



2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pathways Academy Charter School Adult Education -Warner	Jarom Luedtke Executive Director	jluedtke@pathwaysacademy.education 760-456-5504

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Pathways Academy Charter School - Adult Education (Acton)

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Support included data support from the Director of Student Services and LCAP goals and action step alignment that support ensuring that students are track to graduate was provided by the Special Projects Coordinator. The Board of Director's meet monthly to be brought up to speed on current school progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board and the CEO then work with staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

Building Partnerships with Stakeholders: Director, Teachers, Parents. Stakeholder meetings were held to share and provide opportunities to provide input in the the School Plan for Student Achievement draft that includes the LCAP, LCP, WASC, and CSI. The CSI prompts were shared at staff meetings and parent meetings as an opportunity to develop a partnership with stakeholders in the development of the actions/strategies to provide student academic support.

At Pathways Academy Charter School - Adult Education (PACSAE), it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. In collaboration with the Director and teachers, a review of the LCFF Dashboard provided the data that

identified PACSAE as not meeting the 67% graduation rate. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects.

PACSAE uses multiple progress monitoring tools to evaluate student academic progress and achievement. To identify the areas that need to be addressed to support student progress toward graduation and to increase our graduation rate, we reviewed the data available on the LCFF Dashboard and DataQuest to review ethnicity and student group graduation rates, and attendance to identify student groups to monitor.

Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Students will be supported with targeted interventions through an intervention coordinator and the credentialed teachers. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, and school administration.

Needs Assessment

California Dashboard, Graduation rate: 2018: 41.1%, 2019: 22.9%.

California Dashboard, Graduation Rate: Socioeconomically Disadvantaged, 2018: 40.6%, 2019: 24%

DataQuest: 2019-20 Student Group Enrollment: African American, 7.7%, Hispanic 38.5%, White 46.2%, Two or More 7.7%

Enrollment indicates that 100% of our student population are among the following student groups: 53.8% socio-economically disadvantaged, 7.7% English Learners, 7.7% Homeless Youth, and 30.8% Special Education student populations.

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Additionally, review of the needs assessment data, a focus on increasing the ALL students graduation rate to move them from the RED performance level requires monitoring of student's work completion records and assessments. Providing-evidence based interventions based on student need(s) in a timely manner to support student success and course completion will help students to stay on-track to meet graduation requirements.

Root Cause Analysis

PACSAE receives students who transfer into the program as 11th, 12th or 2nd year seniors who are credit deficient, meaning that they are 60 or more credits away from graduating. This contributes to a larger senior class every year and impacts the percentage of graduates. As a result of the graduation rate below 67%, PACSAE was identified for Comprehensive Support and Improvement (CSI). Although the actions and services provided in the LCAP are focused on providing excellent academics, instruction and support, the mobility of adult students returning to school at different start dates or for credit recovery purposes affects the graduation rate. Typically, the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma. Once enrolled in our school,

keeping those students on track for graduation is a goal. More than 70% of our students meet the at-risk/at-promise category. Our CSI plan goals are aligned in the LCAP and are focused on providing students with academic monitoring, interventions, and support to graduate from high school.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Pathways Academy Charter School uses multiple progress monitoring tools to evaluate student academic progress and achievement. To identify the areas that need to be addressed to support student progress toward graduation and to increase our graduation rate, we reviewed the data available on the LCFF Dashboard and DataQuest to review ethnicity and student group graduation rates, and attendance to identify student groups to monitor. School Wide goals are addressed through the monthly collection and analysis of various data by teachers. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects. The Board of Directors meets monthly to be brought up to speed on current school progress. Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion. The LCAP input survey and annual review of the Goal and action steps that focus on ensuring students are on-track to graduate from high school are distributed for input. The CSI plan is aligned in the LCAP. The review of the LCAP will be utilized by the Director, teachers, staff, and stakeholders to monitor and evaluate the effectiveness of the CSI plan.

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion. Annual input surveys and the annual review of the school plan for student achievement that focus on ensuring students are on-track to graduate from high school are monitored and reviewed. The LCAP input survey and annual review of the Goal and action steps that focus on ensuring students are on-track to graduate from high school are reviewed by the Director and reported out at Parent and Teacher meetings. Data from the input surveys and input meetings are collected by the Director. The LCAP, LCP, WASC and CSI are aligned in the School Plan for Student Achievement. The review of the School Plan for Student achievement will be utilized by the Director, teachers, and stakeholders to monitor and evaluate the effectiveness of the plan.

Describe how the CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for identification:

Based on the review of needs assessment data, a focus on increasing the ALL students and Socioeconomically Disadvantaged student graduation rate to move them from the RED performance level requires monitoring of student's work records and assessments to help students to stay on-track to meet graduation requirements. Having an Intervention Specialist that monitors student progress and provides interventions to keep students on track is essential in supporting the teachers and their students.

Root cause analysis:

Students who transfer into the school as 11th, 12th or 2nd year seniors are credit deficient; they are 60 or more credits away from graduating. This contributes to a larger senior class every year and impacts the Pathways Academy Charter School percentage of graduates.

CSI Goal 1: Continual monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation (WWC), NCEE 2017-4028 U.S. Department of Education.

CSI Goal 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success (WWC), NCEE 2017-4028 U.S. Department of Education.

CSI Goal 3: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports (WWC), NCEE 2017-4028 U.S. Department of Education.

Training that supports continuous improvement:

LCAP 1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students

- Teacher training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.
- Teachers participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice on September 25th at 11:00am.
- Staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services. The Director participated in Leadership meetings focused on --
- COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.
- SDCOE Homeless Liaison Training: McKinney Vento 8-05-20
- SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice 9-25-20
- Edgenuity and Student Information System professional development provided teachers and staff with training on the use of the programs to monitor student progress and identify the proper tools to use for providing student intervention/support.
- Staff receives on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. Additionally, all staff receive ongoing training on suicide prevention, included in the school safety plan, and on trauma informed instruction.
- Staff receives training on how to engage students through live meetings and to maintain regular communication with students and families via email, texts, and/or Virtual Classrooms for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks.