PACSAE Comprehensive Support and Improvement

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Comprehensive Support and Improvement (CSI)

Each identified school must locally develop and implement a plan to improve student outcomes that is aligned to the goals, actions, and services identified in the district's LCAP

Identified for CSI if 2021, 2022, 2023 average of graduation rate is below 68%

DASS schools have the same criteria as non-DASS schools

CSI schools are a part of a 3-year cohort starting in 2023-24 through 2026-27

Funds must only be spent on evidence-based CSI intervention strategies and/or activities directly related to the following improvement planning and implementation efforts:

Capacity Building Plan development and implementation including:
- ❏ Partnering with stakeholders
- ❏ Conducting needs assessments and root cause analysis
- ❏ Identification/development of evidence-based interventions, strategies, and/or activities
- ❏ Using data to develop, implement, monitor, and evaluate improvement efforts
- ❏ Reviewing/identifying resource inequities, which may include a review of LEA- and school level budgeting

Comprehensive Support and Improvement Planning Summary

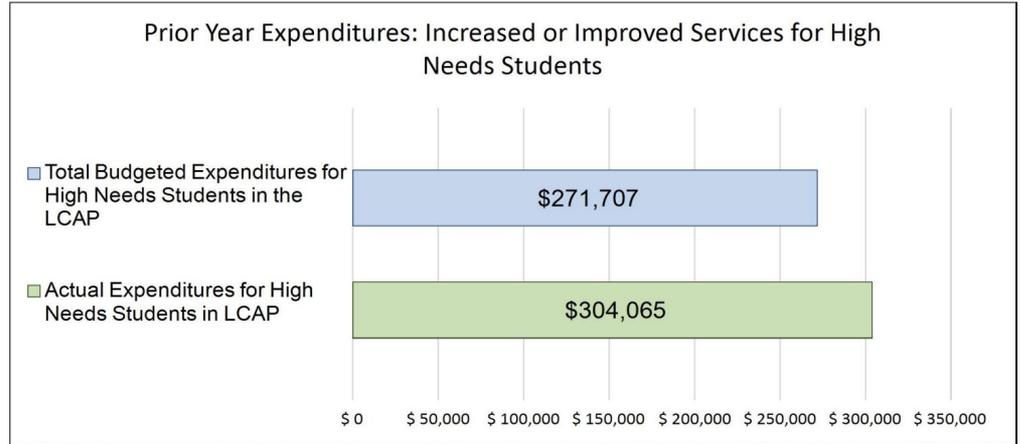| CSI Requirement	LCAP Requirement	CSI Addressed in LCAP?
Develop CSI Plan with Input from Educational Partners	Include Consultation with Educational Partners (Input and Impact on LCAP) described in LCAP	Address in Engaging Educational Partners Section of LCAP and Prompts 2 and 3 of CSI Plan
School Level Needs Assessment	Identify needs and successes in the plan summary of the LCAP	Address in the Reflections:Annual Performance Section of the Plan Summary
Include Evidence Based Interventions	Identify actions being used to make progress toward goal	Note actions being funded by CSI Analyze effectiveness of the goal
Identify Resource Inequities	Identify the areas of identified need in the Reflections: Annual Performance section of the Plan Summary of the LCAP.	Identify resource inequities in the Reflections: Annual Performance section of the Plan Summary, in the second CSI prompt within the Plan Summary

School Plan for Student Achievement
Increase Graduation Rate from 20% to 68%

Needs Assessment	• 2022-23 Graduation Rate: 20% (38) (5 year cohort) (dataquest) • Credit Deficiency: Determine the number of students that are on track to graduate.
Root Cause	• More than 70% of the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma. • 2022-23: Stability Rate: 414 enrolled, 15.9% (66) in Stability Count, 84.1% (348) in Non-Stability Count. (dataquest)
Goal	• Continue to annually increase the PACSAE 5 year cohort Graduation Rate by 10% • Identify 5 year cohort students to monitor and support
Required	• 68% Graduation Rate (5 year cohort) • Address federal school planning requirements in LCAP for Charter Schools (CSI in the LCAP for DASS Schools, SPSA for non-DASS schools within a district)

Note: Stability Rate: Total count of cumulatively enrolled students with an enrollment start date on or after July 1st and on or before June 30. Stability count includes students with stable enrollments with a minimum of 245 consecutive calendar days at the same school without a disqualifying exit. Cumulative enrollment is reported in CALPADS by the school. PACSAE 2022-23 Stability Rate: 414 enrolled, 15.9% (66) in Stability Count, 84.1% (348) in Non-Stability Count.

