

The Single Plan for Student Achievement

School: Pathway Elementary Community Day School
CDS Code: 10-73965-0125682
District: Central Unified School District
Principal: Nick Hustedde
Revision Date: 9/21/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Pathway Elementary Community Day School's Vision and Mission Statements

The mission of Pathway Community Day School is to provide all students with a positive, structured environment focused on behavioral and academic improvement, where students can learn and practice skills to promote their success in elementary school, secondary school, college, career and the community at large.

School Profile

Pathway Elementary Community Day School is located in Southwest Fresno. Students' grade levels range from K-6th grade. A Pathway student arrives here through suspended expulsion, full expulsion, SARB placement, a district level referral and/or court/probation placement. Our goal is to have 100% of our students be able to transition back to their school of origination or a mainstream school to continue their educational and behavioral goals. Calls are made home daily for absent students and parents stay informed on academic work completed via the online grade system Parent Portal. Students and/or parents may contact teachers or staff at any time to check on their child's development. Pathway elementary has an SAI teacher that is shared with the secondary campus. Central Unified provides a school psychologist and an intervention counselor two days per week as well. Pathway Elementary has one full time teacher and 3 full time aides.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

According to the most recent parent surveys , 100% of parents agree the reception staff is friendly and helpful and that they feel welcome at school. Additional findings show 100% appreciate the daily direct contact from the teacher (usually by text). The Pathway staff is committed to maintaining a positive relationship with it's stakeholders and will push to maintain 100% satisfaction from students and parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators perform formal and informal classroom observations. The informal classroom observations (drop-ins) are conducted weekly by the Principal and Guidance Instructional Advisor. The observations are a "snapshot" and last 3-20 minutes per classroom and focus on aspects including Best Teaching Practices, Academic Vocabulary, The Direct Instruction Model and on CSTP standards selected by teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The results of the state and local assessments have guided the shift to Common Core instruction for students. As new assessments are developed, teachers will focus on those areas where students show poor results. The Common Core standards are used by core classes to guide instruction. Curriculum mapping guides and pacing guides are used by teachers in English, mathematics, social studies and science to guide their daily instruction. District created benchmark assessments have been developed and are incorporated with SBAC results to help guide student achievement.

The Content Standards are the foundation for all courses.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and assessments such as CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of certificated and classified staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in onsite, ongoing professional development, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Pathway staff meet monthly with all site staff and weekly with each other in their Professional Learning Community, in all staff training regarding various best practice teaching strategies or common core state standards, at least twice a year in district wide collaborative groups.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 30 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time three times during the year when teachers are together for Teacher Collaboratives. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pathway Elementary grade outlines and materials are aligned to the California State Content and Performance Standards, along with California Common Core State Standards. Course outlines are reviewed annually to determine that alignment is current and meet all guidelines. Appropriate revisions are made to address current standards and to meet each individual students specific needs. Common Core standards are used for all subjects.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

R/LA:Core---Grade K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours

R/LA Strategic---Grades K-6 30 minutes

R/LA Intensive---Grades 4-6 2.5 hours

ELD Grade K 30 minutes---Grades 1-6 45 minutes

Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour

Mathematics Strategic---Grades K-6 15-30 minutes

Mathematics Intensive---Grades 4-6 15-30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All core classes fully use SBE adopted textbooks. All district adopted textbooks and ancillary materials are standards aligned and meet students' educational needs. The materials are selected by the district's textbook adoption committees for their alignment to the rigorous standards set forth by the state and the educational needs of students. Pathway Elementary students use the same textbooks as the other elementary schools to assure continuity.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The small class size and low staff to student ratio allow for individualized instruction for every student. Intensive academic support, combined with counseling and social emotional supports give Pathway Elementary students tremendous opportunities to grow academically.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Daily communication with parents enables their support for completing evening homework assignments. Because of the importance of the parental role, this year Pathway and Central Unified School District sponsored the Parent Project, a ten week class lead by the Principal and district staff, which provides parents with information on parenting, and other topics that are beneficial to the family and their child's success.

A part-time at-risk counselor serves the students, as well as a fulltime School Psychologist.

