



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

We will improve student academic achievement to help all students graduate by using equity-focused teaching, student-centered learning strategies, a rigorous curriculum, aligned assessments, and access to College and Career Technical Education (CTE) for all students, including English Learners, other unduplicated student groups, and students with disabilities (SWD).

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.	Standard is 50 - 200 pts 2024-2025 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, overall, ALL Students, 10% Increase participation and decrease ELA 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	Standard is 50 - 200 pts 2024-2025 ALL Students	Annual, overall, ALL Students, 10% Increase participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Math - (32 students) 348 points below standard (declined 24.4 points - 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) 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 points) All other student groups Less than 11 students, data not displayed for privacy.	and decrease Math points below standard.
1.3	Student Achievement: English Learner: English Language Proficiency Assessments for California (ELPAC)	2022-2023 English Language Proficiency for Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested	2023-2024 English Language Proficiency for Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested	2024-2025 English Language Proficiency for Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested	2024-2025 English Language Proficiency for Summative ELPAC: In order to protect student privacy, data is suppressed because fewer than 11 students tested	The Accountability, Assessment, and Data Specialist will, annually, provide guidance and support for ELPAC testing.
1.4	EL and Reclassification (RFEP Status)	ELs and Reclassification (RFEP Status) 2022-23 EL 0 - 3 years: 0 EL 4 - 5 years: 1 EL 6+ years: 7	ELs and Reclassification (RFEP Status) 2023-24 (most recent data) EL 0 - 3 years: 3 EL 4 - 5 years: 7	2024-25 (most recent data) EL 0 - 3 years: 3 EL 4 - 5 years: 5 EL 6+ years: 107 RFEP: 153 Total Ever-EL: 268	2024-25 (most recent data) EL 0 - 3 years: 3 EL 4 - 5 years: 5 EL 6+ years: 107 RFEP: 153 Total Ever-EL: 268	The Accountability, Assessment, and Data Specialist will, annually, provide guidance and support for EL Reclassification.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		RFEP 23 Total Ever-EL: 31	EL 6+ years (LTEL): 118 RFEP: 152 Total 23-24 EL: 270			
1.5	Student Achievement: Graduation Rate/Dropout Rate	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) Hispanic: 25% (44 in grad rate, 11 grads, 5 5th year grads) White: 10% (20 in grad rate, 2 grads, 0 5th year grads)	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 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	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%) 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: 86.3% English Learners: 91.3%, 8.7% did not graduate Hispanic: 83.5%, 16.5% did not Homeless: 90.6%, 9.4% did not	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%) 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 As Pathways Academy Charter School - Adult Education is designed to enable an expedient graduation path to those seeking a high school diploma, we offer two separate credit paths, the 210 credit requirement and	Increase graduation rate by 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			graduation rate criteria and graduated at the end of 2023-24.	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 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.	the 130 credit requirement path. Both of these options are valid as of the state of California; however, the California dashboard only counts those students who achieve graduation on the 210 credit path. The 210 credit path receives a conventional California high school diploma. The 130 credit path receive what California tags as an "Adult Education High School Diploma" and these are not counted on the California Dashboard.	
1.6	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	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	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 standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	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 standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Standards, History-Social Science	Standards, History-Social Science	
1.7	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	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach. Maintain equity in student services and resources.
1.8	Local Indicator Priority 1: Basic Services Conditions of Learning Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials. Student access to services and resources are available to all students.	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials. Maintain access to services and resources are available to all students.
1.9	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 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	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 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	100% of students have access to participate in a broad curriculum and CTE 2024-25 : CTE Program Participation: 0 2024-25: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0	100% of students have access to participate in a broad curriculum and CTE 2024-25 : CTE Program Participation: 0 2024-25: Pupils Enrolled in A-G Courses for UC/CSU Admission: 0	All students have access to a broad course of study. Counselors will continue to provide students support with guidance on CTE and A-G courses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.10	Counseling Department Services Provided to Students	Benchmark will be set with Year 1 Outcome	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.	100% students have access to support from counselors through teacher referrals to counselors for student support, emails from counselors offering meeting opportunities for support, counselor website with contact information to schedule appointments, webinars schedules, resume and job application writing support,	100% students have access to support from counselors through teacher referrals to counselors for student support, emails from counselors offering meeting opportunities for support, counselor website with contact information to schedule appointments, webinars schedules, resume and job application writing support,	Continue student access to participate in counseling webinars. Continue to communicate and provide access to counseling webinars and opportunity to schedule appointments as needed. Continue to meet with YASA students to review graduation plans and assess student needs. Continue to provide support to students with IEPs as needed.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Achievement - Student Achievement 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)	No	Fully Implemented	Credits Deficient Data will no longer be used as a metric due to this data being considered unreliable to provide accurate information for decision-making and analysis; however, to	Weekly and Monthly student progress reports are developed by the Accountability, Assessment & Data Specialist and shared with the teachers, counselors and administration for their review and use during student consultation meetings.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				create an individualized student plan for graduation, analysis of student transcripts and monitoring of credits deficient is done by the Assistant Director and the school Counselors. Instructional Assistants support teachers with the engagement of students with IEP's.			