Resource Inequities

Meeting the needs of each student we serve, with a focus on effectively addressing inequities in student opportunities, outcomes and resource inequities: Our strategies/actions demonstrate no inequities in our evaluating and monitoring ALL students to ensure student support in educational achievement and earning graduation credits toward graduation.

The evaluation of resources and possible inequities demonstrates that PACSAE actual expenditures exceeds required expenditures to increase or improve services for our high needs students.

Update on Increased or Improved Services for High Needs Students in 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$271,707
Actual Expenditures for High Needs Students in LCAP	$304,065

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

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

The text description of the above chart is as follows: In 2022-23, Pathways Academy Charter School - Adult Education's LCAP budgeted $271,707 for planned actions to increase or improve services for high needs students. Pathways Academy Charter School - Adult Education actually spent $304,065 for actions to increase or improve services for high needs students in 2022-23.

CSI Use of Funds

Identified Need: PACSAE did not meet the minimum 68% graduation rate. Due to the PACSAE 20% graduation rate, the school has been identified for Comprehensive School Improvement (CSI).

Temporary Position for CSI Plan development and implementation efforts:

LCAP 1.9 Oversight and management of the development, implementation, monitoring, evaluation, and accountability reporting of the Comprehensive School Improvement Plan. (CSI)

- Collaborating with educational partners
- Conducting needs assessments and root cause analysis
- Using data and outcomes to monitor and evaluate improvement efforts
- Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities

Any temporary staff who are allocated to CSI funds must complete PARS (personnel activity reports) or time & effort reporting on the amount of time spent on this grant and work completed.

Given the federal and state accountability movement, schools are forced to build capacity around the use of on-site data and research literature to study if interventions are improving outcomes. For capacity building and to implement reform, schools must have the appropriate resources and understand how to distribute them equitably. Therefore, available resources and their distribution must be tracked alongside the progress of interventions. _Vol. 19, No. 3 Fall 2022 AASA Journal of Scholarship and Practice_.

While some research findings may demonstrate that using data effectively helps with student progress, the mere existence of data does not drive improvement. The work of 'human capital to understand and make sense of the data,' promotes meaningful reform (Beaver & Weinbaum, 2015, p. 479).

LCAP Actions Aligned to CSI Plan to Increase Graduation Rate

Identified Need: Engage and monitor student progress to ensure they are on track to graduate. Increase the 20% 5 year cohort graduation rate. Typically, more than 70% of the Pathways Academy Charter School – Adult Education students are at-promise and arrive extremely credit deficient, seeking a high school diploma.

School Counselors (link)

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 student support. (CSI)

School Counselors will monitor and evaluate student progress and provide support to overcome identified barriers so that students can complete graduation requirements. Strategy: Identify 5 year cohort students and monitor their progress and stability.

Using multiple measures to evaluate each student's level of attaining goals, school counselors and teachers will monitor students transitioning in high school and identify students that are struggling to keep them on-track with course completion and on course to graduate from high school.

To create an individualized student plan for graduation, analysis of student transcripts and monitoring of credits deficient is done by the Assistant Director and the Counselors.

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 Actions Aligned to CSI Plan to Increase Graduation Rate

Identified Need: Identify and provide learning opportunities for teachers in developing skills related to teaching, learning, communication, and strategies to engage adult learners.

Professional Development

LCAP 1.4: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. Professional development provides an opportunity for teachers to develop their teaching skills. Identifying relevant professional development, through teacher input, creates a collaborative, meaningful, instructionally-focused and job-embedded learning opportunity for teachers. Attending conferences, workshops or online seminars are professional development opportunities that provide a great source of current information. (CSI)

eric.ed.gov: _Teaching Teachers Professional Development to Improve Student Achievement:_ Studies suggest that the more time teachers spend on professional development, the more significantly they change their practices and that participating in professional learning communities optimizes the time spent on professional development. In a study of a federal program supporting professional development, teachers reported that a focus on content knowledge was one of two elements that had the greatest effect on their knowledge and skills and led to changes in instructional practice. The other element was coherence,which includes building on what teachers already have learned, aligning professional development with state and district standards and assessment, and encouraging communication among teachers who are striving to reform their instruction in similar ways.

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LCAP Actions Aligned to CSI Plan to Increase Graduation Rate

Identified Need: Identify evidence based strategies for professional development opportunities to equip teachers with information and resources to better serve their students and parents. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice.

Instructional Coach and Curriculum & Instruction Specialist

LCAP 2.6: The Instructional Coach facilitates the development of teachers with a focus on improving student achievement through data-driven coaching including research-based instructional practices.
The Curriculum & Instruction Specialist trains teachers on the use of curriculum course content, the collection of work assessment and creating and monitoring master agreements. (CSI)

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 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).

