Pathways Academy Charter School - Adult Education
Educational Partner Advisory Committee (EPAC)
Meeting Begins at 9:00 a.m.
The meeting will be held virtually.
Join URL: https://us06web.zoom.us/j/85844159057

Meeting Agenda/Minutes
February 8, 2024

I. **Welcome**

II. **School Information**

    A. School Website
        1. School Plans, Policies, Resources
    B. School Instagram
        1. Upcoming input/participation opportunities

III. **LCAP Input Survey - Results presentation**

    A. Participation Demographics:
        1. 2019-20: 7 participants, 2020-21: 19 participants (171% increase), 2021-22: 35 participants (84% increase), 2022-23: 63 participants (80% increase), 2023-24: 122 participants (93.6% increase)
        2. English Learner: 9.8% (12), Foster Youth: 3.3% (4), Low Socioeconomic 6.6% (8),Homeless 44.1% (5), Student w/Disabilities/SPED IEP: 11.5% (14), Parent of Pathways Academy Adult Education Student: 4.1% (5), Student of Pathways Academy Adult Education 63.9% (78), Educational Partner/Community Member 10.7% (13), Pathways Academy Adult Education Team Member: 13.1% (16)
    B. Access to distance learning
        1. 98.4% survey participants agree they had access to distance learning curriculum and instruction

2. 98.4% agreed that through teacher meetings, if needed, communication of community and state resources were shared with students
3. 95.9% agreed that interventions such as extended time and/or credit deficiency support was provided

C. Engagement in Learning
   1. 95.9% survey participants agree that they were engaged and able to complete assignments
   2. 95.9% agreed that the teacher regularly checked in and provided academic updates and support
   3. 95.9% agreed that there was access to supplemental learning/additional support for academic or developmental needs

D. School Climate
   1. 98.4% survey participants agreed that they felt safe while working in the school online environment
   2. 95.9% felt a genuine connection with the teacher and that the teacher really cares about their success in school

E. Overall Satisfaction with the School Program
   1. 98.4% input survey participants feel satisfied with the school

F. The Input Survey was distributed January 8, 2024 and closed January 19, 2024.

G. The results of the survey will be shared with the school board, all educational partners to include students, teachers, and staff. The results will be included in the LCAP as a metric to measure educational partner engagement, school climate, and overall satisfaction with the school program.

IV. Comprehensive Support and Improvement (CSI input draft presentation)

A. Identified Comprehensive Support and Improvement (CSI): Graduation rate of 20%. Required minimum of 68%

B. Required to develop and implement a CSI plan to improve student outcomes aligned to goals, actions and services in the LCAP

C. Partner with educational partners
   1. Educational Partner Advisory Committee:
      a) December 6, 2023 (LCAP Input Survey, LCAP Mid-Year Report)
      b) February 8, 2024 (LCAP Input Survey Results, Comprehensive Support and Improvement (CSI)
      c) March 20, 2024 (LCAP draft input, LCAP Annual Review, CSI)
      d) May 15, 2024 (LCAP Input)

2. Student/Parent/Teacher Mtg: 2/13/24
3. Staff Input Mtg: 2/13/24, 2/15/24
4. SELPA: March 2024
5. WIOA/Community Member Input Mtg: February 2024
6. <u>Assistance/Support:</u>
   a) [SDCOE CSI Training](#) 2/06/24
   b) [SDCOE State and Federal Updates](#) 2/22/24
   c) [CDE Student Achievement and Support Services DASS Flexibilities and Resources CSI](#) 2/12/24
   d) [CDE CSI LEA AFF - CSI Orientation](#) 2/13/24
   e) [CDE Dashboard Technical Guide](#) 2/07/24
   f) PACSAE Special Projects Coordinator 2/01/24, 2/02/24, 2/12/24, 2/13/24, 2/21/22
   g) PACSAE Accountability, Assessment, & Data Specialist 2/21/22

D. Conduct a needs assessment and root cause analysis
   1. 2022-23 Graduation Rate: 21% (38) (5 year cohort) (dataquest)
      a) More than 70% of the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma.
      b) 2022-23: Stability Rate: 414 enrolled, 15.9% (66) in Stability Count, 84.1% (348) in Non-Stability Count. (dataquest)
   2. 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.

E. Identify evidence based strategies/interventions
   1. School Counselors
      a) Increase the academic achievement and graduation rate by using multiple measures to evaluate student progress.
         (1) *[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 (eric.ed.gov)

   2. Instructional Coach and Curriculum & Instruction Specialist
      a) Facilitate the development of teachers with a focus on data-driven coaching, training in the use of curriculum

course content, the collection and analysis of student work, and research-based instructional strategies.

(1) *Effective Coaching: Improving Teacher Practice and Outcomes for All Learners:* Drawing from research, coaching has been suggested as a strategy for improving teaching and learning across the overall system. (eric.ed.gov)

3. Professional Development
   a) Relevant professional development opportunities for teachers to develop their teaching skills: Conferences, workshops, online seminars

      (1) *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 coherence in professional development 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. (eric.ed.gov)

4. Accountability, Assessment and Data Specialist
   a) 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.

      (1) *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) (eric.ed.gov)

5. Additional CDE CSI training on Feb 12th and 13th will be attended for more information on requirements and use of funds clarification.

V.   PACSAE Counseling Department Website (link)
   A. Review of the Counseling Department Support website
      1. Academic: Graduation Plans, Study Skills, Test Taking Skills
      2. College and Career: Career Goal Setting, Resumes and Job Searches, College Applications, Financial Aid and Scholarship Applications, Work Permits

3. Social Emotional: Referrals to resources, Crisis Counseling
4. [Mental Health Resources link on PACSAE website](#)

VI. Upcoming Meetings

A. [November 16, 2023](#) (EPAC Info, School Info, Survey Input)
B. [December 6, 2023](#) (LCAP Input Survey, LCAP Mid-Year Report, School Accountability Report Card)
C. February 8, 2024 (LCAP Input Survey Results, Comprehensive Support and Improvement [CSI)
D. March 20, 2024 (LCAP Input/CSI)
E. May 15, 2024 (LCAP Input, LCAP Draft)

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