

# 2025 PACSAE Comprehensive Support and Improvement

2025 PACSAE CSI Plan  
2025 PACSAE CSI Monitoring

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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, 2024 average of graduation rate is below 68%

DASS schools have the same criteria as non-DASS schools. PACSAE 2023-24 DASS Grad Rate is 86.3%

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
Be Informed by all State Indicators	Include measures of progress for each applicable State Priority area(s)	Address in the Measuring and Reporting Results section of the applicable goal(s)
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

<h3>Needs Assessment</h3>	<ul style="list-style-type: none"> <li>2023-24 Graduation Rate: 4.5%</li> <li>2023-24 DASS Graduation Rate: 86.3%</li> </ul>
<h3>Root Cause</h3>	<ul style="list-style-type: none"> <li>More than 70% of the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma.</li> </ul> <p><i>Stability Rate: Students are determined to have a “stable” enrollment during the academic year if the enrollment record is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.</i></p> <ul style="list-style-type: none"> <li>2023-24: Stability Rate: 985 enrolled; (95), 9.6% in Stability Count. (890) 90.4% in Non-Stability Count. (dataquest)</li> <li>2022-23: Stability Rate: 414 enrolled, (66) 15.9% in Stability Count. (348) 84.1% in Non-Stability Count. (dataquest)</li> </ul>
<h3>Goal</h3>	<ul style="list-style-type: none"> <li>Continue to annually increase the PACSAE cohort Graduation Rate by 10%</li> <li>Identify 4 and 5 year cohort students to monitor and support</li> </ul>
<h3>Required</h3>	<ul style="list-style-type: none"> <li>68% Graduation Rate (4 year cohort)</li> <li>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)</li> </ul>

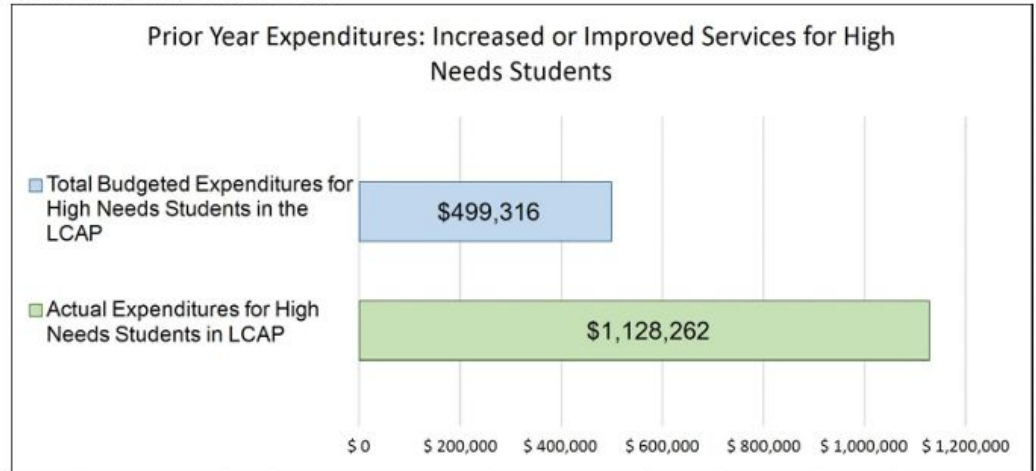
# Resource Inequities

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 of 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.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Pathways Academy Charter School - Adult Education's LCAP budgeted \$499,316 for planned actions to increase or improve services for high needs students. Pathways Academy Charter School - Adult Education actually spent \$1,128,262 for actions to increase or improve services for high needs students in 2023-24.

# CSI Use of Funds

**Identified Need:** PACSAE did not meet the minimum 68% graduation rate. Due to the PACSAE 4.5% graduation rate, the school has been identified for Comprehensive School Improvement (CSI).

