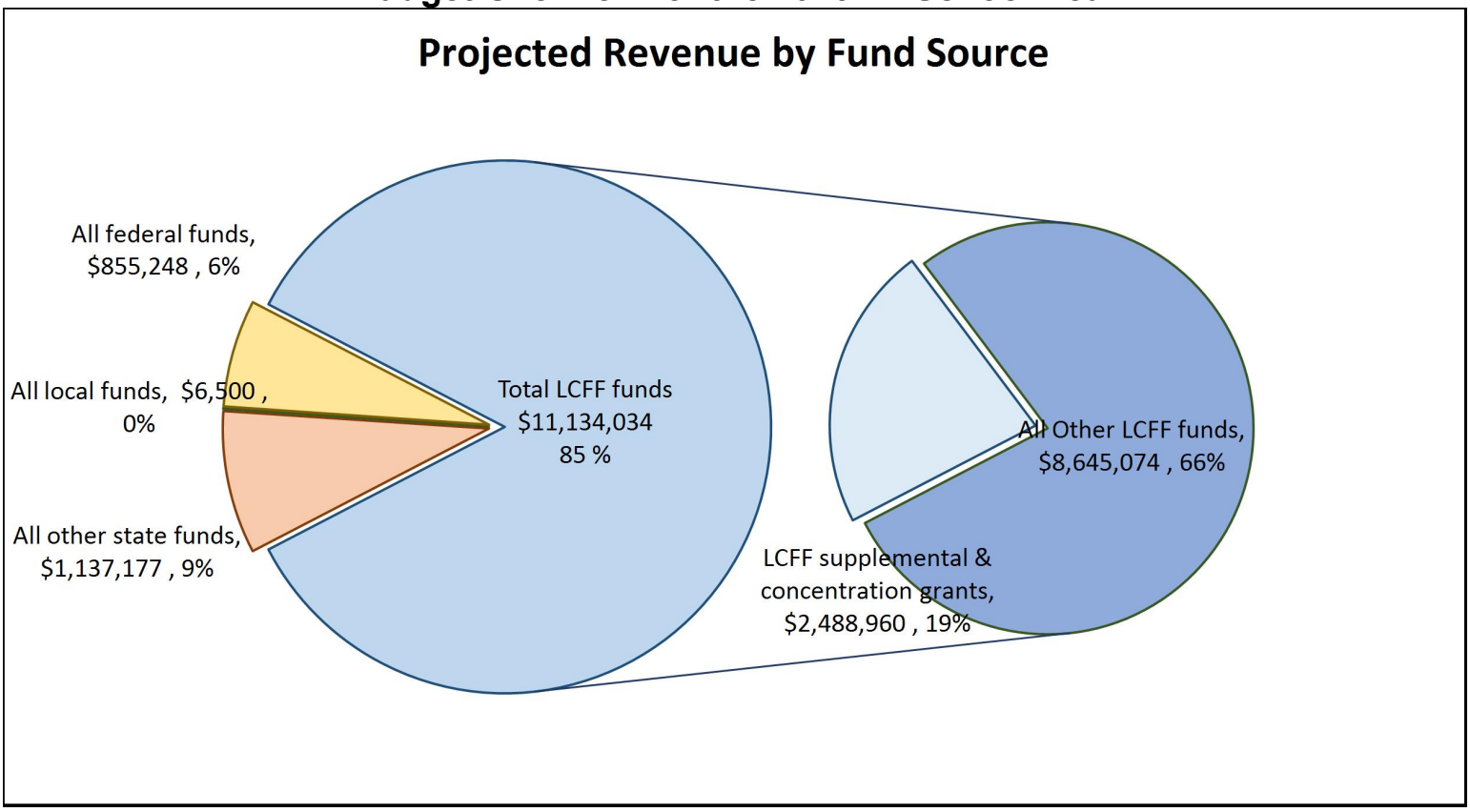
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pathways Academy Charter School
CDS Code: 37-754160139451
School Year: 2026-27
LEA contact information:
Jarom Luedtke
Executive Director
jluedtke@pathwayscharterschool.org
619-791-1600

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

Budget Overview for the 2026-27 School Year

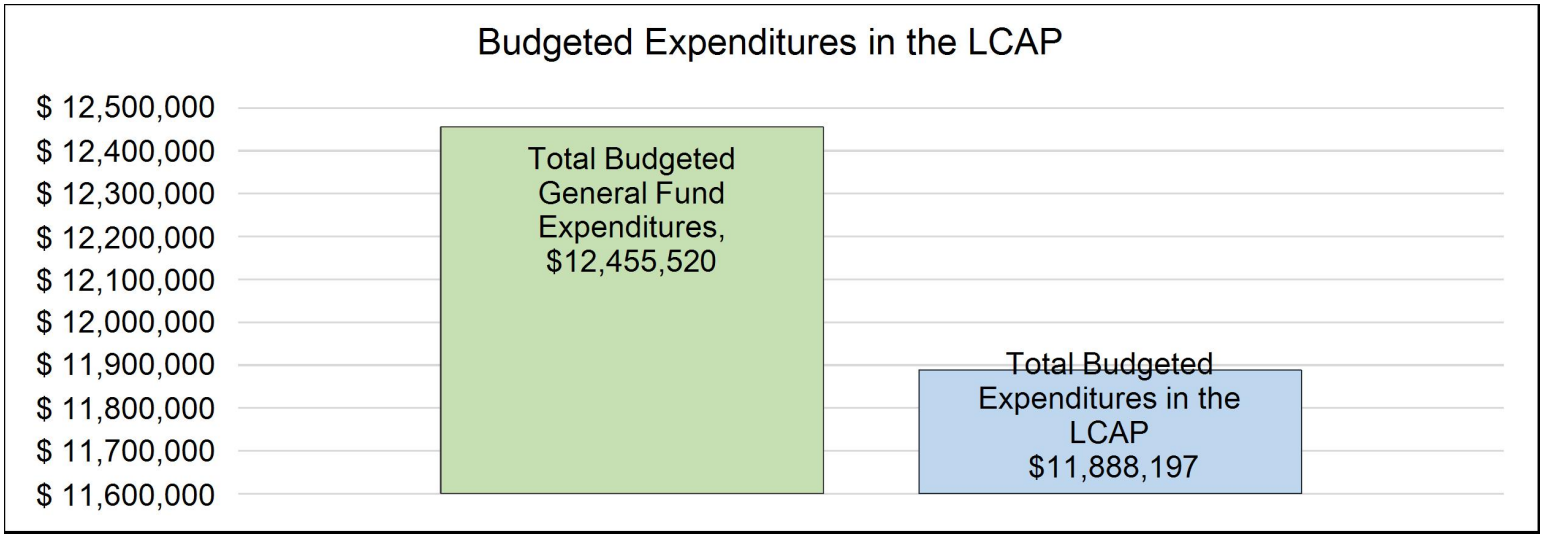


This chart shows the total general purpose revenue Pathways Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pathways Academy Charter School is $13,132,959, of which $11,134,034 is Local Control Funding Formula (LCFF), $1,137,177 is other state funds, $6,500 is local funds, and $855,248 is federal funds. Of the $11,134,034 in LCFF Funds, $2,488,960 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pathways Academy Charter School 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: Pathways Academy Charter School plans to spend $12,455,520 for the 2026-27 school year. Of that amount, $11,888,197 is tied to actions/services in the LCAP and $567,323 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

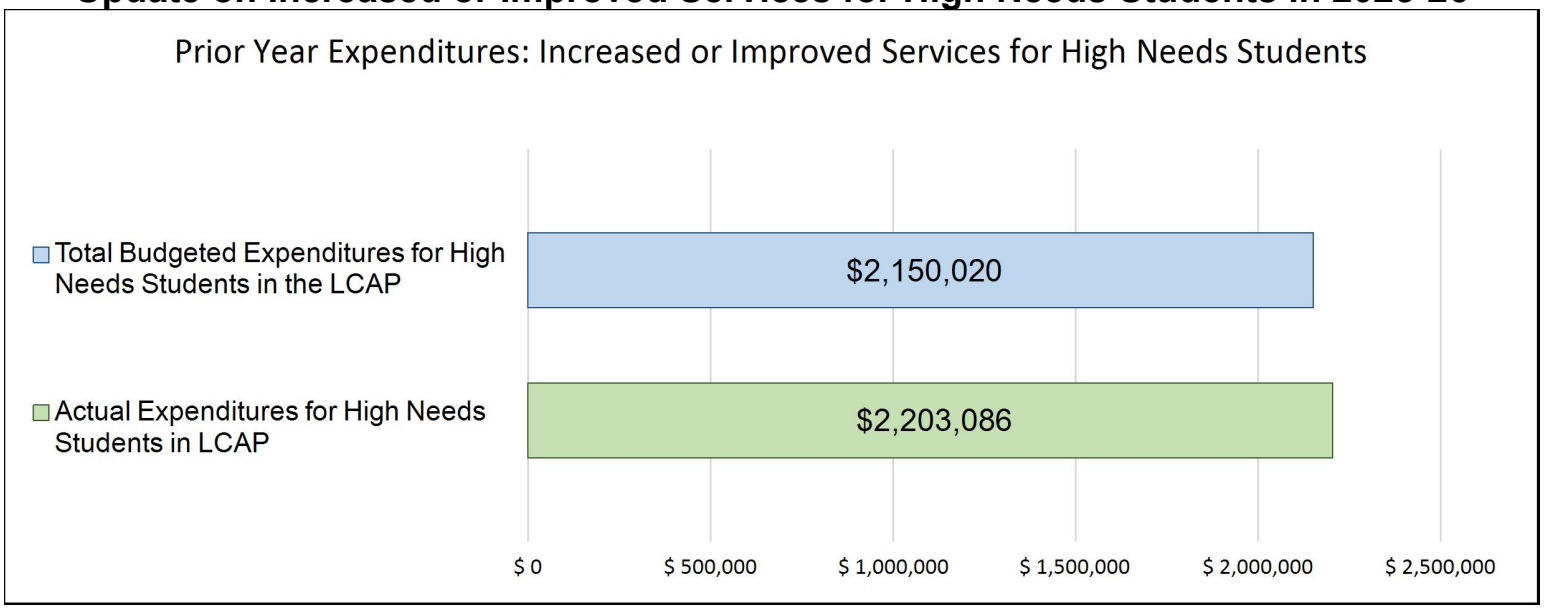
Budgeted expenditures not included in the LCAP are used to support core operational costs of the school and other basic services necessary for the daily operation of the program.