1.2	<p>Monitoring Student Progress - Student Achievement using multiple measures to monitor and evaluate student progress</p> <p>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)</p>	Yes	Fully Implemented	<p>The PACSAE Counselors work with teachers to contact and intervene with students that are struggling and monitor attendance so disengaged students are able to receive interventions more effectively. The Counselors and teachers monitor student attendance to ensure that students who are not completing a</p>	<p>School counselors partner with teachers to proactively identify students who are struggling by monitoring attendance and course completion, allowing them to intervene with timely support. The school counselors maintain student communication reports.</p>	\$505,951.00	\$192,714.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				minimum amount of weekly work receive immediate support			
1.3	<p>Academic Content - Implementation of State Standards</p> <p>1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing online courses in the core content, access to credit recovery and ensure that all struggling students receive needed interventions that include the opportunity for test preparation. (WASC)</p>	No	Fully Implemented	<p>Edgenuity provides options for credit recovery and curriculum for students struggling significantly academically to include students with IEPs; Labster supports students to meet A-G science lab requirements.</p>	<p>Pathways Academy Online Learning https://www.pathwaysadulteducation.org/academics-online-learning/</p> <p>The Edgenuity online curriculum is designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the teacher and counselor, to spend more intensive time and effort in specific areas of need. Additionally, student needs are identified through ongoing assessments to inform and guide appropriate and effective intervention strategies.</p>	\$347,769.00	\$139,220.00
1.4	<p>Professional Development to promote equity-focused practices</p> <p>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)</p>	No	Fully Implemented	<p>Vector Solutions Training K - 12: Cybersecurity, Drug Free Workplace; Mandated Reporter: Child Abuse and Neglect; Sexual</p>	<p>Professional development strategies training to increase student engagement:</p> <p>Vector Solutions Training, July 2025: Cybersecurity, Drug Free Workplace, Mandated Reporter:</p>	\$250,000.00	\$244,528.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Harassment Prevention. Comprehensive School Safety Plan reviewed and shared with staff November 2024. The Comprehensive School Safety Plan will likely be approved by the School Board December 10, 2024. Professional Development and Team Building topics are presented at Team Meetings and all Staff in person retreats.	Child Abuse and Neglect; Sexual Harassment Prevention. Pathways Principles of Excellence: Growth Mindset, 8/14/25; Proactive, 9/11/25; Comprehensive School Safety Plan reviewed and shared with our educational partners for input on 9/03/25. Staff School Safety Plan Overview Training: 9/11/25. Workplace Violence Prevention Plan training: Initial training: 6/20/24, Annual: 2/13/25, 2/19/26. 10/09/25, Staff Retreat Training: WASC Strategic Planning, IXL Assessments, Postsecondary Planning/Grad Plan, Supporting our Pathways Citizen: Foster Youth, EL, SPED, Homeless, Age and Education History, Student Notes; Mission & Vision, Culturally Responsive Interactions.		
1.5	Curricular Review and Evaluation - Student Engagement	No	Fully Implemented	A curricular review and evaluation is	School Counselors work with teachers to monitor and evaluate		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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. (CSI)			done annually; graduation requirements, credits and grading policies are part of the graduation plan; The Counselors meet with graduating seniors 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. student	student progress and provide support to overcome identified barriers so that students can complete graduation requirements. Graduation Requirements Template: https://www.pathwaysadulteducation.org/academics-graduation-requirements/ Graduation Plan Template: created to monitor: Courses Needed, Credits Needed, Assignments Needed		
1.6	Curricular Review, Evaluation and Collaboration 1.6 Collaborate with staff and the authorizer to identify other local assessment instruments that would assist in better understanding of adult learner unique needs. This includes implementation of methods and instruments to measure program impact on student learning. (WASC)	No	Fully Implemented	Staff Meetings held 2024-2025 to include collaboration and trainings: Trust vs Performance, Growth Mindset vs Fixed Mindset, Creating with Accessibility in Mind, Navigating Childhood Trauma,	Collaboration with staff and the authorizer to identify strategies to support our adult learners occurs through staff team meetings and meetings with the authorizer. Collaboration with Authorizer: 8/21/25 with Charter Liaison, Julie Osuna. The Executive Director communicates		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>Solutions Oriented Mindset, Mission, Vision and Core Values.</p> <p>Meetings with the authorizer to identify local assessment instruments are scheduled.</p>	<p>regularly with the authorizer and attempts to hold regular meetings with her.</p> <p>2025-2026 Staff Meetings: Growth Mindset, Culturally Responsive Interactions/Dr. Rios, Postsecondary Planning/Graduation Plan, Supporting our Pathways Citizen: Foster Youth, EL, SPED, Homeless, Age, Education History.</p>		
1.7	<p>Student Support - Educational Assistants</p> <p>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.</p>	Yes	Fully Implemented	Instructional Assistants provide student support	Under the guidance of the teachers and counselors, the instructional assistants provide student support.	\$1,021,123.00	\$313,352.04
1.8	<p>Comprehensive School Improvement - Development, implementation, evaluation and accountability</p> <p>1.8 The Special Projects Coordinator oversees the management of the development, implementation, monitoring, evaluation, and accountability reporting of the Comprehensive School Improvement Plan. (CSI)</p>	No	Fully Implemented	CSI plan monitoring and evaluation of progress toward providing student support.	The Special Projects Coordinator evaluates data and maintains accountability reportingCSI plan document is kept current with documentation of meetings, trainings, and data related to the CSI plan goals.	\$139,681.00	\$45,749.66
1.9	Monitoring and reporting student academic data to support student achievement	No	Fully Implemented	Evaluation and reporting of data	The Assessment, Accountability and	\$101,247.00	\$40,270.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1.9 The Assessment, Accountability and Data Specialist will monitor student academic performance, report student data, and monitor CAASPP preparation and participation. (CSI)				Data Specialist creates weekly and monthly student data reports for the monitoring and evaluation of student progress and needs,		
1.10	Program Specialist 1.10 The Program Specialist will support special education operations and general education within areas related to special education to support the broader school-level improvement efforts that benefit students with disabilities, alongside all other students. (CSI)	No	Not Implementing	Weekly and Monthly Reports created		\$111,976.00	

