

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Pathway Elementary Community Day School
<b>Street</b>	11 S. Teilman
<b>City, State, Zip</b>	Fresno, CA 93706
<b>Phone Number</b>	(559) 487-1201
<b>Principal</b>	Nick Hustedde
<b>E-mail Address</b>	nhustedde@centralusd.k12.ca.us
<b>School Website</b>	pcds.centralunified.org
<b>CDS Code</b>	10-73965-0125682
<b>School Logo</b>	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a> .

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### **School Description and Mission Statement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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Pathway Elementary currently has 2 classrooms in the Community Day School based at the former Teilman school site in Southwest Fresno, located on five acres adjacent to the freeway 99/180 interchange. Students referred are high risk youth in need of a more structured environment and may be expelled, on suspended expulsion, placed by a SARB, court/probation, or placed through a district level referral process. Pathway's goal is to have 90% positive attendance with 90% of our students transitioning back to the school they originated from.

Pathway's indicators are daily attendance checks, a reduction or cessation of negative behaviors, calls are made home daily for attendance and academic work completed. Progress reports are sent home every 6 weeks or more frequently if parents desire. The Teachers make frequent calls home to inform parents how students are progressing. Parents are welcome to visit the school to observe and meet with teachers or staff.

The mission of the Pathway Elementary Community Day School is to provide a variety of alternative educational opportunities necessary for successful rehabilitation of at-risk students and to acquire knowledge and skills in a safe, disciplined and supportive environment; and develop the values of responsibility and respect for self and others, leading to productive citizenship and lifelong learning.

### **Opportunities for Parental Involvement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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Progress reports are sent home every 6 weeks. The teacher makes frequent calls home to inform parents how students are progressing. Parents are welcome to visit the school to observe and meet with the teacher or staff. Teachers are expected to contact students' parents weekly. Students and/or parents may contact the teacher or the counselor at any time to check on their child's progress etc. The school holds events for students and parents such as Pages with Parents, Veterans Recognition, etc. to enhance parental involvement. Translation services are available for parents attending meetings.

Parent Involvement Contact Person: Nick Hustedde

Contact Information: nhustedde@centralusd.k12.ca.us or (559) 487-1201

### **School Safety Plan (School Year 2017-18)**

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The Site Emergency Response Plan is reviewed annually by Pathway's staff and the review date for this year took place during September of 2017. Necessary revisions are made to reflect current issues regarding student and school safety. Pathway School staff is well versed on how to respond to various crisis situations that may arise. The School Site Council approved the Plan on September 21, 2017.

Key Elements of the Site Emergency Response Plan for Pathway include taking a proactive position in school safety by fostering positive relationships with students. Our goal is for every student to have a positive relationship with at least 1 adult on campus. Students and staff take part in monthly fire drills and periodic earthquake and lock down drills. Staff are on proactive duty during student breaks and the school grounds are kept clean and attractive. Two-way radios and surveillance cameras are provided.

**School Facility Conditions and Planned Improvements (School Year 2017-18)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE’s MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

**Year and month of the most recent FIT report:** 06/16/2017

This section should be kept to 1-2 paragraphs.

Pathway Elementary sits on 1.5 acres. There are no current construction projects

**School Facility Good Repair Status (School Year 2017-18)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Damaged and stained ceiling tiles. Rubber molding is loose.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Ballast is out. Light switch not turning on.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

## Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	1	1	1	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

**Academic Counselors and Other Support Staff (School Year 2016-17)**

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0.00	5
<b>Counselor (Social/Behavioral or Career Development)</b>	0.00	♦
<b>Library Media Teacher (Librarian)</b>	0.00	♦
<b>Library Media Services Staff (paraprofessional)</b>	0.33	♦
<b>Psychologist</b>	0.20	♦
<b>Social Worker</b>	0.00	♦
<b>Nurse</b>	0.20	♦
<b>Speech/Language/Hearing Specialist</b>	0.00	♦
<b>Resource Specialist (non-teaching)</b>	0.00	♦
<b>Other</b>	0.00	♦

♦ means data is not required. The fields are intentionally not provided.

## Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
<b>Mathematics</b>	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
<b>Science</b>	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
<b>History-Social Science</b>	Houghton-Mifflin Adopted 2006-2007	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	0	0	0	\$77,799.52
District	♦	♦	\$5,619.81	\$69,635
Percent Difference: School Site and District	♦	♦	-100.0	11.8
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-100.0	4.8

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

There is one teacher and two aides in the classroom.

A full time Guidance Instructional Learning Advisor is available for academic and crisis counseling.

The services of a full time special education teacher are available for Pathway's special needs population.

A part time school psychologist is available for academic and crisis counseling, assessment for special needs,

program evaluation and I.E.P development.

A part time intervention counselor is available for crisis counseling and counseling one on one.

Any English Learners in the class receive appropriate instruction and instructional materials.

The Food Service department ensures that our students are provided with a healthy and nutritious breakfast and lunch.

A full-time library technician and library is available to students and staff.

### **Professional Development (2015-16, 2016-17 and 2017-18)**

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18.

Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Pathway staff development focuses on the use of academic vocabulary, differentiated instruction, behavior modification, Common Core implementation, and Literacy training. The areas selected were based on the needs of our students and teachers as well as research into Best Practices in relation to teaching at-risk youth.

Pathway School staff attend conferences and receive training through the following organizations and activities: CUSD Instructional Services, CDE, & Fresno County Superintendent of Schools (FCSS). The staff meets weekly in Professional Learning Communities known as PLCs. At the District sponsored inservices staff members receive valuable information and training in their subject regarding implementation of Common Core Standards and curriculum. Administration participates in the Leadership Network and the Principal's Institute. Teaching staff also meet weekly in either a PLC focused on ELA, Math and PBIS strategies.

The Principal and the Guidance Instructional Advisor conduct regular classroom drop-ins and provide critical information to teachers regarding their observations. The Principal meets with teachers on a regular basis to discuss best teaching practices and to provide assistance with instructional strategies and planning.

The Principal and the Guidance Instructional Advisor provide the teaching staff with relevant data to assist them with targeting areas of strengths and weaknesses. Administration assists teachers with data analysis and provide guidance during staff meetings and PLCs.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	