The District's Centralized Services facilitates re-entry for Pathway students returning to the district schools. Pathway staff facilitate transition, introducing needy students to their new school, and providing support and resources to receiving teachers.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents of Pathway students are encouraged to take an active role and visit classrooms. Staff contacts parents regularly by phone, and meets with parents regularly, based on need. Parents are invited to participate in the School Site Council, and parent input is always welcome in any form.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The school's LCFF funds will be used to provide students and staff with the appropriate resources to improve student learning, attendance, and remediation. These funds will be used to replace outdated library books with more contemporary and high-student interest ones. Targeted Assistance funds are used to increase quality instruction provided by the teacher, using scientifically research-based instructional methods and strategies that strengthen the core academic program of the school and align with general classroom instruction and Common Core Standards based curriculum.

Targeted Assistance and Title I Funds will be budgeted for staff to attend conferences and staff development training, instructional supplies, educational software and hardware as needed, as well as ancillary educational materials. Staff members can attend EL related conferences and EL students can attend curriculum related academic field trips if available. Teachers of English Learners may also attend curriculum related inservices and training opportunities. Staff members are encouraged to attend related conferences related to the needs of at-risk youth. Outside vendors may be employed to teach or train staff members on using strategies appropriate for English Learners and "At-Risk" students.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan and LCAP.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets, LEA Plan and LCAP demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Pathway Elementary CDS students struggle with low test scores, poverty and in many cases an unstable home environment.

Our goal is to have each student reading and performing required skills at grade level at the end of this school year.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	1	1	*	1	1	*	1	1	*	100.0	100	
Grade 5	5	4	*	4	4	*	4	4	*	80.0	100	
Grade 6	3	2	*	3	2	*	3	2	*	100.0	100	
All Grades	9	7	12	8	7	11	8	7	11	88.9	100	91.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	9.09	*	*	90.91

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	9.09	*	*	90.91	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	9.09	*	*	90.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	36.36	*	*	63.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	9.09	*	*	90.91

Conclusions based on this data:

1. The low number of students prevents appropriate assessment of state data. Pathway Elementary focuses on each student's needs to boost achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	1	1	*	1	1	*	1	1	*	100.0	100	
Grade 5	5	4	*	4	4	*	4	4	*	80.0	100	
Grade 6	3	2	*	2	2	*	2	2	*	66.7	100	
All Grades	9	7	12	7	7	11	7	7	11	77.8	100	91.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	9.09	*	*	9.09	*	*	81.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	18.18	*	*	81.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	27.27	*	*	72.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	9.09	*	*	90.91

Conclusions based on this data:

1. The low number of students prevents appropriate assessment of state data. Pathway Elementary focuses on each student's needs to boost achievement.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Conclusions based on this data:

1. The low number of students prevents appropriate assessment of state data. Pathway Elementary focuses on each student's needs to boost achievement.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17

Conclusions based on this data:

1. The low number of students prevents appropriate assessment of state data. Pathway Elementary focuses on each student's needs to boost achievement.

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
All students will grow by 1 year or be on appropriate grade reading levels as measured by district benchmarks.
Data Used to Form this Goal:
Assessment scores from Fountas and Pinnell, classroom resource assessments, District Benchmark assessments, and CAASPP.
Findings from the Analysis of this Data:
Pathway students are in need of additional help in writing and English Language development.
Means of evaluating progress & group data needed to measure gains:
Assessment scores from Fountas and Pinnell District Benchmark assessments CAASPP Test in "Language!" upon entry and re-test every 6 weeks Monthly principal meetings Benchmark Data Lexia Reading Core5 Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Silent reading daily.	9/1/17-5/30/18	Teacher and Administrators	Purchase Elementary library books.	4000-4999: Books And Supplies	LCFF-SLIP	206.80

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Purchase reading supplies to target students with lower level reading skills for individualized skill based instruction.	9/1/17-5/30/18	Teacher and Administrators	Supplies to support student reading	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	84.68
Implement writing prompts once per month that will be displayed via LCD projectors/laptops	9/1/17-5/30/18	Teacher and Administrators				
Use paired reading with students to improve reading skills	9/1/17-5/30/18	Teacher and Administrators				

