



**Pathways Academy Charter School - Adult Education  
Educational Partner Advisory Committee (EPAC)  
Meeting Agenda/Minutes  
March 20, 2024**

Meeting Begins at 9:00 a.m.

The meeting will be held virtually.

Join Zoom Meeting

<https://us05web.zoom.us/j/89512088704?pwd=wp96OICiVBQkNbd6GX9u2kH4mp1EmC.1>

Meeting ID: 895 1208 8704

Passcode: 0mMh6V

- I. **Welcome**
- II. **School Information**
  - A. [School Website](#)
    1. School Plans, Policies, Resources
  - B. [School Instagram](#)
    1. Upcoming input/participation opportunities
- III. **LCAP Input [Presentation](#)**
  - A. Goal 1: We will improve the academic achievement of students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of All students, English Learners, other unduplicated student groups, and students with disabilities. We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education. We will increase 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 provide individualized support. **(1.1 - YES: Increased and Improved Services)**
    1. *ELA, Math, Science CAASPP Results: In order to protect student privacy, data is suppressed because 10 or fewer students tested.*

*Number of students that are currently on the 130 graduation credit track:*

*Credits deficient to graduate: (December Summary)*

*0-4: 1*

*5-20: 27*

*21-30: 41*

*31-40: 40*

*41-50: 31*

*51-60: 36*

*61-70: 24*

*71-90: 41*

*91-101: 19*

*111-130: 30*

*Number of students that are currently on the 210 graduation credit track:*

*Credits deficient to graduate: (December Summary)*

*0 - 4: 0*

*5-20: 0*

*21-30: 1*

*31-40: 2*

*41-50: 2*

*51;60: 1*

*61-70: 1*

*71-90: 2*

*91-110: 12*

*111-130: 4*

*131-150: 9*

*151-170: 9*

*171-190: 11*

*191-210: 11*

- B. Using multiple measures to evaluate each student's level of attaining goals, the Intervention & Transition Coordinator will monitor students transitioning in high school and identify students that are struggling; and, keep them on-track with course completion and on course to graduate from high school. **(1.2 - YES: Increased and Improved Services)**
1. *The Intervention & Transition Coordinator position has been replaced with a Counselor that will be monitoring student attendance and course completion so that they can engage and support students that are struggling.*

- C. 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 ensuring that all struggling students receive needed interventions that include the opportunity for test preparation. (1.3)
- D. Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents. **(1.4 - YES: Increased and Improved Services)**
- E. Pathways Academy Charter School Adult Education (PACSAE) program will develop formalized processes for curricular review and evaluation, including graduation requirements, credits, and grading policies(1.5)
- F. PACSAE program will develop a post graduation student success plan. SPED develops individualized transition plans that support student success post graduation.(1.6)
- G. Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.(1.7)

(1) *(1)Professional development strategies training to increase student engagement:*

*6/8/23 Assume best intentions when communicating*

*8/03/23 Gmail Templates, Employee contact list*

*8/07/23 Google Spreadsheets training*

*8/31/23 Five Minute Rapport guidelines for student, parent, staff meetings*

*9/14/23 How to access IEP at a glance in SIS*

*9/28/23 Using Ringcentral*

*10/12/23 Myers-Briggs*

*10/26/23 How to Use and Edit Google Tasks; Loom Tutorial*

*11/09/23 Visual, Auditory, or Kinesthetic Learner, Comprehensive School Safety Plan Review and Training*

11/13 - 11/15/23: Myers-Briggs, StrengthsFinder, PAAE History, PAAE Attributes/Qualities, Effective Connection with At-Promise students.

1/18/24: [Programs to Improve Daily Computer Use](#)

H. Develop and implement a Writing Action Plan that addresses student aversion to writing and inadequacies in that area and better prepares students for college and career (1.8)

(1) *The writing action plan is a College and Career Preparedness support for writing college or job applications, resumes, and cover letters with guidance from counselors and teachers.*

I. Collaborate with staff and the authorizer to identify other local assessment instruments that would assist in better understanding of adult learner unique needs. This should include implementation of methods and instruments to measure program impact on student learning (1.9)

Goal 2: We will promote a high Average Daily Attendance and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student engagement and success for All students, English Learners, other unduplicated student groups, and students with disabilities.