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

In 2026-27, Pathways Academy Charter School is projecting it will receive $2,488,960 based on the enrollment of Foster Youth, English learner, and low-income students. Pathways Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Pathways Academy Charter School plans to spend $2,491,234 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 Pathways Academy 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 Pathways Academy 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, Pathways Academy Charter School's LCAP budgeted $2,150,020 for planned actions to increase or improve services for high needs students. Pathways Academy Charter School actually spent $2,203,086 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

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.

Pathways Academy Charter School is an online charter school authorized by Warner Unified School District. Per the charter, the school serves students ages 16 and older. Pathways Academy delivers high-quality online instruction supported by highly qualified teachers. Students may access coursework 24/7 and progress at their own pace while receiving individualized support from teachers through online meetings, messaging, and scheduled check-ins. Each student receives a personalized learning plan and regular counseling support to help them meet graduation requirements and prepare for postsecondary goals.

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

We embrace and value the diversity of our students. On CBEDS day 2025-26, Pathways Academy reported an enrollment of 723 students. This includes the enrollment of 86.16% (623) socio-economically disadvantaged, 9.68% (70) English learners, 12.45% (90) Special Education, 12% (87) Homeless, and 2.35% (17) Foster Youth. 60.58% (438) of students enrolled in Pathways Academy are Hispanic. More than 70% of our students meet the at-risk/at-promise categories qualifying Pathways Academy to be identified as DASS (Dashboard Alternative School Status). Once enrolled in our school, monitoring student progress and providing support and interventions to keep students on track for graduation is our focus.

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

Our program offers a flexible, personalized learning environment using the Edgenuity online curriculum, where students can access courses anytime, work at their own pace, and demonstrate mastery of California content standards through online exams, with the option to skip material they already know, allowing them to focus on areas that need more support. Beyond students accessing coursework in an online learning environment, Pathways Academy students gain the advantage of engaging in real-time discussions with teachers, counselors, and support staff through live virtual meetings. These sessions offer an opportunity for students to ask questions, seek guidance, and receive individualized support, fostering a more interactive and collaborative learning experience.

Research shows that one of the best tools for student success depends on educational partner involvement in the students education and the school program and that every student benefits from a strong partnership between home, community and school. Pathways Academy partners with the local Workforce Innovation and Opportunity Act (WIOA) offices to provide students access to a world of tools, training, support, vocational training in conjunction with a high school diploma. Upon completion of their vocational training and high school requirements, graduates are poised to be competitive applicants in high-demand fields of employment. Through a partnership with Cal Regional, Pathways Academy students are offered low cost programs to pursue a healthcare career after graduation.

Pathways Academy is governed by the Board of Directors. The board meets regularly to oversee the direction and operation of the school. The board members bring extensive expertise in the field of education, with many of them having worked at the local district, and some have volunteered for state committees or have done advocacy at the state level. Our Board of Directors demonstrate the importance of rock-solid school governance with a strong focus on policy development and fiscal health.

Mission Statement:
Our mission is to provide a high-quality education within a fully virtual, flexible environment that empowers students ages 16 and above to earn their high school diploma at no cost.
Through personalized support and strong community partnerships we equip students with the skills and knowledge needed to achieve their academic and career goals.

Vision Statement:
We envision a future where every student, regardless of age, background, or circumstance, has the opportunity to succeed through education.
By fostering lifelong learning, career readiness, and personal growth, we strive to remove barriers to academic achievement and empower individuals to build a brighter future for themselves, their families, and their communities.

Pathways Principles of Excellence:
Authentic: The ability to maintain integrity in a transparent and genuine way.
Growth-Mindset: Having a growth mindset means being open to and implementing feedback in order to improve and make change. It takes time and requires adaptability and consistency. It actively seeks to improve the self and the whole.

Proactive: Seeking guidance in an engaging and attentive manner. Anticipating useful action with initiative by seeking guidance, problem solving, and prioritizing important tasks that have the potential to affect the organization.
Productive: Actively producing quality, efficient, meaningful results.
Solutions-Oriented: A mindset of seeking out ways to solve issues that occur without complaint or sidestepping problems. Individuals that embody this concept are often geared towards problem solving, creating common goals among co-workers, and striving to overcome challenging situations.

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

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

Reflections: Annual Performance

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

Student Population Overview:

Pathways Academy serves a significant number of students who enroll with academic challenges that impact performance. Many students enter the program credit deficient and seeking to complete a high school diploma. More than 70% of Pathways Academy students meet at-risk criteria qualifying the school for Dashboard Alternative School Status (DASS). Once enrolled, students receive academic monitoring, counseling support, and targeted interventions to support progress toward graduation.

Dashboard and Local Data Review:

A review of California School Dashboard data and local performance data identified Graduation Rate, the English Learner Progress Indicator (ELPI), and the College and Career Indicator (CCI) as priority areas associated with Pathway Academy's CSI and Differentiated Assistance identification. Additional indicators including chronic absenteeism and CAASPP performance were also reviewed to monitor student engagement and academic progress.

Staff regularly analyze student performance data including attendance, records, transcripts, individualized Learning Plans, and California Dashboard indicators. This analyses informed the development of LCAP Goals 1-3, which focus on improving graduation outcomes,

strengthening student engagement and attendance, and increasing educational partner participation. These goals guide the implementation of targeted supports and ongoing monitoring to improve student achievement.

CAASPP Performance:

California Assessment of Student Performance and Progress (CAASPP)
2024-2025 CAASPP ELA:
The Pathways Academy CA Dashboard results in CAASPP ELA indicates that the ALL Students scored 105.2 points below standard (increased 125.4 points (Orange).
Socioeconomic ELA - (23 students) 192.3 points below standard (increased 71.9 points), Hispanic (27) 180.3 points below standard (increased 98.4 points), all other student groups (less than 11 students - data not displayed for privacy).

2024-2025 CAASPP Math:
The Pathways Academy CA Dashboard results in CAASPP Math indicates that the ALL Students scored 182.1 points below standard (increased 84.1 points (Orange).
Socioeconomic, Math : 223.3 points below standard (increased 61.5 points), Hispanic: 223.3 points below standard (increased 61.5 points). all other student groups (less than 11 students - data not displayed for privacy).

Graduation Rate:

The overall graduation rate was 54.3%, representing an increase of 49.8%.
Student group results include:
Hispanic: 53.2% graduated (increased 50.2%), SocioEconomic: 53.9% graduated (increased 48.9%), English learners: 49.4% graduated, Increased 46.7% (79 students), Homeless: 43.2% graduated, Increased 41.6%, Long Term EL: 53.6% graduated, Increased 50.7%, White: 59.4% graduated; Increased 54.7%, SWD: 45.5% graduated, Increased 38.5%

The Dashboard Alternative Status School (DASS) one-year graduation rate reflects the percentage of students meeting the DASS graduation criteria by the end of the 2024-2025 school year.
DASS One Year Graduation Rate: 93.5%
Number of Students: 240
Number of Graduates: 207
English learners: 91.2% graduated, Hispanic: 92.5% graduated, Homeless: 92.7% graduated, LTEL: 90.6% graduated, Two or More Races: 87.5% graduated, Socio Econ: 92.4% graduated, Students w/ Dis: 88.6% graduated, White: 93.3% graduated, Af Am: 96.8% graduated.

Chronic Absenteeism:

The most recent chronic absenteeism rate reported in DataQuest is 41.6%, representing a 14% decrease from 2023-2024 (55.6%).
The reduction in chronic absenteeism indicates that current strategies are improving student engagement. Pathways Academy will continue implementing targeted supports to further reduce absenteeism and support students in completing coursework and meeting graduation requirements.

Root Cause Analysis:
More than 70% of the Pathways Academy students enroll as credit-deficient students seeking to complete a high school diploma. Many students enter with interrupted educational experiences or academic gaps that impact consistent engagement and academic progress. Local data from DataQuest indicates that only 9.6% of students meet the Stability Rate, meaning the majority of students experience mobility or interrupted enrollment. Students are considered "stable" when enrolled for a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.

English Learner Progress:

ELs and Reclassification (RFEP Status)
2025-2026 (most recent data)
EL 0 - 3 years: 102
EL 4 - 5 years: 5
EL 6+ years: 73
RFEP: 258
Total Ever-EL: 438

The fully remote instructional model and built-in translation tools within the online learning platform allow English learners to access focused content; however, these tools may limit opportunities for students to actively practice academic English. As a result, students may develop conversational English proficiency but continue to struggle with academic vocabulary, grammar, and comprehension required for success on English Language Proficiency Assessments for California (ELPAC).

Potential Gap/Root Cause: Translation tools and the 100% remote online nature of the student's time spent in our educational environment means they are constantly seeing their need to learn English and increase their proficiency.
For English speaking ELs (not RFEP) poor performance on English Language Proficiency Assessment (ELPAC) can be due to insufficient practice with test format or understanding specific question types.
For some English learners, their conversational English may lack academic vocabulary, grammar and comprehension for proficiency assessments.

Potential Solutions: Pathways Academy is in the process of hiring a dedicated English Learner Specialist to monitor student progress and provide target instructional support for EL students. Instructional strategies will focus on strengthening academic vocabulary development, comprehension of test formats, and explicit instruction in academic English to support improved performance on English proficiency assessments.

Alignment to LCAP Goals:

To address identified needs related to graduation rate, performance in the English Learner Progress Indicator (ELPI), College/Career Indicator (CCI), and chronic absenteeism, Pathways Academy continues to implement strategies aligned with LCAP Goals 1-3. These strategies include the following:

Through ongoing data analysis of attendance records, transcripts, individualized learning plans, and California Dashboard indicators, staff identify students in need of additional support and implement targeted interventions. Teachers and counselors provide regular outreach and academic monitoring to support course completion and re-engagement of students who have become disengaged or are credit deficient.