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
All Pathway students will be have 1 year growth or be on grade level proficiency in Mathematics as measured by district benchmarks.
Data Used to Form this Goal:
District Benchmarks, results from SBAC
Findings from the Analysis of this Data:
Pathway students consistently scored below proficient on all administered tests. MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL <ul style="list-style-type: none"> Continued emphasis on these students as new students arrive (12 week and 18 week test and continuing throughout the year) GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS District Benchmarks
Means of evaluating progress & group data needed to measure gains:
Principal and G.I.A observations in classrooms, Data Team meetings, PLC meetings, and Benchmark scores.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Use of Common Core Aligned math curriculum and additional resources	9/1/2017-5/30/2018	Nick Hustedde, Jill Young				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Instructional Coaching on Elementary Math concepts	9/1/2017-5/30/2018	Nick Hustedde, Jill Young,	purchase new classroom technology for elementary students to receive more focused instruction.	4000-4999: Books And Supplies	LCFF	900.80
Use of Khan Academy and other software and web-based programs to increase math knowledge of students who may be struggling below grade level.	9/1/2017-5/30/2018	Nick Hustedde, Jill Young, teachers				
Use/consult preassessments to determine student ability level	9/1/2017-5/30/2018	Nick Hustedde, Jill Young, teachers				

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
Pathway limited-English-proficient (LEP) students will become proficient in English, reading and language arts and mathematics. All students will demonstrate progress on Central Unified District benchmarks.
Data Used to Form this Goal:
Assessment scores from Fountas and Pinnell, classroom resource assessments, District Benchmark assessments, and CAASPP.
Findings from the Analysis of this Data:
Pathway students are in need of additional help in writing and English Language development.
Means of evaluating progress & group data needed to measure gains:
Assessment scores from Fountas and Pinnell District Benchmark assessments CAASPP Test in "Language!" upon entry and re-test every 6 weeks Monthly principal meetings Benchmark Data Lexia Reading Core5 Assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Meet with Supervisor of EL/Migrant programs to coordinate ELD instruction	9/1/17-5/30/18	Nick Hustedde, Jill Young				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Writing prompts will be developed inclusive of ELD needs to correlate with CCSS writing standards and used bimonthly to measure student performance in writing	9/1/2017-5/30/2018	Nick Hustedde, Jill Young, teachers				

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
<p>LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LEAP Performance Goal 5: All students will graduate from high school.</p> <p>LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.</p> <p>LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students.</p> <p>LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.</p>
SCHOOL GOAL
100% of Pathway students will successfully transfer to another school or program.
Data Used to Form this Goal:
Review of behavior plans and report cards of students entering Pathway.
Findings from the Analysis of this Data:
The vast majority of students at Pathway are more than one semester behind grade level.
Means of evaluating progress & group data needed to measure gains:
<p>In PLCs, teachers will weekly report on students with failing grades</p> <p>Regular recognition of student success (students with GPA over 90%)</p> <p>Teachers will use Parent Portal to allow Parents access to student grades</p> <p>Counselors will solicit input from students</p> <p>School Psychologist will solicit input from students</p> <p>Review of student(s) progress on a continuing basis</p> <p>Percentage of students transitioning back to comprehensive schools.</p>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Staff will Continue training on PBIS and will fully implement the practices in all programs. Teachers will teach	9/1/2017-5/30/2018	Nick Hustedde, Sunny Dhillon, Jill Young, Dina Heggen				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
PBIS Behavior lessons, foster thoughtful interaction with students and focus on the students in a period to make positive phone calls home, enhancing parent connection						
Special Activities will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.	9/1/17-5/30/18	Nick Hustedde, Sunny Dhillon, Jill Young, Jennifer Klein, Dina Heggen	Awards for student achievement	4000-4999: Books And Supplies	LCFF	400.00
			Transportation for Field Trips	5000-5999: Services And Other Operating Expenditures	LCFF	320.00
Have the Elementary Teacher visit schools of transitioning students to work with students and staff of new schools	9/1/17-5/30/18	Nick Hustedde, Jill Young, Jennifer Klein, Dina Heggen				
Have the elementary teacher/administrators attend conferences to enhance behavioral standards in the classroom.	9/1/17-5/30/18	Nick Hustedde, Dina Heggen, Jill Young	Conference Expenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	955.32