## Special Projects Coordinator

**LCAP 1.8** 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 [\(Beaver & Weinbaum. 2015. p. 479\).](#)

# CSI Use of Funds

**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 support. (CSI)

**LCAP 1.9** The Assessment, Accountability and Data Coordinator will monitor student academic performance, report student data, and monitor CAASPP preparation and participation. (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)

# 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 4.5% 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 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 4 and 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 promote equity-focused practices and develop skills related to teaching, learning, and effective communication to engage and build partnerships with students and parents. (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.

# 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 Assistant Director

**LCAP 2.6:** Instructional Coach and Curriculum & Instruction Assistant Director will 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)

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).

# 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 occurred:

Student/Parent/Teacher Mtg: March 2025

Staff Input Mtg: February 27, 2025

WIOA/Community Member Input Mtg: March 2025

SELPA: March 2025

Governing Board: March 18, 2025

## Educational Partner Advisory Committee:

PACSAE is a 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 14, 2024: EPAC Info, ELAC Info, School Safety Plan; Uniform Complaint Procedures; Communication with Teachers, School Staff, School Counselors, and Administration; Graduation Requirements, The Importance of Course Completion/Attendance, Intervention Support, Translation Needs and Services

December 11, 2024: LCAP Input Survey, School Accountability Report Card Update, English Learner Master Plan input, Adult School Opportunities for parents and students, Counselor Website and Webinars

February 12, 2025: LCAP Input Survey Results, Comprehensive Support and Improvement [CSI], Testing, Counselor Webinars

March 19, 2025: LCAP/CSI Input, Tiered Re-engagement, Testing, Counselor Webinars

May 14, 2025: LCAP/CSI Input, LCAP Draft, Testing

## Assistance/Support from SDCOE and CDE:

SDCOE CSI Orientation Meeting: January, February 2024

2024-25 ESSA CSI LEA Application for Funding Webinar, 2/11/25

SDCOE State and Federal Updates 2/20/25, 2:30 PM Pacific Time <https://sdcoe.zoom.us/j/89383746156> Meeting ID: 893 8374 6156

SDCOE, Veronica Maxwell, District & School Improvement Coordinator (CSI prompt guidance): LCAP CSI Prompt Workshop, Date: 3/18/25, Facilitator: Veronica Maxwell

SDCOE, 2024-25 LCAP Goal Analysis Workshop, Event Details: <https://sdcoe.k12oms.org/1729-259566> Date: 2/25/25

CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI: 2/10/25

## School Assistance/Support

PACSAE Accountability and Compliance LCAP/CSI Input Meetings: 2/18/25, 2/19/25, 3/03/25, 3/17/25, 3/31/25, 4/14/25, 4/28/25, 5/12/25, 5/26/25

# Support for Identified Schools

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

Prior to the development of the CSI plan, a review of the school program, California Dashboard Data, and local data occurred to determine why the school became eligible for CSI. The Comprehensive Needs Assessment included a leadership meeting to review the graduation program, parent/student input survey and educational partner meetings that included input from EL, Low-Income, Homeless Youth, and Foster Youth families. The educational partner input meetings and survey provided data in regards to the school climate and the academic program. The results indicated that students, parents and community members feel safe, welcome and respected by our staff and teachers; our curriculum is challenging and prepares students on their path to graduation from high school and supports students with opportunities for college and career development. The results also demonstrate a satisfaction in our communication with opportunities to participate and provide input and opportunities to meet and collaborate with teachers and the Executive Director.

The development of the CSI plan was supported by the Special Projects Coordinator and the Accountability, Assessment & Data Specialist with the results of the comprehensive needs assessment data and evidence-based interventions to support CSI plan actions/strategies to support student performance and improve the school graduation rate. Through our recent WASC mid-cycle review and study and the identification of research based strategies to support our WASC goals, Pathways Academy charter School - Adult Education is currently using evidence based interventions. The interventions focusing on the area of our greatest need to increase the graduation rate at our school, were identified through [eric.ed.gov](https://eric.ed.gov) research and selected because they were the most appropriate for the demographics and specific needs of our school community.

In collaboration with the Executive Director, Assistant Director, Special Projects Coordinator and the Accountability, Assessment & Data Specialist a comprehensive needs assessment and thorough data analysis, and a review of budget allocations to identify possible resource inequities were done. 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 the 2024-2025 resources in the LCAP indicate that the PACSAE actual expenditures exceeds required expenditures to increase or improve services for our high needs students.