Professional development opportunities support teachers in implementing effective instructional practices, improving communication with students, and strengthening strategies to support English learners and other stunt groups. Student support staff, including counselors, coordinate services that assist students in meeting graduation requirements and preparing for postsecondary transitions.

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

Reflections: Technical Assistance

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

Pathways Academy participates in Differentiated Assistance through the San Diego County Office of Education (SDCOE) to address state indicators that led to eligibility, including Graduation Rate, the English Learner Progress Indicator (ELPI) and the College and Career Indicator (CCI).

Through a collaborative review of our root cause and disaggregated student data, the leadership team identified factors affecting student progress toward graduation, college and career readiness, and English language proficiency for student groups including English learners, long-term English learners, socioeconomically disadvantaged students, and students experiencing homelessness. Ongoing technical assistance and coaching from the San Diego County Office of Education supported Pathways Academy in reviewing and analyzing student data to identify student gaps and determine improvement strategies that support the effective implementation and monitoring of student needs.

This analysis informed the development of targeted strategies reflected in the Local Control and Accountability Plan (LCAP) and Local Indicators Map. Implementation of these strategies is monitored through ongoing leadership team collaboration, SDCOE s coaching support, and regular review of student data to evaluate progress and make adjustments as needed to support improved student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

Pathways Academy Charter School

Support for Identified Schools

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

Support for Pathways Academy Charter School

Needs Assessment
Pathways Academy Charter School was identified for comprehensive Support and Improvement (CSI) based on performance in Graduation Rate. During the current year, Pathways Academy was also identified for Differentiated Assistance (DA) based on performance in Graduation Rate, College and Career Indicator (CCI), and English Learner Progress Indicator (ELPI). Over the three-year cycle, Pathways Academy has strengthened its use of multiple data sources, including California Dashboard data, local assessment data, and student group performance data, to identify and refine areas of need to support continuous improvement efforts.

Through a comprehensive needs assessment process, Pathways Academy analyzed trends in graduation rates, CCI completion, and EL progress over time. This analysis included disaggregation by student groups such as English learners, low-income students, foster youth, and homeless youth. In addition, student, parent, and staff input surveys were used annually to better understand barriers to student success, including engagement, access to student support, and awareness of graduation requirements. Over the three-year cycle, this process has helped deepen our understanding of root causes, including barriers to student engagement, gaps in credit accumulation, and limited participation in college and career readiness opportunities. The results of our analysis strengthened our ability to focus on student progress including barriers impacting outcomes.

As a result of these efforts, Pathways Academy has improved its graduation rate from 4.5% to 54.3%. While this remains below the state benchmark of 68%, the upward trend reflects meaningful progress and the impact of targeted support and interventions. Year-to-year fluctuations (2023: 20%, 2024: 4.5%, 2025: 54.3%) are influenced by small cohort sizes and enrollment changes; however, the overall trend demonstrates improvement in graduation outcomes.

Evidence-Based Interventions
Pathways Academy implemented evidence-based interventions aligned to graduation rate, CCI, and ELPI improvement. These interventions included expanded academic counseling support focused on credit tracking and individualized graduation planning, increased monitoring of student progress, and targeted interventions to support student engagement and course completion.

The strategies were selected based on our demographics and the specific needs of our students, identified gaps in student progress and engagement, as well as research demonstrating that structured academic counseling, frequent progress monitoring, and individualized

student support improves student engagement and graduation outcomes (U.S. Department of Education, Office of Planning, Evaluation, and Policy Department, 2018).

Over the three-year cycle, we learned the importance of ongoing monitoring of student performance and the early identification of at-risk students, along with providing timely interventions to better align supports with student needs. Pathways Academy's strategies evolved to include a data reporting system with weekly teacher class roster reviews and counselor reports focused on student academic progress. As a result of these refinements, Pathways Academy has improved its ability to respond to student needs in a timely manner, leading to increased student progress toward graduation, and a stronger connection between the strategies in place and student outcomes.

Over time, these adjustments reflect strategies being refined based on what is working and where students continue to need support resulting in improved student progress and engagement as reflected in increased enrollment and ADA (February 2024: 459/347; February 2025: 760/647; February 2026: 867/683) and a steady decline in chronic absenteeism (2022-23: 73.8%, 2023-24: 56.6%, 2024-25: 41.6%). As enrollment has grown, Pathways Academy continued to strengthen student engagement - overall attendance has improved, and chronic absenteeism has steadily declined, reflecting the impact of our re-engagement and support strategies and the effectiveness of ongoing monitoring and targeted interventions.

Resource Inequities
While these trends reflect overall improvement, continued review of the data highlighted areas where additional support was needed to address resource inequities.

Through this review, Pathways Academy found that all students had access to appropriately credentialed staff and aligned instructional materials and courses. However, as enrollment increased, the need for additional student support also grew. Review of student performance, course completion, graduation progress, and participation in college and career readiness opportunities, showed a need to increase counseling and support staff to provide timely and targeted academic guidance and intervention.

Additionally, due to Pathways Academy's identification for Differentiated Assistance in College and Career Indicator (CCI) and English Learner Progress Indicator (ELPI), Pathways Academy is actively participating in San Diego County Office of Education (SDCOE) Improvement Planning, which focuses on identifying and implementing strategies to strengthen student outcomes. As a result of Differentiated Assistance identification in College and Career Indicator (CCI) and English Learner Progress Indicator (ELPI), Pathways Academy identified the need to develop a clear sequence of college and career courses for Young Adult Student Academy (YASA) students and expand targeted supports for English learners. Pathways Academy is also taking steps to hire an English Learner Specialist/teacher.

During the three-year cycle, these adjustments have ensured alignment between identified needs and resource allocation, with a focus on improving measurable student outcomes over time.

CSI and DA Educational Partner Input/Support
Student/Parent/Teacher Mtg: March 2026
Staff Input Mtg: March 12, 2026
Educational Partner Input Meeting: 1/07/26, 3/04/26, 5/13/26
WIOA/Community Member Input Mtg: March 2026

SELPA: May 2026
Governing Board: March 10, 2026 CSI/DA update, LCAP/CSI/DA 6/02/26

Educational Partner Input Meeting agendas and minutes are located on the school website:
9/03/25: UCP, School Safety Plan, IXL Implementation, WASC Mid-Cycle Review and Input, Counseling Department Introduction to Services and Website
11/05/25: Ed Partner Input Survey review and input, SARC, LCAP Mid-Year Overview and Input, English Learner Master Plan Overview, 25/26 Tiered Reengagement Plan - Student Services Dept., Counseling Dept. Webinars, Opportunities for Parents and Graduation Requirements.
1/07/26: CSI Overview and Input, Differentiated Assistance Overview and Strategies, IXL and ELPAC assessments information, WASC Mid-Cycle Review and Input; Prioritized areas for growth.
2/04/26: LCAP and Positive School Input Survey Results, IXL and ELPAC Assessments Update, LCAP Mid-Year Report, WASC Mid-Cycle Review Report Update
3/04/26: LCAP Input, Differentiated Assistance in LCAP, CAASPP Testing, Counseling Department Update, WASC Accreditation Update
5/13/26: CSI 3-Year Prompt Results, LCAP Input, LCAP Draft, CAASPP Testing Update, Counseling Department Update

Assistance/Support from SDCOE and CDE:
SDCOE State and Federal Updates: 1/09/26
SDCOE Equity through Assessment Accessibility: 9/25/25
SDCOE, Veronica Maxwell, District & School Improvement Coordinator (CSI prompt guidance): 4/02/26
SDCOE, Todd Langager, Director of Implementation, Improvement, & Impact (DA Coach): 2025-2026 Running Deliverables and Expectations Meetings
CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI: 2/10/25

Monitoring and Evaluating Effectiveness

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

Monitoring and Evaluating Effectiveness

Monitoring (Implementation)
Throughout the CSI 3-year cycle Pathways Academy implemented structured monitoring and evaluation processes to assess the effectiveness of its evidence-based interventions. Data, including course completion and graduation progress, will continue to be collected and reviewed on a weekly basis by the Accountability, Assessment, and Data Specialist. This data will be used to identify students in need of additional support, determine whether interventions are being implemented as planned, and make timely adjustments to support strategies to better meet student needs. Findings will be shared with teachers by class roster and with the leadership team to support ongoing monitoring. The Special Projects Coordinator will oversee and monitor CSI/DA goals and school accountability plans to ensure alignment and progress toward meeting established goals.

Evaluation (Effectiveness)

Evaluation of effectiveness will be based on Dashboard indicators and local outcome data, including student engagement, performance, graduation rate, College and Career Indicator (CCI) and English Learner Progress Indicator (ELPI). The leadership team will analyze this data on a weekly basis to identify trends, measure progress, and student support strategies to determine the overall effectiveness of interventions.

Effectiveness is determined by whether or not students demonstrate improvement over time in course completion, credit attainment, progress toward graduation, participation in college and career opportunities, and English learner redesignation rate. When data collected indicates limited progress, the leadership team works with staff to refine or adjust interventions to better support student outcomes.

Educational Partner input is collected through meetings, surveys and ongoing communication, and will be included in the evaluation process to ensure that identified needs and strategies remain aligned with student, school, and community priorities. This ongoing process supports continuous improvement and ensures that decisions are responsive to data.

These actions reflect Pathways Academy's continuous cycle of improvement, using data to identify needs, refine strategies, and ensure the alignment of resources to support student achievement.

Over the three-year cycle, Pathways Academy has strengthened its monitoring system by moving from periodic data review to consistent weekly progress monitoring. This change has improved the school's ability to identify student needs earlier and respond more quickly with targeted interventions.

Evidence of improvement includes increased student progress toward graduation, stronger course completion rates, and improved engagement over time. These outcomes reflect the impact of more structured monitoring, increased collaboration among staff, and more timely adjustments to support strategies.

