



Pathway Elementary Community Day School

11 S. Teilman • Fresno, CA 93706 • (559) 487-1201 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Central Unified School District

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School Description

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 2	2
Grade 6	2
Total Enrollment	4

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	0
White	25
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	0
Students with Disabilities	0
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Pathway Elementary Community Day School	15-16	16-17	17-18
With Full Credential	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pathway Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Damaged and stained ceiling tiles. Rubber molding is loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Ballast is out. Light switch not turning on.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	--	0	39	40	48	48
Math	--	9	26	28	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	11	91.67	0
Male	11	11	100	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.91	0
English Learners	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	12	11	91.67	9.09
Male	11	11	100	9.09
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.91	0
English Learners	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	46.2	66.7	66.7
Expulsions Rate	0.0	11.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.00
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	5

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	4	7	7	1	1	6						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	0	0	0	\$84,948.63
District	♦	♦	\$5,619.81	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-100.0	22.0
Percent Difference: School Site/ State			-100.0	9.2

* Cells with ♦ do not require data.