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
To increase parent participation in overall school activities and awareness of student performance. alternatives for at risk students.
Data Used to Form this Goal:
Parent surveys, California Healthy Kids Surveys, parent feedback during meetings.
Findings from the Analysis of this Data:
Providing parents with meaningful resources and guidance, a welcoming environment and timely, accurate and actionable information to support learning at home and at school can help to increase parent participation.
Means of evaluating progress & group data needed to measure gains:
Sign-ins sheets from parent events, feedback from teachers, number of contacts by staff.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Staff will attend conferences and presentations addressing strategies for Targeted Assistance students and/or parent engagement.	9/1/17-5/30/18	Nick Hustedde, Jill Young,, Art Williams, Jennifer Klein, Sunny Dhillon, Dina Heggins	Conference and travel expenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	890.00
Special Activities and parent trainings will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.	9/1/17-5/30/18	Nick Hustedde, Sunny Dhillon, Jill Young, Jennifer Klein	Materials for parent trainings	4000-4999: Books And Supplies	Title I Parent Involvement	18.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parent Appreciation Events will be held	9/1/17-5/30/18	Nick Hustedde, Sunny Dhillon, Jill Young,	Events will be held at school and locations in the community promoting parent engagement in school culture and academics	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	1,620.80	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	206.80	0.00
Title I Part A: Allocation	1930.00	0.00
Title I Parent Involvement	18.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	1,620.80
LCFF-SLIP	206.80
Title I Part A: Allocation	1,930.00
Title I Parent Involvement	18.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	1,525.60
5000-5999: Services And Other Operating Expenditures	2,165.32
5800: Professional/Consulting Services And Operating	84.68

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF	1,300.80
5000-5999: Services And Other Operating	LCFF	320.00
4000-4999: Books And Supplies	LCFF-SLIP	206.80
5000-5999: Services And Other Operating	Title I Part A: Allocation	1,845.32
5800: Professional/Consulting Services And	Title I Part A: Allocation	84.68
4000-4999: Books And Supplies	Title I Parent Involvement	18.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	291.48
Goal: Mathematics	900.80
Goal: English Language Development	
Goal: School Culture	1,675.32
Goal: Parent Engagement	908.00

School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nick Hustedde	X				
Sunny Dhillon		X			
Cheryl Fowlkes		X			
John Barber		X			
Mark Brown		X			
Mary Wilson			X		
Henry Pauls				X	
Oluwatoyin Mixon-Emeseh				X	
Irene Ceballos				X	
Sarah Ceballos					X
Hunter Briggs					X
Cereli Diaz					X
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/21/2017.

Attested:

Nick Hustedde

Typed Name of School Principal



Signature of School Principal

9/21/17

Date

John Barber

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/21/17

Date

Name _____ Grade _____ Date _____

Pathway Elementary Community Day School
SCHOOL - HOME COMPACT
Three-Way School Pledge

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- arrive to school and classes on time every day
- take all communication home to my parent(s) / guardian(s)
- follow the hornet respect (respect myself, respect others, respect property)
- be a cooperative and respectful student in and out of the classroom
- do my best in class every day
- follow all rules set forth by Pathway and earn all points on a daily basis

Student's Signature

Date

Parent/Guardian Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- assure student arrives at school on time every day and prepared to learn
- review all school communications and respond in a timely manner
- encourage my student to engage in reading activities every day
- make sure my student gets adequate sleep and has a healthy diet
- support the school's/district's discipline, dress code and attendance policies
- keep in constant communication with the school and my student's teacher

Parent's/Guardian's Signature

Date

Teacher Section

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- provide a safe, positive, and healthy learning environment for our students
- clearly communicate classwork and behavioral expectations
- engage students in a standards-based, active learning curriculum
- strive to address the individual needs of our students
- correct and return work in a timely manner
- regularly communicate with parents regarding their student's progress

Teacher's Signature

Date

**Pershing Continuation High School/Pathway Community Day School
School-Level Parental Involvement Policy
2017 - 2018**

Pathway/Pershing Schools has developed a written Parental Involvement Policy with input from Pathway parents. Parental input was solicited through our School Site Council meetings. We have distributed the policy to parents of Pathway students. The school's Parental Involvement Policy is distributed to all parents through our school's first day enrollment packet that is given to all parents during student orientations.