As Pathways Academy completes Year 3 of the CSI cycle, the school has made steady progress over time, refining strategies and strengthening our focus on what is working for students. Systems are now in place to support sustainable and continuous improvement in student outcomes.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Staff Students Parents SELPA WIOA partners Educational Partner Input Meetings Governing Board Members	Local Control Accountability Plan (LCAP) and Comprehensive Support Improvement (CSI) meetings were held with educational partners to review the input survey and local assessment data and goals and actions. The LCAP was shared via email to teachers, classified staff, and community partners so that they could review the plan and give input. A follow-up Pathways Academy team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input: Educational Partner Input Meetings: 11/05/25, 1/07/26, 22/04/26, 3/4/26, 5/20/26; Staff Mtg: 5/22/26 WIOA/Community Member Input Mtg: May 2026 SELPA: May 2026 Warner Unified School District Collaboration Meeting: May 2026 Governing Board: June 2, 2026 Educational Partner Input Meeting agendas and minutes are located on the school website. Pathways Academy is a school with a majority of students ages 18 - 24. The Pathways Academy Educational Partner Input Meetings are inclusive of all students, parents, adult students and all educational partners. As a result, the agenda for each of the meetings have been robust in covering a wide variety of important information and opportunities to provide input in order to support the needs of our student population:

Educational Partner(s)	Process for Engagement
	September 3, 2025: Uniform Complaint Procedures, School Safety Plan, IXL Implementation, Communication with Teachers, Staff, Counselors and Administration; WASC Mid-Cycle Review and Input, Counseling Department Introduction to Services and Website November 5, 2025: LCAP Input Survey, School Accountability Report Card Update, LCAP Mid-Year Report Input, LCAP Survey Questions, English Learner Master Plan, 2025/26 Tiered Reengagement Plan/Student Services Dept., Counselor Website and Webinars and Graduation Requirements January 7, 2026: Comprehensive Support and Improvement [CSI) overview and input, IXL and EPAC assessments, WASC Mid-Cycle Review and Input: Prioritized Areas for Growth February 4, 2026: LCAP Input Survey Results, WASC Mic-Cycle Review Report Update (Feb 24-25 Virtual Visit) March 4, 2026: LCAP/CSI/DA Input, CAASPP Testing, Counseling Department Update, WASC Accreditation Update May 13, 2026: LCAP Input, LCAP Draft, CAASPP Testing Update, Counseling Department Update SDCOE Technical Assistance Affinity Group Meetings: 12/15/25: The Dashboard and Beyond Workshop; 1/13/26: Differentiated /assistance Kickoff; 2/05/26 Team Mtg with Todd Langager; 3/11/26; CSI 3-Year Cycle Prompt Support with Veronica Maxwell: 4/02/26; Improvement/Implementation Workshop; 5/8/26 Improvement-Con!

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

LCAP Annual Review: Educational Partners were invited to participate to give input in Educational Partner LCAP Input Survey: 1/13/25 - 1/31/25. The input survey was emailed to all educational partners with a direct link to the survey. The survey was anonymous and provided an opportunity for our educational partners to give additional input. Additionally, Comprehensive Support Improvement (CSI) meetings were held with educational partners to review the input survey and local assessment data and strategies to support/increase student performance to increase graduation rate. The school plan was shared via email to teachers, classified staff, and community partners so that they could review the plan. A follow-up Pathways Academy team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input.

Pathways Academy's goal is to annually increase educational partner participation by 2%. Pathways Academy increased participation in the LCAP Input Survey from 7 educational partners in 2019-20 to 443 participants in 2025-26, demonstrating significant growth in stakeholder engagement and input over time.

Student Group Survey Participants:

English Learner: 75 participants, Foster Youth: 23 participants, Low Socioeconomic: 21 participants, Homeless: 31 participants, Students w/Disabilities: 32 participants

Survey Participant Ethnicities: Am.Indian/Alaskan/Hawaiian Native: 6 (1.4%); African American: 29 (6.5%); Hispanic/Latino: 221 (49.9%); Pacific Islander: 2 (.5%); Asian: 9 (2%); Filipino: 4 (0.9%): White: 90 (20.3%); Two or More Races: 69 (15.6%); Declined to State: 13 (2.9%).

Effect on LCAP: Goal 3:
To support student learning and achievement for all students, we will establish connections and build partnerships with our educational partners to increase involvement, establish trust and ensure satisfaction. Effective and meaningful transparent communication will provide opportunities for inclusive input decision making at the program and charter level.

Access to Distance Learning Curriculum and Instruction Input:
99.1% (439) The students have access to online grade level curriculum and instruction.
98% (434) Technological devices to access instruction and support are provided (i.e. Chrome book)
99.3% (440) When needed, to ensure the student is on track with their educational plan, the teacher offers resources and additional support as needed.
99.1% (439) Interventions such as extended time and/or credit deficiency support has supported the student in earning a diploma.

Effect on LCAP:
Access to Distance Learning and Graduation Requirements:
LCAP 1.5 The School Counselor meets with the graduating senior to discuss next steps in their education plan. SPED individualized transition plans that support student success post-graduation are developed in collaboration sessions with all SPED students and the Education Specialist.
eric.ed.gov: Transforming High School Counseling: Research has indicated that students in high schools with fully developed, comprehensive, and outcome-based counseling programs are more likely to obtain high grades and to be prepared for success in college and careers (Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers, & Sun, 1997). This study examined the current roles and practices of American high school counselors in relation to the ASCA National Model. Expectations for student success by high school counselors were also examined and compared to those of teachers' and school administrators'. A nationally representative sample of 852 lead counselors from 944 high schools was surveyed as part of the High School Longitudinal Study: 2009-2012. Findings are examined in the light of the National Model and advocated practices.

LCAP 1.4: Identify professional development opportunities for teachers to promote equity-focused practices and develop skills related to teaching, learning, and effective communication to engage and build partnerships with students and parents . Facilitate the development of teachers with a focus on improving student achievement through data-driven coaching, coaching sessions for certificated and classified employees, including evidence-based instructional practices, implementation of curriculum and assessments, the use of the curriculum and course content, collection of work assessments and creating and monitoring master agreements (CSI/DA)

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

Engagement in Learning Input:
98% (434) were engaged and able to complete assignments
99.1% (439) Teacher regularly checked in and provided academic updates and support
98.9% (438) Access to supplemental learning/additional support for academic or developmental needs were available.
54.5% (199) participate in WIOA organization support.

Effect on LCAP:
LCAP 1.1: Teachers, School Counselors, and the Accountability, Assessment, & Data Specialist will support the academic achievement of ALL students by engaging in in-depth analysis of student records (attendance records, student transcripts, IEPs), California Dashboard data, Credits Deficient to Graduate, Graduation Rate, and direct individualized support. (CSI)
eric.ed.gov: Using Data To Guide School Improvement: Educators need a process for data-driven decision making that helps them focus on the essential pieces of information to identify priority areas and select realistic goals. There is broad agreement that measuring student progress and setting specific goals are fundamental to school improvement (Schmoker, 1999).

Student Engagement Graduation Rate:
LCAP 1.2 Using multiple measures to monitor and evaluate each student's level of attaining goals, teachers and school counselors engage and support students that are struggling and provide student support services and tiered reengagement to overcome identified barriers so that students can complete graduation requirements. (WASC) (CSI)
LCAP 1.7 Instructional Assistants support counselors and teachers and monitor students to identify any barriers that prohibit them from regular attendance and course completion. Instructional Assistants support teachers with the engagement of students with IEPs.
LCAP 2.4 We will identify, monitor and support students who are struggling with regular attendance and course completion. (CSI)
AAM-Policy-Brief-091214-2.pdf: School improvement plans include chronic absence data and strategies for nurturing a culture of attendance. To develop strategies for improving achievement, schools need to know whether students are failing because of problems with curriculum and instruction or because students are simply missing so much school that they cannot benefit from what is being taught. What is clear from research and practice is that good attendance is key to academic success. Schools and districts that have started paying attention to chronic absence find that they can turn around attendance numbers quickly and, in some cases, see test score gains.

School Climate Input:
99.8% (442) feel safe while working in the school online course environment
98.4% (436) feel a genuine connection with the teacher and that she/he really cares about their success in school
99.3% (440) feel safe and welcome to meet with the teacher to discuss their progress
99.3% (440) feel their input is valued and respected when collaborating with the teacher or school staff and administration
98.2% (426) During counselor or teacher meetings, the teacher inquired about the student's well-being and provided the student with information

Overall, 99.3% of survey participants feel welcome to meet with the teacher to discuss their progress and that their input is valued and respected when collaborating with the teacher or school staff and administration.
Overall, 99.8% of the survey participants are in agreement that Pathways Academy Charter is a safe environment where there is support from their teachers.
Overall, 99.3% of the students are in agreement that they feel valued and respected by their teacher and school.
Overall, 98.2% reported that their teacher inquired about their well-being and provided information on accessing community coordinator services (health, mental health, public assistance, housing).

Effect on LCAP:
LCAP 2.1 Focus on building a positive school climate and student engagement through the availability of Tiered Reengagement, Student Support Services, School Counselors at all levels, and, Credit Recovery Options for Secondary Level (WASC) (CSI)

Meaning: Overall high satisfaction rate with the school program 100%

Use:
Continue the teacher collaboration and training to maintain and continue to improve the overall satisfaction with the school educational program.
Continue discussions on identifying students that need additional support with coursework.
Continue to provide information and support for student participation in WIOA.
Continue staff training on community services available to students and ways to inquire about a student’s well being and provide students with information on accessing community services (health, mental health, public assistance, housing).

Follow-Up:
The Input Survey results and the Executive Director's written response were shared with our educational partners by email with follow-up at a staff meeting, at the Educational Partner Input Meeting held 2/05/25, and with WIOA partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student academic achievement and graduation outcomes through equity-focused teaching, student-centered learning, rigorous standards-aligned curriculum, aligned assessments, expanded CTE pathways, and multiple measures of college/career readiness for all students, including English learners, unduplicated student groups, and students with disabilities.	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.

Goal 1 focuses on improving student achievement through a coordinated system of data-driven progress monitoring, standards-aligned instruction, targeted supports, professional learning, postsecondary planning, and strategic partnerships to ensure all students are prepared for graduation and beyond.

This is a broad goal focused on improving performance across multiple state and local metrics that collectively impact student achievement, graduation outcomes, and college and career readiness. Because academic performance and the College and Career Indicator (CCI) is influenced by graduation rate, rigorous coursework, CTE pathways access, assessment results, English learner progress, and effective instruction, this goal integrates coordinated actions rather than addressing each component separately.