A. Focus on school climate and student engagement and Increase our ADA by decreasing our chronic absenteeism by 10% each school year. Availability of RTI at all levels, Intervention & Transition Coordinator, and Credit Recovery Options for Secondary Level  
**(2.1, Yes: Increased and Improved Services)**

B. 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. (2.2)

C. Frequent contact with students/parents in order to update them on student progress and notify them of events. (2.3)

(1) *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.pathwaysadulthoodeducation.org/>*

*School Instagram provides school information:*

*Upcoming input/participation opportunities*

[https://www.instagram.com/pathwaysacademy\\_pacsae/](https://www.instagram.com/pathwaysacademy_pacsae/)

D. We will identify, monitor and support students who are struggling with regular attendance (2.4) [PACSAE School Counselor Website](#)

*(1) The Counselors monitor and evaluate the processes in place to ensure the effectiveness of student services.*

*Counselors monitor student work completion on an ongoing basis.*

*Counselors contact students on a weekly basis to offer opportunities for weekly meetings, and to provide feedback and support. Counselors also contact students individually in response to teacher referrals through the referral form.*

E. Continue development of social, emotional and mental health needs of students and staff through WIOA partnerships. (2.5)

F. Professional Development/training in Cultural Awareness and Barriers to Learning **(2.6, Yes: Increased and Improved Services)**

*(1) PACSAE partners with local WIOA offices to provide students with vocational training in conjunction with a high school diploma. Upon completion of their vocational training and high school requirements, graduates are poised to be competitive applicants in high-demand fields of employment.*

G. Training in Youth Mental Health First Aid and, training in referral to available community resources through Intervention & Transition Coordinator and school psychologists (2.7)

*(2) The Intervention & Transition Coordinator position has been replaced with a Counselor that will identify and coordinate training and referrals to community resources as needed. Mental Health Resources are listed on the school web page:*

*<https://www.pathwaysadulthoodeducation.org/resources/mental-health-resources/>*

H. The Intervention & Support Coordinator will support teachers with strategies to engage students in the completion of their coursework. Teachers will identify students not on track to completing their coursework and make contact by text, email, or phone call to remind students of deadlines and the effects not meeting them could have on their graduation plan. **(2.8, Yes: Increased and Improved Services)**

(3) *The Assistant Director and Counselors support teachers with strategies to engage students in the completion of their coursework with specific strategies that are adapted based on student needs. The Counselor's guide teachers in identifying students, not on track, to completing their coursework, and provides support and guidance in determining and implementing the proper intervention to re-engage the student (this may include pacing guides, guided notes, group sessions, etc.).*

Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for All students, English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making at the program and charter level.

A. 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 input meetings, and surveys.(3.1) Input Survey Participants:

(4) *2023-24: 107, 2022-23: 63, 2021-22k: 35, 2020-21: 19, 2019-20: 7*

B. We will build partnerships for student outcomes by sending notification of Surveys, Educational Partner Advisory Committee, Board of Directors Public meetings in a timely manner to all families, through emails, website and/or other school social media while ensuring the participation and engagement of our underrepresented families. Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. Support provided by Classified staff to increase student engagement and performance; and, parent involvement. **(3.2, Yes: Increased and Improved Services)**

(5) *School Website and School Instagram*

C. We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming learning environment. The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.(3.3)

D. Operations and oversight of school programs are maintained by Executive Director/CEO, authorizing district, and the governing board.(3.4)

E. Develop other sources of communication and opportunities to engage adult learners and educational partners in school planning.(3.5)

*(6) Communication of school board meetings, teacher/student/parent meetings, LCAP Input Survey and other school information is shared through teacher emails, texts, school website and school instagram page.*

F. Engage students and parents in the participation of school planning through the ongoing development and the strengthening of the Educational Partner Advisory Committee (3.6)

*(1)The PACSAE Educational Partner Advisory Committee's role is to provide input and assistance to the school's plans, programs and services in order to help the school attain its goal of providing each student with the best education possible. Communicating with adult students and parents with opportunities to participate in committee meetings is ongoing.*

(G) Expand student real world experience opportunities by strengthening partnerships with Workforce and Innovation and Opportunity Act (WIOA), Department Of Rehabilitation (DOR), Educational Opportunity Program (3.7)

*(7) 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.*

## **V. Comprehensive School Improvement Plan**

A. 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 a 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.

- B. 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.
- C. Through our recent WASC self-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; 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 research and selected because they were the most appropriate for the demographics and specific needs at our school.
- D. 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 2022-2023 resources in the LCAP indicate that the PACSAE actual expenditures exceed required expenditures to increase or improve services for our high needs students.
- E. 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.
- F. 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 Plan Input Presentation URL:

[https://docs.google.com/presentation/d/1a1IzAArIvhrtoVOV31UYCfNktuHDnx8sDTD3xDvuUTs/edit#slide=id.g10033e974e3\\_1\\_178](https://docs.google.com/presentation/d/1a1IzAArIvhrtoVOV31UYCfNktuHDnx8sDTD3xDvuUTs/edit#slide=id.g10033e974e3_1_178)



#### **IV. 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)

Questions: [mmiller@pathwaysacademy.education](mailto:mmiller@pathwaysacademy.education)