Pathway/Pershing Schools's policy describes the means for carrying out the following Pathway Parental Involvement requirements. [Pathway Parental Involvement, 20 USC 6318(a)-(f)]

Involvement of Parents in the School Program

Pathway/Pershing Schools conduct the following:

1. Convenes an annual meeting to inform parents of Pathway students of Pathway requirements and their rights to be involved in the Pathway program.
 - Each Fall, an Annual Parent Meeting is held during our Back to School Night.
 - Parents are recruited to participate in our School Site Council.
2. Offers a flexible number of meetings.
 - Meetings are held after school to meet the needs of parents and guardians that work, attend school or are home-makers. Days are chosen by both administration and SSC members that are most convenient to meet the busy schedules of the members.
3. Involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of its programs and the Parental Involvement Policy.
 - Parents and guardians are encouraged to participate in our School's Site Council.
 - Flyers are sent home with students announcing our School's Site Council meetings.
4. Provides parents of students with timely information about School programs.
 - Due to continuous enrollment throughout the year, a weekly orientation is held with new students and their parents where information about programs is shared.
 - Administration provides parents and guardians with the opportunity to learn about the program during our Back to School Night.
 - Connect Ed messages and flyers are sent home through-out the school year.

- Parents and guardians are encouraged to participate in our School's Site Council.

5. Provide parents of students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- Staff reviews their course outlines, classroom expectations and curriculum with parent and guardians during our Back to School Night.
- Administration meets with students and parents during student orientation to explain the importance and value of the CSTs, CAHSEE and local benchmarks.

5. Provide parents of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Our staff encourages parents and guardians to participate in their student(s) education. Daily phone calls are made to parents and guardians regarding student absences. Staff flex their schedules according to parent needs to encourage meetings at school
- For parents with transportation issues, Administration will do a home visit for parents needing a face to face meeting.

****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Pathway children. [20 USC 6318(c) (3)]**

School-Parent Compact

Pathway/Pershing Schools has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of students:

- 1 -

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

- Parents are provided with the opportunity to participate in School's Site Council to discuss issues that are important to their student's education.

- Parents complete a Student Home Compact during their student's orientation. The Student Home Compact is then reviewed with the student. A copy is provided to the parent/guardian.

Building Capacity for Involvement

Pathway/Pershing Schools engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Administration meets with parents during orientation to discuss curriculum, school-wide expectation and the importance of assessments.
 - Upon request or need, administration meets with parents to discuss their student's academic status and goals.
 - Letters are mailed to inform parents/guardians on their child's individual student assessment results and the methods available for the monitoring of student progress.
 - Parent Portal is available to parents and students 24/7, allowing up-to-date information on student grades.
2. Provides materials and training to help parents work with their children to improve their children's achievement.
 1. Through phone calls and emails, staff provide parents/guardians with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home. Upon request or need, on-site training opportunities are also provided.
 2. Educates staff, with the assistance of parents, on the value of parent contributions and how to work with parents as equal partners.
 - Staff and parents are encouraged to participate in the School Site Council.
 - Meetings are held with administration, staff and parents to discuss strategies that will assist their students become more successful in school and to review the important roles that each play in our students' education.
3. Coordinates and integrates the Parental Involvement Program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Administration and teachers encourage parents/guardians to serve as volunteers in the schools, attend student activities and school meetings, and participate in site councils, LCAP input meetings, advisory councils and other activities in which they may undertake advisory and advocacy roles.
5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Documentation is provided in both English and Spanish and other languages upon request.
 - Bilingual staff are able to provide translation in Spanish.
6. Provides support for parental involvement activities requested by Pathway parents.
- Teacher meetings, administrative meetings and School Site Council meetings provide parents/guardians opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children.

Accessibility

Pathway/Pershing Schools provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- Provide interpreters and translations, when necessary or upon request, in order to encourage the participation of parents/guardians with cultural, language, or other barriers which may inhibit such participation.
- Communication is sent home in English and Spanish.

- 2 -

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at

<http://www.bilingualeducation.org/programs> parent.php. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Pershing / Pathway Schools

School Site Council Committee (SSC) 1st Quarter Meeting/s

Date of Posting: 9/18/17

Meeting Date: 9/21/17

Location: Pershing HS Library

Starting Time: 2:00 PM

Ending Time: 3:00 PM

Outcomes: Participants will be able to:

- Review and approve SPSA for Pershing, Pathway, and Pathway Elementary
- Review and approve Safety Plan for Pershing, Pathway and Pathway Elementary
- Review and approve Uniform Complaint Procedures
- Review and approve School-Parent Compact for Pershing, Pathway, and Pathway Ele.