The goal emphasizes continuous monitoring of student progress, ongoing data review, and early identification of students needing additional support. Tiered re-engagement strategies and targeted services support course completion, on track graduation, and college and career readiness.

Graduation Rate, CAASPP ELA and Math, ELPAC, Local Indicators, and access to qualified teachers are monitored to ensure students are progressing toward graduation and postsecondary readiness. Educational Partner Input survey results reflect a positive school climate, with approximately 99% of students reporting feeling safe, supported, and connected.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Achievement: CAASPP ELA participation and results	CA Dashboard 2022-2023 ALL Students ELA - (32 students) 287.7 points below standard (increased 19.5% - orange) Hispanic ELA (15 students) 285.5 points below standard (maintained 2.5 points) Socioeconomic ELA - (20 students) 309.6 points below standard (declined 11.3 points) White ELA - (11 students) 290.5 points below standard All other student groups Less than 11 students, data not displayed for privacy	CA Dashboard 2023-24 ALL Students ELA (42 students) 230.6 points below standard Increased 57.1 points - orange) Hispanic ELA. (27 students) 278.7 points below standard. Increased 6.8 points Socioeconomic ELA (23 students) 237.8 points below standard (Increased 71,8 points) All other student groups Less than 11 students, data not displayed for privacy.	CA Dashboard 2024-25 ALL Students ELA - (43 students) 105.2 points below standard (increased 125.4 pts - (ORANGE) Hispanic: ELA 180.3 points below standard (increased 98.4 points) Socioeconomic ELA - 109.1 points below standard (increased 128.8 points) White ELA - 63 points below standard All other student groups Less than 11 students, data not displayed for privacy.	Annual improvement in ELA achievement as measured by a reduction in points below standard.	2024-25 Overall ELA Achievement 105.2 ;points below standard (increased 125.4 pts) (Orange) 2023-24 Overall ELA Achievement: 230.6 points below standard
1.2	Student Achievement: CAASPP Math participation and results	CA Dashboard 2022-2023 ALL Students	CA Dashboard 2023-24 ALL Students	CA Dashboard 2024-25 ALL Students	Annual improvement in Math achievement as measured by a	2024-25: Overall Math Achievement: 182.1 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math - (32 students) 348 points below standard (declined 24.4points - red) Hispanic Math (15 students) 348 points below standard (declined 47.3 points) Socioeconomic Math (19 students) 348 points below standard (declined 32.9 points) White Math (11 students) 348 points below standard All other student groups Less than 11 students, data not displayed for privacy	Math (42 students) 266.9 points below standard Increased 81.1 points - orange) Hispanic Math (27 students) 284.8 points below standard. Increased 63.2 points Socioeconomic Math (23 students) 264.2 points below standard (Increased 83.8 points) All other student groups Less than 11 students, data not displayed for privacy.	Math - (44 students) 182.1 points below standard (increased 84.8 points - ORANGE) Hispanic Math: (18 students) 223.3 points below standard (increased 61.5 points) Socioeconomic Math - 192.3 points below standard (increased 84.8 pts) White: (21 students) 150.3 points below standard All other student groups Less than 11 students, data not displayed for privacy.	reduction in points below standard.	standard (increased 84.8 points) (Orange) 2023-24 Overall Math Achievement: 266.9 points below standard (Orange)
1.3	Student Achievement: English Learner Progress Indicator (ELPI) Measured by	2022-2023 English Language Proficiency for Summative ELPAC:	2023-2024 English Language Proficiency for	2024-2025 English Language Proficiency for	Increase the percentage of English learners making progress	ELPAC proficiency data remains suppressed due to fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner progress toward English proficiency as demonstrated through ELPAC results and student reclassification.	In order to protect student privacy, data is suppressed because fewer than 11 students tested ELs and Reclassification (RFEP Status) 2022-23 EL 0 - 3 years: 0 EL 4 - 5 years: 1 EL 6+ years: 7 RFEP 23 Total Ever-EL: 31	Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested. ELs and Reclassification (RFEP Status) 2023-24 (most recent data) EL 0 - 3 years: 3 EL 4 - 5 years: 7 EL 6+ years (LTEL): 118 RFEP: 152	Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested. 2024-25 (most recent data) EL 0 - 3 years: 98 EL 4 - 5 years: 5 EL 6+ years: 147 RFEP: 270	toward English proficiency and reclassification, as measured by ELPAC results and RFEP rates.	students tested; therefore, a numerical difference from baseline cannot be calculated. Progress will continue to be monitored through EL reclassification (RFEP) and annual ELPAC results.
1.4	Student Achievement: Graduation Rate Measured by the CA Dashboard Graduation Rate, DASS Graduation Rate, and the Local Program Graduation Rate, defined as the percentage of students enrolled during the school year who complete graduation requirements and earn a high school diploma.	2022-23: All Students: 20% (95 in grad rate, 19 grads, 8 5th year grads) Homeless: 29.4% (17 in grade rate,5 grads, 4 5th year grads) Socioeconomic: 22.4% (67 in grad rate, 15 grads, 8 5th year grads) SWD: 23.1% (13 in grad rate, 3 grads, 1 5th year grad) African American: 18.8% (16 in grad rate, 3 grads, 1 5th year grad)	2023-24: All Students: 4.5%, Declined 15.5% Hispanic (166 students): 3% graduated (declined 22%); SocioEconomic (238 students): 5% graduated (declined 17.3%); Student groups with less than 11 students - data not displayed for privacy The state reported graduation rate reflects the	2024-25: All Students: 54.3%, (increased: 49.8%) Hispanic 53.2% graduated (increased 50.2%) SocioEconomic 53.9% graduated (increased 48.9%) Students w Dis: 45.5% graduated (increased 38.5%) English learners: 49.4% graduated (increased 46.7%) Homeless: 43.2% graduated, (increased 41.6%)	Increase both the CA Dashboard Graduation Rate and the Local Program Graduation Rate annually to demonstrate sustained improvement in student completion outcomes.	Overall CA Dashboard Graduation Rate: Red 2023-24: (4.5%) 2024-25: 54.3% DASS Graduation Rate: 2023-24 86.3% 2024-25: 93.5% 2024-25: Local Program Graduation Rate baseline established; future years will measure

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 25% (44 in grad rate, 11 grads, 5 5th year grads) White: 10% (20 in grad rate, 2 grads, 0 5th year grads) Local Program Graduation Rate: Baseline established in 2024-2025 and defined as the percentage of students enrolled during the school year who complete graduation requirements and earn a high school diploma.	number of students in the Class of 2023 plus students from the Class of 2022 who graduated in their fifth year at the end of 2022-23 with a standard high school diploma. DASS One Year Graduation Rate: 86.3% Number of Students: 240, Number of Graduates: 207 The Dashboard Alternative Status School one-year graduation rate reflects the number of students who met the (DASS) one-year graduation rate c	Long Term EL: 53.6% graduated, (increased 50.7%) White: 59.4% graduated, (increased 50,7%) Student groups with less than 11 students - data not displayed for privacy DASS One Year Graduation Rate: 93.5% English learners: 91.3%, 8.7% did not graduate Hispanic: 83.5%, 16.5% did not Homeless: 90.6%, 9.4% did not LTEL: 91.3%, 8.7% did not Two or More Races: 87.5%, 12.5% did not Socio Econ: 85.5%, 14.5% did not Students w/ Dis: 88.2%, 11.8% did not White: 90%, 10% did not Af Am: 96.6%, 3.4% did not		difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The Dashboard Alternative Status School one-year graduation rate reflects the number of students who met the (DASS) one-year graduation rate criteria and graduated at the end of 2024-25.		
1.5	Local Indicator Priority 2 Implementation of State Standards and access to curriculum-aligned instructional materials.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science 0% Students lacking textbooks and other instructional materials.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards	2024-25 Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic	Maintain full Implementation and sustainability of professional learning and access to standards-aligned instructional materials across all content areas.	Full Implementation and Sustainability

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maintain access to services and resources are available to all students.	available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science 0% of students lacking textbooks and other instructional materials. Maintain access to services and resources are available to all students.	standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science 0% of students lacking textbooks and other instructional materials. Maintain access to services and resources are available to all students.		
1.6	Local Indicator Priority 1: Basic Services Conditions of Learning Qualified and Effective Teachers, Teacher Credentialing Equitable Student Services and Resources	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach. Student services and resources are equitable amongst all students.	100% of teachers are appropriately credentialed for the courses they teach	Maintain 100% of teachers appropriately credentialed for the courses they teach and ensure equitable access to student services and resources.	Full Implementation and Sustainability
1.7	Local Indicator Priority 7: Access to a Broad Curriculum: Career Technical Education (CTE) Participation Pupils Enrolled in A-G courses required for UC/CSU Admission	Ensuring students have access to classes that prepare them for college and careers. All students have access to a broad course of study. Teachers and Counselors provide students with information on	Ensuring students have access to classes that prepare them for college and careers. All students have access to a broad course of study. Teachers and	100% of students have access to participate in a broad curriculum and CTE. 2024-25 : CTE Program Participation: 6% 2024-25: Pupils Enrolled in A-G	Increase CTE participation and the percentage of students meeting College and Career Indicator (CCI) "Prepared" criteria through expanded participation in	CTE Participation increased from 0% to 6%. Student participation in counseling meetings and webinars has increased, supporting course

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		accessibility and participation in CTE and A-G Course for UC/CSU Admission 2022-23: CTE Program Participation: 0 2022-23: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0 No students enrolled in CTE pathways or A-G; counselors provide students with information and access to available CTE opportunities.	Counselors provide students with information on accessibility and participation in CTE and A-G Course for UC/CSU Admission 2023-24 : CTE Program Participation: 0 2023-24: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0 No students enrolled in CTE pathways or A-G; counselors provide students with information and access to available CTE opportunities.	Courses for UC/CSU Admission: 0 The counselors regularly email students with information about upcoming webinars and reminders to schedule appointments for support as needed. Counselors provide support to students with IEPs on a recurring weekly, bi-weekly, or monthly basis. Counselors meet with Young Adult Success Academy (YASA) students to review and update their Graduation Plan and assess resource needs.	CTE pathways and ongoing counseling support for postsecondary planning.	planning and postsecondary readiness.