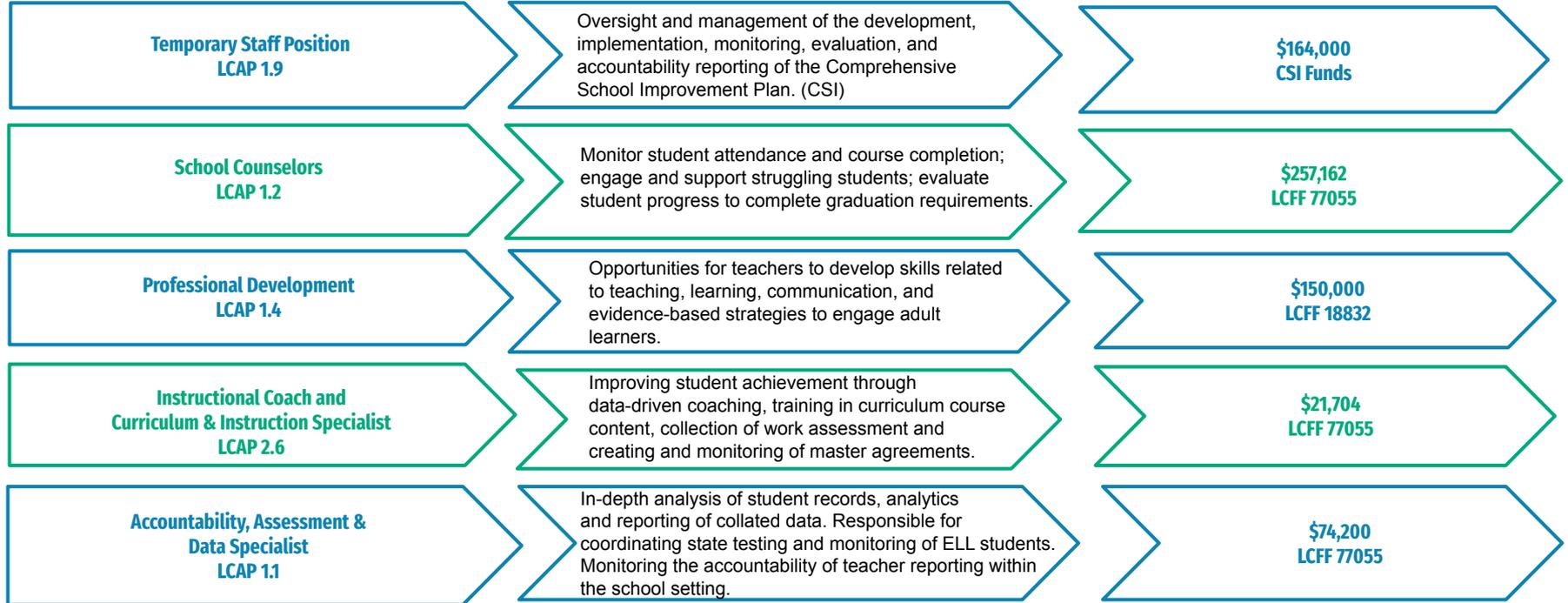# LCAP Actions Aligned to CSI Plan to Increase Graduation Rate

Identified Need: Monitor and assess student data through in-depth analysis of student records: California Dashboard Assessment Data, Credits Deficient to Graduate, Chronic Absenteeism, and Graduation Rate, to support teachers and counselors in providing individualized support for students.

Accountability, Assessment & Data Specialist

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 student 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)

Expenditures in LCAP that Support CSI

Temporary Staff Position **LCAP 1.9**	Oversight and management of the development, implementation, monitoring, evaluation, and accountability reporting of the Comprehensive School Improvement Plan. (CSI)	**$164,000** **CSI Funds**
School Counselors **LCAP 1.2**	Monitor student attendance and course completion; engage and support struggling students; evaluate student progress to complete graduation requirements.	**$257,162** **LCFF 77055**
Professional Development **LCAP 1.4**	Opportunities for teachers to develop skills related to teaching, learning, communication, and evidence-based strategies to engage adult learners.	**$150,000** **LCFF 18832**
Instructional Coach and **Curriculum & Instruction Specialist** **LCAP 2.6**	Improving student achievement through data-driven coaching, training in curriculum course content, collection of work assessment and creating and monitoring of master agreements.	**$21,704** **LCFF 77055**
Accountability, Assessment & **Data Specialist** **LCAP 1.1**	In-depth analysis of student records, analytics and reporting of collated data. Responsible for coordinating state testing and monitoring of ELL students. Monitoring the accountability of teacher reporting within the school setting.	**$74,200** **LCFF 77055**

Note: At this time, the expenditures listed are approximate figures, they are not final budget expenditures.