Goal 2

Goal Description

To enhance student engagement, foster a positive school learning environment where students feel connected and supported, we will implement a cycle of continuous improvement by regularly monitoring and evaluating all students progress, provide individualized evidence-based interventions and use data to inform decision making.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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% 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%	2023-2024 Chronic Absenteeism Data All: (736) enrolled, 409 in Chronic Absenteeism Count: 55.6% (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.	Chronic Absenteeism: 2024-25: 41.6% 2023-24: 55.6% 2022-23: 73.8% 2021-22: 85.1%	Chronic Absenteeism 2024-25: 41.6% decreased 14% from 2023-24: 55.6%	Annual decrease of, All Student, Chronic Absenteeism by 20%
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	October 2025 : Enrollment 759 ADA: 580 Increased by 20 from October 2024, ADA 560	Continue to increase/maintain ADA rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	Local Indicator Priority 6: School Climate: Expulsion Rate	0%	0%	0%	0%	0% Expulsion Rate
2.4	Local Indicator Priority 6: School Climate: Suspension Rate	0%	0%	0%	0%	0% Suspension Rate
2.5	Local Indicator Priority 1: Basic Services: Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Positive School Climate - Tiered Re-engagement, Student Support Services, Credit Recovery 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 for all students including English Learners, other unduplicated student groups, and students with disabilities(WASC) (CSI)	Yes	Fully Implemented	In response to the increase of the percentage of chronic absenteeism, the Executive Director is holding staff meetings to discuss the chronic absenteeism rate. Through a collaborative effort, strategies to identify possible barriers and strategies to help support students to complete coursework is a focus.	Chronic Absenteeism: 2024-25: 41.6% 2023-24: 55.6% 2022-23: 73.8% 2021-22: 85.1%		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	Recruit and Retain Highly Qualified Teachers and Classified Staff 2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (WASC)	No	Fully Implemented	The process of seeking and hiring new staff is rigorous and meets the criteria for appropriately credentialed teachers and experienced support staff.	100% of teachers are appropriately credentialed for the courses they teach	\$4,636,768.00	\$1,159,301.71
2.3	Parent Involvement - Student Engagement Frequent Contact 2.3 Frequent contact with students/parents in order to update them on student progress and notify them of events.	No	Fully Implemented	Frequent contact with students/parents to monitor student progress, provide support for parents, and to communicate opportunities to participate in school planning is provided on an ongoing basis by the teachers, counselors, and school staff.	Teachers contact students on a weekly basis to offer opportunities for weekly meetings, and to provide feedback and support. School Website provides information: School Plans, Policies, Resources https://www.pathwaysadulteducation.org/ School Instagram provides school information: Upcoming input/participation opportunities https://www.instagram.com/pathwaysacademy_pacsae/		
2.4	Monitor and Support Students Struggling with Regular Attendance - Student Engagement 2.4 We will identify, monitor and support students who are struggling with regular attendance and course completion. (CSI)	No	Fully Implemented	The teachers initiate contact with students and then communicates with the Counselors any students that	Teachers and School Counselors monitor and evaluate the processes in place to ensure the effectiveness of student services.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				the teachers are unable to get back on track within a week or two. The teachers and Counselors solicit the help of the Instructional Assistants. They work together to reach out to the students in an effort to identify any barriers that would prohibit them from regular attendance and successful course completion.	The Accountability, Assessment, and Data Specialist develops and shares weekly and monthly student progress reports with teachers, counselors, and directors for use in program and student evaluation and support.		
2.5	Social, Emotional and Mental Health - Community Partnerships 2.5 Continue development of social, emotional and mental health needs of students and staff through WIOA partnerships. For Youth Mental Health First Aid support, the school counselor and school psychologist will train teachers on the referral to available community resources. (WASC)	No	Fully Implemented	The WIOA partnership has classes as well as referral systems for any students that may be struggling. For some students, the classes may be required by WIOA.	WIOA Opportunities for Students: https://www.pathwaysadulteducation.org/academics-wioa-partners/		
2.6	Improving student achievement through data-driven and evidence-based instructional practices coaching for certificated and classified employees CSI	No	Fully Implemented	The Assistant Director facilitates the development of teachers through weekly teacher	The Assistant Director maintains records of meeting agendas and all materials used for professional development.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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)			collaboration meetings.			