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.

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

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.

There were no material differences between our budgeted expenditures and estimated actual expenditures 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.

The actions implemented have supported improved student progress toward graduation. Dashboard graduation rate increased from 4.5% to 54.3% and the DASS one-year graduation rate of 93.5% reflects the effectiveness of the school's monitoring and support strategies. Staff regularly analyze student progress data, including course completion, credit attainment, attendance, and engagement, to identify barriers and provide individualized academic counseling and targeted interventions.

These efforts have contributed to improved course completion, increased student engagement, and greater progress toward graduation. Ongoing review of student outcome data allows the school to refine strategies, adjust supports, and strengthen alignment between interventions and student needs, reinforcing Pathways Academy's continuous cycle of improvement.

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.

Several actions were consolidated and modified to streamline the Pathways Academy LCAP and improve clarity and alignment between strategies and student achievement outcomes.

CSI funded positions previously listed as separate actions (1.8, 1.9, 1.10) were integrated into Action 1.1 to align data monitoring, student progress review and CSI/DA oversight within a single coordinated action.
Action 1.4 was modified to incorporate elements from Actions 1.6 and 2.5 to better align professional development and assessment tools used to monitor student learning and program effectiveness.
Action 1.7 was merged into 2.2

These modifications strengthen coherence across the Pathways Academy LCAP, eliminate redundant descriptions of similar activities, and provide clearer alignment between strategies and student achievement outcomes.

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	Data-Driven Student Achievement and Progress Monitoring	1.1 Through regularly scheduled progress monitoring, teachers, counselors, and the Accountability, Assessment, & Data Specialist analyze student data (academic progress, attendance, transcripts, IEP progress, Dashboard indicators, credit status, graduation data, and English Learner Progress Indicator data) to identify students at risk of not meeting graduation requirements or making progress toward English language proficiency. Identified students receive individualized academic counseling, ongoing monitoring, and targeted support for course completion, English language development, and on-track graduation. (CSI/DA)	$1,406,209.00	Yes
1.2	Monitoring Student Progress Using Multiple Measures	1.2 Teachers and counselors use multiple measures of student performance to implement tiered re-engagement strategies, credit recovery, goal setting, and graduation planning for students who are credit deficient to improve course completion, and graduation outcomes. (WASC) (CSI/DA)	$905,819.00	Yes
1.3	Standards-Aligned Instruction and Implementation of State Standards	1.3 All students will have access to a broad course of study that includes standards aligned core instruction, College and Career Technical Education (CTE) pathways, and college and career readiness opportunities aligned to the College and Career Indicator (CCI). School counselors will monitor CCI readiness indicators and support students in completing qualifying measures to increase the percentage of students as “Prepared.” (WASC, DA)	$340,604.00	No
1.4	Professional Development and Coaching for Equity-Focused, Data-Driven Instruction	1.4: Provide ongoing professional development and data-driven coaching for certificated and classified staff focused on equity-centered instructional practices, standards-aligned curriculum implementation, assessment use, and effective communication with students and families. Staff will also collaborate with the authorizer to identify and implement additional local assessment instruments to better measure adult learner needs and program effectiveness. Assessment data will be used to inform instructional improvements and monitor student learning and academic achievement. (WASC) (CSI/DA)	$662,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Postsecondary Transition Planning and Progress Monitoring	1.5 School counselors will meet with graduating seniors to develop individualized post-secondary transition plans outlining next steps in education, career, or workforce pathways. SPED individualized transition plans will be developed in collaboration with the Education Specialists to support successful post-graduation outcomes and ensure compliance. (CSI/DA)		No
1.6	Strengthen WIOA Partnerships to Expand Learning Opportunities and Postsecondary Readiness.	1.6 Strengthen partnerships with Workforce and Innovation and Opportunity Act (WIOA), Department Of Rehabilitation (DOR), Educational Opportunity Program (EOP) to expand student real-world learning experiences and support successful postsecondary transition and college and career readiness. (WASC, CSI/DA)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance student engagement and foster a positive school learning environment where students feel connected and supported through highly qualified staff, continuous monitoring of student progress, targeted interventions, and data-informed decision making to improve attendance, engagement, and school climate outcomes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 is a maintenance of progress goal focused on improving student engagement, attendance, and school climate through a coordinated system of monitoring, re-engagement strategies, and targeted support to ensure students remain connected and on track for success. Although Pathways Academy has made progress in reducing chronic absenteeism and maintaining positive school climate indicators, continued attention is needed to ensure students remain connected and on track for success. This goal supports the recruitment and retention of highly qualified staff, continuous monitoring of student progress, re-engagement strategies, and targeted supports to address barriers to attendance and engagement. Goal 2 addresses student engagement and school climate metrics not fully addressed in the other LCAP goals. Regular attendance is strongly associated with course completion and graduation outcomes. To reduce chronic absenteeism and maintain a positive school climate, we monitor attendance data, implement tiered re-engagement strategies, and provide targeted student support services as needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicator Priority 6: Student Engagement: Chronic Absenteeism Rate	2022-2023 Chronic Absenteeism Data ALL: (359) enrolled, 265 in Chronic Absenteeism Count = 73.8%	2023-2024 Chronic Absenteeism Data All: (736) enrolled, 409 in Chronic Absenteeism Count: 55.6%	Chronic Absenteeism: 2024-25: 41.6% 2023-24: 55.6% 2022-23: 73.8% 2021-22: 85.1%	Annual decrease in chronic absenteeism for all students.	Decreased chronic absenteeism by 18.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Af Am: (46), 37 in Chronic Absenteeism Count = 80.4% Hispanic: (190), 139 in Chronic Absenteeism Count = 78.7% White: (73), 52 in Chronic Absenteeism Count = 84.1% Socioeconomic:(211), 165 in Chronic Absenteeism Count = 71.2% SWD (24), 18 in Chronic Absenteeism Count = 75% Homeless: (58), 18 in Chronic Absenteeism Count = 79.3% Foster Youth: * ELs: (29), 24 in Chronic Absenteeism Count = 82.8%	(decreased by 18.2%) Af American 62.5% Hispanic or Latino 56.7% White 50% Two or More Races 47.6% English learners 59.3% Foster Youth 93.8% Homeless Youth 61.5% Students with Disabilities 63% All other student groups: Less than 11 students, data not displayed for privacy.			
2.2	Local Indicator Priority 6: School Climate Student Engagement: School Attendance Rates	October 2023: Enrollment: 271 ADA: 310	October 2024: Enrollment: 628 ADA: 560	October 2025 : Enrollment 759 ADA: 580	Annual increase in ADA to support improved student engagement and attendance.	ADA increased from 560 in 2024 to 580 in 2025.
2.3	Local Indicator Priority 6: School Climate: Expulsion Rate	0%	0%	0%	0% Expulsion Rate	Maintained 0% Expulsion Rate
2.4	Local Indicator Priority 6: School Climate: Suspension Rate	0%	0%	0%	0% Suspension Rate	Maintained 0% Suspension Rate
2.5	Local Indicator Priority 1: Basic Services:	100% of teachers are appropriately	100% of teachers are appropriately	100% of teachers are appropriately	100% of teachers are appropriately	Maintained 100% of teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Qualified/Effective Teachers	credentialed for the courses they teach.	credentialed for the courses they teach	credentialed for the courses they teach	credentialed for the courses they teach	appropriately credentialed for the courses they teach

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.

Through ongoing efforts to build a positive school culture and strengthen student engagement, the school maintained 0% suspension and expulsion rates. Implementation of re-engagement strategies, consistent monitoring of attendance and course completion, and targeted student support contributed to increased ADA and a decline in chronic absenteeism supporting improved student engagement and progress toward graduation.

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.

There were no material differences between our budgeted expenditures and estimated actual expenditures 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.

The actions implemented, including monitoring student progress, tiered re-engagement strategies, frequent communication with students and families, and connecting students to community resources supported improved engagement, attendance, and course completion. These efforts are reflected in increased ADA and a reduction in chronic absenteeism.

As enrollment has grown, systems have been strengthened to ensure students are identified early and provided with timely, targeted interventions. Staff regularly review data, including attendance, course completion, and credit attainment, to guide individualized academic counseling and support.

These actions have contributed to increased student engagement, improved attendance, and stronger progress toward graduation. Ongoing analysis of student outcomes allows the school to refine strategies, adjust supports, and maintain alignment between interventions and student needs, reinforcing Pathways Academy's continuous cycle of improvement.

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.

Actions 2.4 and 2.5 were revised and integrated with Action 2.1 to strengthen alignment of student re-engagement, attendance monitoring, and student support services. Multiple measures will continue to be used to monitor each student's progress toward graduation, including attendance, course completion, and credit attainment. Teachers and school counselors will continue to engage and support students who are struggling and provide targeted interventions to address barriers to graduation requirements. Professional development and instructional support activities will also continue to strengthen instructional practices and student engagement.
Action 1.7 merged with 2.2 to consolidate the recruitment, retention of highly qualified teachers and instructional assistants to ensure students receive coordinated instructional and academic support aligned to their educational needs.

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	Positive School Climate - Tiered Student Engagement Supports	2.1 Promote a positive school climate and student engagement through tiered re-engagement strategies, student support services, school counseling, and expanded credit recovery opportunities to improve attendance, engagement and course completion. These supports will be available to all students, including English learners, unduplicated students, and students with disabilities, to improve engagement, attendance and course completion. (WASC) (CSI/DA)		
2.2	Recruitment and Retention of Highly Qualified Staff	2.2 Recruit and retain highly qualified certificated teachers and appropriately assigned classified staff to ensure students receive instruction and support aligned to their educational needs. Under the direction of teachers and counselors, instructional assistants support monitoring of attendance, course completion, and student engagement to provide timely interventions and improve student outcomes.(WASC)	$6,277,313.00	No
2.3	Family and Student Engagement Through Ongoing Communication	2.3 Maintain frequent communication with students regarding academic progress, attendance, and school events through teacher outreach, counselor contact, and school communication systems to promote engagement and persistence toward graduation. (WASC)		No

Action #	Title	Description	Total Funds	Contributing
2.4	Integrated Student Support Services and Community Partnerships	2.4 Support student social, emotional and mental health needs through WIOA partnerships and community resources. For Youth Mental Health First Aid training the school counselor and school psychologist will provide training for teachers on identifying student needs and referring students to appropriate community resources. (WASC)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To support student learning and achievement for all students, we will strengthen connections and build partnerships with our educational partners to increase involvement, build trust, and ensure satisfaction. Through transparent and meaningful communication, we will provide inclusive opportunities for input and shared decision-making at both the program and charter levels.	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.