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. Opportunities to participate were made through teacher/student/parent meetings, email and/or texts. The school plan was shared via email to teachers, classified staff, and community partners so that they could review the plan. A follow-up PACSAE team meeting with teachers and classified staff, educational partners and community partners were held to get feedback/input.

## CSI Meetings and Input

CSI plan reviewed for input:

EPAC: 3/19/25 URL: [https://docs.google.com/document/d/1y9P0J\\_-5C0y4neZyl8PVkTQ5Vbn9qzN39noFhznXzt4/edit?usp=sharing](https://docs.google.com/document/d/1y9P0J_-5C0y4neZyl8PVkTQ5Vbn9qzN39noFhznXzt4/edit?usp=sharing)

Student/Parent/Teacher Mtg: April 2025

Staff Input Mtg: April 2025, May 2025

SELPA: April 2025, May 2025

WIOA/Community Member Input Mtg: April 2025, May 2025

Board Mtg: June 3, 2025

Educational Partner meeting agendas and minutes are available on the school website.

PACSAE is a school with a majority of students ages 18 - 24. The PACSAE 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 information and opportunities to provide input in order to support the needs of our student population:

November 14, 2024 (EPAC Info, ELAC Info, School Safety Plan; Uniform Complaint Procedures; Communication with Teachers, School Staff, School Counselors, and Administration; Graduation Requirements, The Importance of Course Completion/Attendance, Intervention Support, Translation Needs and Services)

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February 12, 2025 (LCAP Input Survey Results, Comprehensive Support and Improvement [CSI], Testing, Counselor Webinars)

March 19, 2025 (LCAP Input/CSI, LCAP Mid-Year Update, Tiered Re-Engagement, Testing, Counselor Webinars)

May 14, 2025 (LCAP Input, LCAP Draft, Testing)

Assistance is provided by the Pathways Academy Charter School - Adult Education Special Projects Coordinator and the Accountability, Assessment, and Data Specialist Assistance/Support have been received from the following:

School Assistance/Support

PACSAE Accountability and Compliance LCAP/CSI Input Meetings: 2/18/25, 2/19/25, 3/03/25, 3/17/25, 3/31/25, 4/14/25, 4/28/25, 5/12/25, 5/26/25

ESSA CSI LEA Application for Funding Webinar, 2/11/25

SDCOE State and Federal Updates: 1/23/25

SDCOE, Veronica Maxwell, District & School Improvement Coordinator (CSI prompt guidance): 2/12/25, 3/18/25, 4/09/25

SDCOE, Todd Langager, Director of Implementation, Improvement, & Impact (CSI prompt guidance): 3/28/25

CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI: 2/10/25

School Assistance/Support:

Pathways Academy Accountability and Compliance LCAP/CSI Input Meetings: 2/18/25, 2/19/25, 3/03/25, 3/17/25, 3/31/25, 4/18/25, 4/28/25, 5/12/25, 5/26/25

Pathway Academy Charter School - Adult Education will continue to receive ongoing support from the Special Projects Coordinator, Accountability, Assessment & Data Specialist to monitor and evaluate the effectiveness of the CSI plan. After a three year review, should the strategies in the CSI plan not show progress in student outcomes to a level that meets the minimal eligibility criteria the following will occur: We will conduct a new needs assessment that focuses on a root cause analysis that identifies gaps/barriers between current conditions and desired conditions in student progress and use the results of the analysis, along with educational partner input, to develop a new improvement plan that includes a prioritized set of evidence-based interventions and strategies.

## **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.

# 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, 2025:** LCAP & CSI Prompt Initial Draft Review Meetings (charter schools need only to submit their CSI Prompts for an Initial Draft Review)
- **July 1, 2025:** 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 2025-26 CSI performance period is: 3/18/2025 – 9/30/2026.
- Any additional questions: [mmiller@pathwaysacademy.education](mailto:mmiller@pathwaysacademy.education)