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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% Low Socioeconomic: 6.6% Foster Youth: 3.3% Homeless: 4.1% Student of Pathways Academy: 63.9% Community Member (i.e. WIOA): 10.7%	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% 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%		Update Column with current data 2025-2026 Input Survey Participation/Engagement results in January 2026.	Annually increase engagement, involvement and participation by 5%
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.		2025-2026 Overall Satisfaction results in January 2026	Annually increase and maintain 95% - 100% Overall Satisfaction with the Pathways Academy school program.
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: September 9, 2025		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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						the School Safety Plan.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Educational Partner Engagement/Partnerships 3.1 We will seek Educational Partner input and assess our level of engagement through community participation and WIOA and/or other supported partnerships. We will identify our level of meaningful and transparent communication through direct community engagement, regular Educational Partner Input meetings, and surveys.	No	Fully Implemented	Pathways Academy's Educational Partner community engagement is through WIOA and/or other supported partnerships. Educational Partner input is sought annually and the participation and engagement of our Educational Partners is measured by the number of participants that provide input and participate in the Educational Partner Advisory Committee.	The Input Survey Data will be updated in January 2026		
3.2	Student Engagement of Unduplicated, Underrepresented Students and Families 3.2 We will build partnerships for student outcomes by developing participation and engagement of our unduplicated students, underrepresented families and students,	Yes	Fully Implemented	The Student Engagement Specialist, Student Services Technician, and	We utilize a collaborative environment where an integrated team of teachers, counselors, and specialists ensures	\$909,947.00	\$349,043.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	through the support of the Student Engagement Specialist, Student Services Technician, and the Student Support Community Outreach Specialists. (CSI)			the Student Support Community Outreach Specialists provide student support as needed.	that no student falls through the cracks, using data and documentation to support our efforts and student progress.		
3.3	School Safety - School Climate 3.3 The Comprehensive School Safety Plan will be reviewed and updated annually with approval by the governing board and training for staff members.	No	Fully Implemented	To build relationships and provide opportunities for input, the LCAP Input Survey is annually distributed to gather input from our Educational Partners. The Comprehensive School Safety Plan is reviewed and updated on an annual basis and includes staff training.	The Input Survey Data will be updated in January 2026		
3.4	Operations of the School - Basic Services 3.4 Operations and oversight of school programs are maintained by Executive Director, authorizing district, and the governing board.	No	Fully Implemented	Operations and oversight of the school programs are maintained by the Executive Director, authorizing district and the governing board meeting.	School Board Agendas: https://www.pathwaysadulteducation.org/governance/board-agendas/	\$1,279,202.00	\$429,382.22
3.5	Communication - Student Engagement 3.5 Develop other sources of communication and opportunities to engage adult learners and	No	Fully Implemented	Communication of school board meetings,	School Website: https://www.pathwaysadulteducation.org/		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	educational partners in the participation of school planning through the ongoing communication through the school website, school social media and the Educational Partner input meetings. (WASC)			teacher/student/parent meetings, LCAP Input Survey and other school information is shared through teacher emails, texts, school website and school instagram page.	School Instagram Page: https://www.instagram.com/pathwaysacademy_pacsae/		

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	10,104,381	10,149,785
LCFF Supplemental/Concentration Grants	950,204	995,608