Goal 3 focuses on strengthening relationships with students, families, and educational partners by increasing opportunities for input, participation, and ongoing communication. This is a maintenance of progress goal that includes ongoing actions to strengthen educational partner engagement and monitoring of related local indicator data not fully addressed in the other LCAP goals. Establishing strong partnerships with students and families support improved engagement, course completion, and graduation outcomes. Increasing participation in surveys and engagement activities helps build trust, strengthen communication, and support collaboration. Communication through meetings, input sessions, the school website, and social media ensures multiple opportunities for engagement and meaningful input.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator Priority 3: Educational Partner Engagement and Involvement: LCAP Input Survey	2023-24 Total Input Survey Participants: 122 (93.6% increase) Survey participants in student groups that participated in the input survey: English Learner: 9.8% Students With a Disability: 11.5%	2024-25 Total Input Survey Participants: 451 (269.67% increase) Survey participants in student groups that participated in the input survey: English Learner: 20.4%	2025-26 Total Input Survey Participants: 443 Survey participants in student groups that participated in the input survey:English Learner: 75 participants	Annually increase or maintain high levels of engagement, input, and participation.	Maintenance of high survey participant input.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Socioeconomic: 6.6% Foster Youth: 3.3% Homeless: 4.1% Student of Pathways Academy: 63.9% Community Member (i.e. WIOA): 10.7%	Students With a Disability: 8.2% Low Socioeconomic: 6% Foster Youth: 5.5% Homeless: 8.2% Student of Pathways Academy: 69.6% Community Member (i.e. WIOA): 4%	Foster Youth: 23 participants Low Socioeconomic: 21 participants Homeless: 31 participants Students w/Disabilities: 32 participants Parent/Guardian of Pathways Student: 24 participants Pathways Student: 287 participants Pathways Team Member: 79 participants Educational Partner/Community Member (WIOA): 11 participants		
3.2	Local Indicator Priority 6: School Climate: Overall Satisfaction Rate	98.4% (120) of the input survey participant's Overall Satisfaction with their experience at Pathways Academy.	98.4% (444) of the input survey participant's Overall Satisfaction with their experience at Pathways Academy.	100% (443) of the input survey participant's Overall Satisfaction with their experience at Pathways Academy.	Annually increase and maintain 95% - 100% overall satisfaction with the Pathways Academy school program.	Maintained high levels of overall satisfaction among survey participants.
3.3	Local Indicator Priority 6: Safety Plan Review and Training	The Safety Plan was reviewed and updated and approved by the governing board: December 13, 2023	The Safety Plan was reviewed and updated and approved by the governing board: December 10, 2024	The Safety Plan was reviewed and updated and approved by the governing board: September 9, 2025	Annually review, update and train staff on the School Safety Plan. Annual School Board review and approval of the	Approved September 9, 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School Safety Plan.	

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.

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

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

There were 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.

The actions implemented to increase educational partner engagement, including the use of surveys, meetings, and ongoing communication have supported a positive school climate and strengthened connections with students, families, and the community. Participation in the LCAP input survey increased significantly, and overall satisfaction remained high, reflecting strong engagement and input from educational partners.

Feedback gathered through these efforts has been used to inform program improvements, strengthen communication, and ensure that school practices remain responsive to student and family needs. In addition, the annual review and approval of the School Safety Plan supports a safe and supportive learning environment for all students.

These actions have contributed to maintaining a positive school climate and high levels of engagement and satisfaction among educational partners. Ongoing collection and review of input data allows the school to refine strategies, strengthen outreach efforts, and ensure alignment between educational partner feedback and school practices, reinforcing Pathways Academy's continuous cycle of improvement.

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.

LCAP 3.2 We will build partnerships for student outcomes by developing participation and engagement of our unduplicated students and underrepresented families and students through the support of the Student Engagement Specialist, Student Services Technician and the Student Support Community Outreach Specialists (CSI) (WASC)

*Modify LCAP 3.2 Build partnerships that support student outcomes by increasing participation and engagement of unduplicated students and underrepresented families through the support of student engagement and student services staff. (WASC) (CSI/DA)

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	Educational Partner Engagement and Input Systems	3.1 Seek Educational Partner input and assess our level of engagement through community participation and WIOA and other partnerships, regular Educational Partner Input Meetings, and surveys to support meaningful and transparent communication. (WASC) (CSI/DA)		No
3.2	Student Engagement of Unduplicated and Underrepresented Students and Families	3.2 Build partnerships that support student outcomes by increasing participation and engagement of unduplicated students and underrepresented families through the support of student engagement and student services staff (CSI/DA)	$1,266,272.00	Yes
3.3	Comprehensive School Safety Planning and Training	3.3 Review and update the Comprehensive School Safety Plan annually with governing board approval and provide staff training on safety procedures.		No
3.4	Operations of the School - Governance, Oversight, and Continuous Improvement	3.4 The Executive Director, authorizing district, and governing board will provide oversight and monitoring of school programs and operations to ensure compliance, accountability, and continuous program improvement.	$1,029,980.00	No
3.5	Expanded Communication and Outreach Systems	3.5 Expand communication and engagement opportunities for adult learners and educational partners through the school website, social media, Educational Partner Input meetings, and other outreach efforts to support participation in school planning. (WASC)		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
$2,488,960	$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
28.790%	0.000%	$0.00	28.790%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Data-Driven Student Achievement and Progress Monitoring **Need:** Graduation Rate: All: 54.3% ELs: 49.4% LTEL: 53.6% Socio: 53.9% HmLess: 43.2%	The development, implementation, evaluation and ongoing monitoring and reporting of student academic data - including coursework completion, graduation credit attainment, and provided support are used to determine the effectiveness of CSI/DA strategies in promoting and supporting the achievement of all students.	CAASPP(ELA , Math, Science), Graduation Rate, CCI, ELPI Local Control Accountability Plan (LCAP) with a mid-year and annual review of CSI/DA actions.

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
	College/Career Indicator: ELs: 1.9% HmLess: 1.1% English Learner Progress Indicator: ELs: 1.1% LTEL: 1.2% **Scope:** LEA-wide		
1.2	**Action:** Monitoring Student Progress Using Multiple Measures **Need:** Pathways Academy did not meet the minimum 68% graduation rate, with an overall rate of 54.3%. Additionally, low performance in English Learner Progress Indicator (1,1%) and College/Career Indicator (6%) contributed to Pathways Academy's identification for Comprehensive School Improvement (CSI) and Differentiated Assistance (DA). Student group data indicates that English learners, socioeconomically disadvantage students, and students experiencing homelessness are disproportionately impacted, with lower graduation rates and limited progress toward college and career readiness. Chronic absenteeism rates across student groups further impact student outcomes and engagement.	The state reported graduation rate reflects the number of students in the Class of 2023 plus students from the Class of 2022 who graduated in their fifth year at the end of 2022-23 with a standard high school diploma: ALL students: 54.3%. Using a variety of assessments and monitoring all students including English learners, other unduplicated student groups, and students with disabilities progress through data analytics and progress monitoring allows for early identification of struggling students and personalized support by implementing tiered interventions to support the academic achievement and graduation of our students. These services are being provided on an LEA-wide basis to maximize their impact in increasing overall metric results that impacts our student demographics.	Course Completion/Attendance, CAASPP (ELA, Math, Science), Graduation Rate, College/Career Indicator (CCI), English Learner Progress (ELPI) and LCAP mid-year and annual reviews.

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		
1.4	**Action:** Professional Development and Coaching for Equity-Focused, Data-Driven Instruction **Need:** Strengthen instructional practices and staff capacity to better support English learners, foster youth, and low income students in improving graduation outcomes, English language progress, and college and career readiness. Professional development is needed to equip teachers with evidence-based instructional strategies, culturally responsible practices, and effective engagement techniques to meet the diverse needs of unduplicated student groups. **Scope:**	Teachers will participate in ongoing professional development and instructional coaching focused on standards-aligned instruction, use of student data, and evidence-based strategies to support engagement and academic progress. Professional learning will emphasize strategies to support English learners, students experiencing homelessness, and other unduplicated student groups. Instructional coaching and collaboration will support implementation of high-quality instructional practices and continuous improvement of teaching and learning.	CAASPP (ELA , Math, Science), Graduation Rate. English Learner Progress Indicator (ELPI), College/Career Indicator (CCI) Professional Development participation and implementation.
1.5	**Action:** Postsecondary Transition Planning and Progress Monitoring **Need:** Data indicates a need to improve student attendance, course completion, and progress toward graduation requirements to increase the graduation rate. Current graduation rates remain below the state benchmark of 68%, with	Students are supported through ongoing monitoring of attendance, course completion, and credit attainment to ensure they remain on track for graduation. Teachers, counselors, and support staff engage students in individualized planning, progress monitoring, and targeted interventions to address credit deficiencies and support timely graduation. Given that a significant percentage of students enroll credit deficient, these supports are provided	CAASPP(ELA , Math, Science), Graduation Rate, Course Completion, and Attendance