Educational Partner Involvement

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 our graduation rate. The CSI plan was shared via email to teachers, classified staff, and community partners so that they could review the plan and give input. A follow-up PACSAE team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input: March 2024
CSI plan reviewed for input occured:
EPAC: 2/08/24
Student/Parent/Teacher Mtg: 2/21/24
Staff Input Mtg: 2/13/24, 2/15/24
WIOA/Community Member Input Mtg: February 2024
SELPA: March 2024
Governing Board: 3/12/14, 4/20/24

Educational Partner Advisory Committee:
PACSAE is school with a majority of students ages 18 - 24. The PACSAE Educational Partner Advisory Committee (EPAC) is 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 information and opportunities to provide input in order to support the needs of our student population.
November 16, 2023 (EPAC Info, School Info, Survey Input)
December 6, 2023 (LCAP Input Survey, LCAP Mid-Year Report)
February 8, 2024 (LCAP Input Survey Results, Comprehensive Support and Improvement (CSI)
March 20, 2024 (LCAP draft input, LCAP Annual Review, CSI)
May 15, 2024 (LCAP Input)

Assistance/Support from SDCOE and CDE:
SDCOE CSI Training 2/06/24
SDCOE State and Federal Updates 2/22/24
SDCOE, Veronica Maxwell, District & School Improvement Coordinator (CSI prompt guidance) 2/29/24, 3/01/24, 3/05/24
CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI 2/12/24
CDE CSI LEA AFF - CSI Orientation 2/13/24
CDE Dashboard Technical Guide 2/07/24

School Assistance/Support
PACSAE Special Projects Coordinator 2/01/24, 2/02/24, 2/12/24, 2/13/24, 2/21/22, 2/29/24, 3/04/24
PACSAE Accountability, Assessment, & Data Specialist 2/21/22, 2/22/24, 2/23/24, 3/04/24

How will we monitor our plan?

The monitoring of the Comprehensive Support and Improvement (CSI) plan actions/services are evaluated on an ongoing basis through the monitoring of student coursework, graduation credits, and support provided to determine the effectiveness of the plan.

Monthly evaluation reports of the CSI plan will include updates on students progress, coursework completion, credit deficiencies, attendance, and strategies/interventions by teachers and school counselors to implement individualized support plans. To determine the effectiveness of the CSI plan the Accountability, Assessment and Data Specialist, and the Special Projects Coordinator will oversee and monitor the plan by evaluating collated data on a monthly basis.

The CSI plan will be reviewed in the Local Control Accountability Plan (LCAP) with a mid-year and annual report on the effectiveness of the actions/services in the CSI plan as described in the LCAP.

Next Steps

- Evaluate the effectiveness of strategies and programs and make adjustments as appropriate.

- The LCAP includes Comprehensive Support and Improvement (CSI) planning requirements

- The Local Education Agency (LEA) governing board approves/adopts the LCAP/CSI

- The LEA summarizes its support of eligible schools through the CSI Planning prompts in the LCAP Plan Summary

- The County Office of Education (COE) approves the CSI Plan Summary in the LCAP (districts and charters)

- The California Department of Education (CDE) recommends list of approved LCAPs with CSI Plan Summaries to the State Board of Education (SBE) for approval

CSI Webinar Notes

- Align CSI with the LCAP
- The governing board approves the CSI plan at the same time they approve the LCAP.
- **April 29 – June 7, 2024:** LCAP & CSI Prompt Initial Draft Review Meetings (charter schools need only to submit their CSI Prompts for an Initial Draft Review)
- **July 1, 2024:** The LCAP, inclusive of the Budget Overview for Parents, the LCAP Action Tables, and, if applicable to the LEA, responses to the CSI prompts in the LCAP, must be adopted by the LEA's local governing board or body at a public meeting.
- **Charter schools:**
    - Submit their LCAPs to their chartering authority and the COE of the county in which the charter school operates (or just COE if it is the chartering authority).
    - A charter school is required to submit its **LCAP Plan Summary with the completed CSI prompts** to the COE in the county in which the charter school resides for approval of the CSI prompts

- No "permanent / on-going" staff positions may be funded by CSI, but temporary positions are allowable.
- Any temporary staff who are allocated to CSI funds must complete PARS (personnel activity reports) or time & effort reporting on the amount of time spent on this grant and work completed.
- Funding must be used to supplement and not supplant.
- The 2023-24 CSI performance period is: 3/18/2024 – 9/30/2025.
- Any additional questions: mmiller@pathwaysacademy.education