

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 - Adult Education

Support for Identified Schools

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

Pathways Academy was identified for CSI due to not meeting the minimum 68% graduation rate. 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. There have been several meetings conducted to get feedback from all community members and organizations that include EL, Low-Income, Homeless Youth, Foster Youth families. The Comprehensive Needs Assessment also included parent/student satisfaction input survey data. This survey provided data showing the percentage of how safe, valued and respected the students/parents/and community members felt during interactions with teachers and staff, and the percentage of students/parents who agreed that the school met the student's academic needs. The result of the input resulted with students, parents and community members indicating that they 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 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 the identification of research based strategies to support our WASC and LCAP goals, Pathways Academy charter School - Adult Education is currently using evidence based interventions; however, the interventions focusing on the area of our greatest need to increase the graduation rate at our school, were identified through eric.ed.gov and selected because they were the most appropriate for the demographics and specific needs at our school.

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, that included a review of our staffing, instructional materials, student support services 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 2023-2024 resources in the LCAP indicate that the PACSAE

actual expenditures exceed required expenditures to increase or improve services for our high needs students.

CSI Plan Input Presentation URL: [CSI 2025 - 2026 Pathways Academy](#)

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 2025

CSI plan reviewed for input occurred:

Student/Parent/Teacher Mtg: March 2025

Staff Input Mtg: March 2025

Educational Partner Input Meeting: [February 12, 2025 Agenda/Minutes](#), March 19, 2025

WIOA/Community Member Input Mtg: March 2025

SELPA: March 2025

Governing Board: May 2025

LCAP/CSI Plan approved at the [June 3, 2025 board meeting](#)

Educational Partner Input Meetings(link):

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

Pathways Academy is a school with a majority of students ages 18 - 24. The PACSAE Educational Partner 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:

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, Testing, Counselor Webinars

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

Assistance/Support from SDCOE and CDE:

2024-25 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

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.

Monitoring and Evaluating Effectiveness

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

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.

Educational Partners were provided opportunities to provide input and will continue to be provided input opportunities on the CSI plan during educational partner and staff meetings.

Pathways Academy Charter School - Adult Education is an identified DASS school; the CSI plan is embedded in the 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 student support. (CSI)

LCAP 1.4: Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. Opportunities for teachers to develop skills related to teaching, learning, communication, and strategies to engage adult learners.

LCAP 1.8: Instructional Assistants support counselors and teachers with the monitoring of 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. (CSI)

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 Assistant Director trains teachers on the use of curriculum course content, the collection of work assessment and creating and monitoring master agreements. Improving student achievement through data-driven coaching, training in curriculum course content, collection of work assessment and creating and monitoring of master agreements.