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
	disproportionately lower outcomes for English learners, socioeconomically disadvantaged students, and students experiencing homelessness. Graduation Rate: All: 54.3% ELs: 49.4% LTEL: 53.6% Socio: 53.9% HmLess: 43.2% **Scope:**	school wide to ensure equitable access and improved outcomes for all student groups. These actions are designed to increase graduation rates and ensure students are prepared for postsecondary pathways.	
2.1	**Action:** Positive School Climate - Tiered Student Engagement Supports **Need:** Chronic absenteeism remains a significant barrier to student success, despite improvement from 55.6% in 2023-2024 to 41.6% in 2024-2025. Continued focus is needed to address attendance barriers and improve student engagement to support course completion and progress toward graduation. **Scope:**	Staff monitor student attendance and identify possible barriers that impact consistent participation. Teachers, counselors, and support staff provide targeted interventions, including individualized support, student support services, and tiered re-engagement strategies to improve attendance and engagement. These supports help ensure students attend consistently, complete coursework, and remain on track for graduation. Services are provided on an LEA-wide basis to maximize impact and improve outcomes for all student groups.	Chronic Absenteeism Rate Graduation Rate Course Completion Attendance Rates
2.2	**Action:** Recruitment and Retention of Highly Qualified Staff	Recruiting and retaining qualified staff ensures students receive consistent instructional and support services aligned to their educational needs. LREBG funds support an instructional	Local Indicators (Priority 1: Basic Services; Priority 6: School Climate)

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: Maintain a highly qualified and effective staff to support student engagement, consistent instruction, and academic success. A highly qualified and well-supported staff is critical to meeting the needs of English learners, foster youth, and low-income students and improving outcomes in attendance, course completion, and graduation. **Scope:**	assistant position that assists teachers and counselors with attendance monitoring, course completion tracking, and student engagement interventions for students needing additional support. Pathways Academy supports recruitment, retention, and ongoing development of qualified teachers and support staff to ensure consistent, high-quality instruction and student support. A positive and supportive school environment promote student engagement, strengthens relationships, and supports improved academic outcomes for all students, These services are provided on an LEA-wide basis to ensure all students benefit from stable staffing and consistent support systems.	Staff retention and assignment Student engagement and attendance
2.3	**Action:** Family and Student Engagement Through Ongoing Communication **Need:** Strengthen communication and collaboration with students and families to improve student engagement, attendance, and academic progress, Increased family and student engagement is important to supporting the success of English learners, foster youth, and low income students. **Scope:**	To ensure students, parents, and community members are informed of input opportunities, student/parent/teacher meetings.	Local Indicator Priority 6 (School Climate and Engagement) Participation in parent/student meetings and engagement activities Attendance Rates

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
2.4	**Action:** Integrated Student Support Services and Community Partnerships **Need:** Students may experience social, emotional, or external barriers that impact attendance, engagement, and course completion. Addressing these barriers through access to student support services and community resources is essential to improving student well-being, engagement, and academic success. **Scope:**	Pathways Academy provides a supportive and equitable learning environment that promotes students' social-emotional well-being and academic success. Counselors and staff identify student needs and connect students to appropriate services including WIOA partnerships and community-based resources. These supports reduce barriers to attendance and engagement, helping students remain on track for course completion and graduation.	Local Indicator Priority 6 (School Climate and Student Engagement) Attendance Rates Course Completion
3.2	**Action:** Student Engagement of Unduplicated and Underrepresented Students and Families **Need:** Chronic absenteeism continues to impact student engagement and course completion, particularly for unduplicated student groups. Although rates have improved over time, continued focus on attendance monitoring and targeted supports is needed to sustain progress and improve student outcomes, 2024-2025 Chronic Absenteeism Rate 41.60% 2023-2024 Chronic Absenteeism Rate 55.60% 2022-2023 Chronic Absenteeism Rate 73.80%	Staff monitor attendance data and provide targeted interventions to address barriers impacting student participation. The Student Engagement Specialist, Student Services Technician, and Student Support Community Outreach Specialists provide direct support to improve attendance, engagement, and connection to school. These supports help increase student participation, support course completion, and ensure students remain on track for graduation. Services are provided on a LEA-wide basis to maximize impact and improve outcomes for all student groups.	Chronic Absenteeism Rate Graduation Rate Course Completion Attendance Rates

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		

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

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.

Pathways Academy serves students who often face significant barriers to academic success, including credit deficiency, life circumstances, employment responsibilities, and housing instability. To address these challenges Pathways Academy prioritizes communication and targeted support services for unduplicated student groups, including English learners, low income students, and foster youth.

School counselors and teachers work collaboratively to monitor student progress, provide academic guidance, and connect students to community resources and support services. These efforts include monitoring attendance and course completion, identifying barriers that prevent regular attendance and engagement, and implementing tiered re-engagement strategies to support students in completing graduation requirements.

Instructional assistants and student support staff provide additional monitoring and intervention to help students remain engaged in coursework and connection to the school community.

These services are designed to increase engagement, improve attendance, support course completion, and ultimately improve graduation outcomes for unduplicated students.

Additional Concentration Grant Funding

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

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

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

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	8,645,074	2,488,960	28.790%	0.000%	28.790%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,015,416.00	$1,017,533.00	$0.00	$855,248.00	$11,888,197.00	$10,367,384.00	$1,520,813.00

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	Data-Driven Student Achievement and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,406,209.00	$0.00	$594,124.00	$58,057.00		$754,028.00	$1,406,209.00	
1	1.2	Monitoring Student Progress Using Multiple Measures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$905,819.00	$0.00	$630,838.00	$173,761.00		$101,220.00	$905,819.00	
1	1.3	Standards-Aligned Instruction and Implementation of State Standards	All	No			All Schools	2026-2027	$0.00	$340,604.00	$163,685.00	$176,919.00			$340,604.00	
1	1.4	Professional Development and Coaching for Equity-Focused, Data-Driven Instruction	All	No			All Schools	2026-2027	$0.00	$662,000.00	$662,000.00				$662,000.00	
1	1.5	Postsecondary Transition Planning and Progress Monitoring	All	No			All Schools	2026-2027								
1	1.6	Strengthen WIOA Partnerships to Expand Learning Opportunities and Postsecondary Readiness.	All	No			All Schools	2026-2027								
2	2.1	Positive School Climate - Tiered Student Engagement Supports	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2026-2027								
2	2.2	Recruitment and Retention of Highly Qualified Staff	All	No			All Schools	2026-2027	$6,277,313.00	$0.00	$5,668,517.00	$608,796.00			$6,277,313.00	
2	2.3	Family and Student Engagement Through Ongoing Communication	All	No			All Schools	2026-2027								
2	2.4	Integrated Student Support Services and Community Partnerships	All	No			All Schools	2026-2027								
2	2.6							2025-2026								
3	3.1	Educational Partner Engagement and Input Systems	All	No			All Schools	2026-2027								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Student Engagement of Unduplicated and Underrepresented Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,161,872.00	$104,400.00	$1,266,272.00				$1,266,272.00	
3	3.3	Comprehensive School Safety Planning and Training	All	No			All Schools	2026-2027								
3	3.4	Operations of the School - Governance, Oversight, and Continuous Improvement	All	No			All Schools	2026-2027	$616,171.00	$413,809.00	$1,029,980.00				$1,029,980.00	
3	3.5	Expanded Communication and Outreach Systems	All	No			All Schools	2026-2027								

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
8,645,074	2,488,960	28.790%	0.000%	28.790%	$2,491,234.00	0.000%	28.817 %	**Total:**	$2,491,234.00
								LEA-wide Total:	$2,491,234.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Data-Driven Student Achievement and Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,124.00	
1	**1.2**	Monitoring Student Progress Using Multiple Measures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$630,838.00	
2	**2.1**	Positive School Climate - Tiered Student Engagement Supports			English Learners Foster Youth Low Income	All Schools		
3	**3.2**	Student Engagement of Unduplicated and Underrepresented Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,266,272.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,303,664.00	$9,354,948.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Achievement - Student Achievement	No		
1	**1.2**	Monitoring Student Progress - Student Achievement using multiple measures to monitor and evaluate student progress	Yes	$505,951.00	615498
1	**1.3**	Academic Content - Implementation of State Standards	No	$347,769.00	280668
1	**1.4**	Professional Development to promote equity-focused practices	No	$250,000.00	365888
1	**1.5**	Curricular Review and Evaluation - Student Engagement	No		
1	**1.6**	Curricular Review, Evaluation and Collaboration	No		
1	**1.7**	Student Support - Instructional Assistants supporting student engagement, academic progress, and course completion toward graduation	Yes	$1,021,123.00	919874
1	**1.8**	Comprehensive School Improvement -Development, implementation, evaluation and accountability	No	$139,681.00	137249
1	**1.9**	Monitoring and reporting student academic data to support student achievement	No	$101,247.00	111206
1	**1.10**	Program Specialist	No	$111,976.00	0

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	2.1	Positive School Climate - Tiered Re-engagement, Student Support Services, and credit recovery to support student engagement and progress	Yes		
2	2.2	Recruit and Retain Highly Qualified Teachers and Classified Staff	No	$4,636,768.00	4461200
2	2.3	Parent Involvement - Student Engagement Frequent Contact	No		
2	2.4	Monitor and Support Students Struggling with Regular Attendance - Student Engagement	No		
2	2.5	Social, Emotional and Mental Health - Community Partnerships	No		
2	2.6	Improving student achievement through data-driven and evidence-based instructional practices coaching for certificated and classified employees CSI	No		
3	3.1	Educational Partner Engagement/Partnerships	No		
3	3.2	Student Engagement of Unduplicated, Underrepresented Students and Families through outreach, communication, and participation opportunities	Yes	$909,947.00	1023326
3	3.3	School Safety - School Climate	No		
3	3.4	Operations of the School - Basic Services	No	$1,279,202.00	1440039
3	3.5	Communication - Student Engagement	No		

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)
1789047	$2,150,020.00	$2,203,086.00	($53,066.00)	0.000%	100.000%	100.000%

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	1.2	Monitoring Student Progress - Student Achievement using multiple measures to monitor and evaluate student progress	Yes	$343,742.00	386765		18%
1	1.7	Student Support - Instructional Assistants supporting student engagement, academic progress, and course completion toward graduation	Yes	$896,331.00	792995		36%
2	2.1	Positive School Climate - Tiered Re-engagement, Student Support Services, and credit recovery to support student engagement and progress	Yes				
3	3.2	Student Engagement of Unduplicated, Underrepresented Students and Families through outreach, communication, and participation opportunities	Yes	$909,947.00	1023326		46%

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)
8101103	1789047	0	22.084%	$2,203,086.00	100.000%	127.195%	$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).

California Department of Education
November 2024