Representatives & Staff: SSC members (John Barber, Mark Brown, Nick Hustedde, Sunny Dhillon, Cheryl Fowlkes, Mary Wilson). Guests: (Henry Pauls, Oluwatoyin Mixon-Emese, and Irene Ceballos) All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Report of Officers, Standing & Special Committees		Representative	TBD minutes
New Business a. Review/approve Pershing SPSA	Approve	Chairperson, Principal	10 minutes
b. Review/approve Pathway SPSA	Approve	Chairperson, Principal	10 minutes
c. Review/approve Pathway Ele. SPSA	Approve	Chairperson, Principal	10 inutes
d. Review/approve Safety Plan - Pershing			

e. Review/approve Safety Plan - Pershing			
f. Review/approve Uniform Complaint Procedures			
g. (Forms/policies Available on district website under Quick Links)			
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA, By-laws, accountability report, uniform complaint procedures & forms. Add site items as necessary.

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Pershing Cont HS/Pathway CDS SCHOOL SITE COUNCIL COMMITTEE (SSC)

MINUTES

September 21, 2017

1. Call the Meeting to Order:

- The meeting was called to order at **2:00 pm** by Nick Hustedde . Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Oluwatoyin Mixon-Emese	Parent	x	1	John Barber	Teacher	x
2	Henry Pauls	Parent/Community Member	X	2	Mark Brown	Teacher	x
	Irene Ceballos	Parent		3	Cheryl Fowlkes	Teacher	x
3		Parent		4	Sunny Dhillon	Teacher	x
4	Sarah Ceballos	Student	x	5	Mary Wilson	Other	x
5	Cereli Diaz	Student	x	6			
6	Hunter Briggs	Student		7	Nick Hustedde	Principal	x

	Guest		Non member staff	Position
1	Jill Young	1	GIA	
2		2	Community Member	
3	Paul Birrell	3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 7 members are needed to establish a quorum
 - 10 members are present 2 members are absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda. * M/S/C to approve the agenda (John Barber)

4. Committee Reports:

- No reports at this time.

5. Public Comment:

- No public comments at this time

6. Unfinished Business:

- No unfinished Business at this time

7. New Business

Review & Approve Single Plan for Student Achievement Pershing SPSA

- Mr. Barber explains the Single Plan for Student Achievement.
- Mr. Hustedde explained the needs analysis and goals for the students. The focus is on improving academic skills and making students college and career ready. Tactics for English Language Arts include increasing library materials, after school tutorial , Tactics for Mathematics include promoting math related activities such as robotics and afterschool tutorial. School culture tactics include academic achievement awards, field trip activities, clubs, and frequent teacher conferences. Tactics for parent engagement include monthly events for parents including Pre College Night, Back to School night, and Parent Information Night.

- Chairman Barber – called for motion to approve Pershing SPSA. Henry Pauls made the motion & Cheryl Fowlkes seconded the motion.

7. New Business - Continue

Review & Approve Pathway SPSA

- Mr. Hustedde explained the needs analysis and goals for the students. The focus is on improving academic skills and making students college and career ready. Tactics for English Language Arts include increasing library materials, after school tutorial , Tactics for Mathematics include promoting math through afterschool tutorial. School culture tactics include academic achievement awards, field trip activities, and frequent teacher conferences. Tactics for parent engagement include monthly events for parents including Pre College Night, Back to School night, and Parent Information Night.
- Mr. Barber motion to approve Single Plan for Pathway Community. Cheryl Fowlkes second the motion.

Review & Approve Pathway Elementary SPSA

- Mr. Hustedde explained the needs analysis and goals for the students. The focus is on improving academic skills and making students college and career ready. Tactics for English Language Arts include increasing library materials, after school tutorial , Tactics for Mathematics include promoting math through afterschool tutorial. School culture tactics include academic achievement awards, field trip activities, and frequent teacher conferences. Tactics for parent engagement include monthly events for parents including Pre College Night, Back to School night, and Parent Information Night.
- Budget by Expenditures – Mr. Hustedde discussed where funds are being used.
- Mr. Barber called for a motion to approve SPSA for Pathway Elementary. Mr. Brown moved and Cereli Diaz seconded the motion.

Review & Approve Safety Plan –Pershing, Pathway Comm Day School, and Pathway Elementary

- Mr. Hustedde discussed the purpose of the safety plan. Including gang apparel, dress code. Safe environment, hate crimes, emergency numbers, etc.
- Henry Pauls asked about who is the incident commander. Mr. Hustedde replied it would be himself or Mrs. Young and explains what steps are involved in case of an emergency. Page 29 explains the command system.
- Mr. Barber called for a motion to approve; Mr. Brown motioned to approve and Mr. Pauls seconds the motion to approve the Safety Plan for all three sites.

Review/approve Uniform Complaint Procedures

- Mr. Hustedde explained the primary intent.
- Mr. Barber called for a motion to approve; Mr. Brown moved to approve and Sunny Dhillon seconds the motion.

School / Parent Compact.

- Pershing – Mustang respect should be capitalized.
- Mr. Barber called for a motion to approve; Mr. Brown motions to approve. Cereli Diaz seconds the motion.

Evaluation (ways to improve the meeting) and Adjournment

- Meeting input and approval to adjourn – there were no suggestions

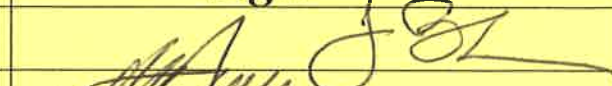

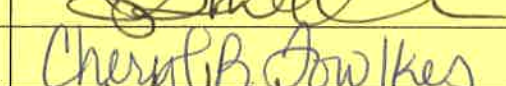

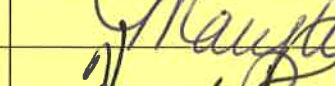
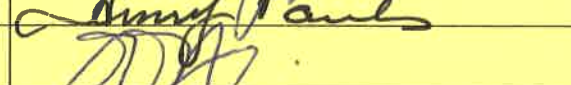
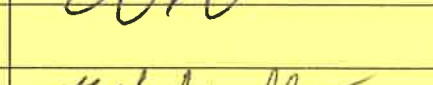
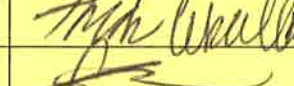
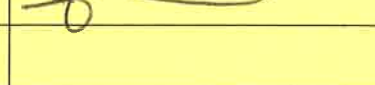
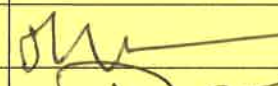
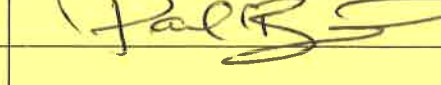
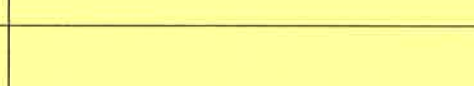
Respectfully submitted,

Mary Wilson, Secretary

9/21/17

Pershing/Pathway Schools
1st SSC Meeting
Sign-In

September 21, 2017

<i>Name</i>	<i>Signature</i>
John Barber	
Mark Brown	
Sunny Dhillon	
Cheryl Fowlkes	
Nick Hustedde	
Mary Wilson	
Henry Pauls	
Oluwatoyin Mixon-Emeseh	
Irene Ceballos A	
Sarah Ceballos	
Cereli Diaz	
Hunter Briggs A	
Jill Young	
PAUL BIRRELL	

Pershing / Pathway Schools

School Site Council Committee (SSC) 1st Quarter Meeting/s

Date of Posting: 9/18/17

Meeting Date: 9/21/17

Location: Pershing HS Library

Starting Time: 2:00 PM

Ending Time: 3:00 PM

Outcomes: Participants will be able to:

- Review and approve SPSA for Pershing, Pathway, and Pathway Elementary
- Review and approve Safety Plan for Pershing, Pathway and Pathway Elementary
- Review and approve Uniform Complaint Procedures
- Review and approve School-Parent Compact for Pershing, Pathway, and Pathway Ele.

Representatives & Staff: SSC members (John Barber, Mark Brown, Nick Hustedde, Sunny Dhillon, Cheryl Fowlkes, Mary Wilson). Guests: (Henry Pauls, Oluwatoyin Mixon-Emese, and Irene Ceballos) All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Report of Officers, Standing & Special Committees		Representative	TBD minutes
New Business a. Review/approve Pershing SPSA	Mr. Barber explains the Single Plan for Student Achievement. Nick explains goals for English Language Arts. Library materials, after school tutorial, teacher's salaries, Mathematic goals. LCFF – reviewing budget for English Language Arts & Math for 2017/2018. School culture – awards, field trip activities, clubs, etc. Money set aside for field trip buses, outdoor physical equipment, teacher conferences. Activities for parent engagement. Material for parent events once a month. Pre college night. back to school night, Parent information night. School site members are listed. Chairman Barber – Motion to approve Single Plan. Henry Pauls makes the motion & Cheryl Fowlkes second's the motion.	Chairperson, Principal	10 minutes

b. Review/approve Pathway SPSA	Budget by Expenditures – Money set aside for purchasing library books. Pages 15-23 – explaining where funds come from variety of areas. Barber motion to approve Single Plan for Pathway Community. Cheryl Fowlkes second the motion.	Chairperson, Principal	10 minutes
c. Review/approve Pathway Ele. SPSA	Budget by Expenditures – Mr. Hustedde discussed where funds are being used. Mr. Barger motion to approve Single Plan for Pathway Ele. Cereli Diaz second the motion. Mr. Brown as asked by Mr. Hustedde to step in for Mr. Barber as chairperson as Mr. Barber had to leave.	Chairperson, Principal	10 inutes
d. Review/approve Safety Plan – Pershing, Pathway Community Day School, and Pershing Elementary	Mr. Hustedde discussed the purpose of the safety plan. Including gang apparel, dress code. Safe environment, hate crimes, emergency numbers, etc. Henry Pauls asked about who is the incident commander. Mr. Hustedde replied it would be himself or Mrs. Young and explains what steps are involved in case of an emergency. Page 29 explains the command system. Mr. brown motions to approve and Mr. Pauls seconds the motion to approve the Safety Plan for all three sites.		
e. Review/approve Uniform Complaint Procedures	Mr. Hustedde explains the primary intent. Mr. Brown moves to approve and Sunny Dhillon seconds the motion.		
f. School / Parent Compact.	Pershing – Mustang respect should be capitalized. Mr. Brown motions to approve. Cereli Diaz seconds the motion. Pathway – respect needs		
g. (Forms/policies Available on district website under Quick Links)			
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA, By-laws, accountability report, uniform complaint procedures & forms. Add site items as necessary.

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Budget By Expenditures

Pathway Elementary Community Day School

Funding Source: LCFF

\$1,620.80 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
purchase new classroom technology for elementary students to receive more focused instruction.	4000-4999: Books And Supplies	\$900.80	Mathematics	Instructional Coaching on Elementary Math concepts
Awards for student achievement	4000-4999: Books And Supplies	\$400.00	School Culture	Special Activities will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.
Transportation for Field Trips	5000-5999: Services And Other Operating Expenditures	\$320.00	School Culture	Special Activities will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.

LCFF Total Expenditures: \$1,620.80

LCFF Allocation Balance: \$0.00

Funding Source: LCFF-SLIP

\$206.80 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Elementary library books.	4000-4999: Books And Supplies	\$206.80	English Language Arts	Silent reading daily.

LCFF-SLIP Total Expenditures: \$206.80

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$1,930.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Pathway Elementary Community Day School

Supplies to support student reading	5800: Professional/Consulting Services And Operating Expenditures	\$84.68	English Language Arts	Purchase reading supplies to target students with lower level reading skills for individualized skill based instruction.
Conference Expenses	5000-5999: Services And Other Operating Expenditures	\$955.32	School Culture	Have the elementary teacher/administrators attend conferences to enhance behavioral standards in the classroom.
Conference and travel expenses	5000-5999: Services And Other Operating Expenditures	\$890.00		Staff will attend conferences and presentations addressing strategies for Targeted Assistance students and/or parent engagement.
Title I Part A: Allocation Total Expenditures:		\$1,930.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

Funding Source: Title I Parent Involvement

\$18.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for parent trainings	4000-4999: Books And Supplies	\$18.00		Special Activities and parent trainings will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.
Title I Parent Involvement Total Expenditures:		\$18.00		
Title I Parent Involvement Allocation Balance:		\$0.00		
Pathway Elementary Community Day School Total Expenditures:		\$3,775.60		