

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pathway Community Day School
Address	11 S. Teilman Fresno, CA 93706
County-District-School (CDS) Code	10-73965-0114751
Principal	Nick Hustedde
District Name	Central Unified School District
SPSA Revision Date	10/9/2018
Schoolsite Council (SSC) Approval Date	10/9/2018
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The Vision 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 secondary school, college, career and the community at large. The Mission of the school is to serve the At-Risk Youth of Central Unified School District.

School Profile

Pathway Community Day School is located in Southwest Fresno. Students' grade levels range from 7th through 12th grade. A Pathway student arrives through suspended expulsion, SARB placement, a district level referral and/or court/probation placement. Pathway's goal is to have 100% of students receive a high school diploma by transitioning back to their school of origination or a mainstream school or by graduating from Pathway itself. Calls are made home daily for absent students and parents stay informed on academic work completed via the online grade system Parent Portal. Progress reports are sent home every 6 weeks and teachers make calls home to inform parents of student progression. Teachers are expected to contact homeroom students' parents regularly. Students and/or parents may contact teachers or staff at any time to check on their child's development. In addition to the three full time teachers, Pathway has a full time RSP teacher. Central Unified provides a school psychologist and an intervention counselor 5 days per week. Pathway also has an elementary program K-6 with a full time Teacher and a two full time instructional aides.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to process of writing a Single Plan for Student Achievement (SPSA). Central USD and Pathway continues to focus on increasing parent involvement in the input process. Pathway reaches out to stakeholders by meeting individually with each student and parent upon intake, having meetings with parents at school request or parent request, having quarterly student recognition events, hosting field trips and school events (Pathway Car Show) and using the Blackboard Connect autodialer to send parents updates on school events.

Pathway appreciates and take seriously the input of all of our stakeholder groups as this information informs our goals and actions. Stakeholders were informed of the input process for SPSA at the first school site council meeting on September 13, 2018. The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

The SPSA includes, as a result of the stakeholder input sessions on September 13 and October 9, 2018, the following: afterschool tutoring, enrichment activities for students and writing and math prompts to inform students, parents and teachers on student progress and development.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0%	0	0	0
African American	18.2%	21.1%	37.50%	4	4	9
Asian	4.6%	0.0%	0%	1	0	0
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	50.0%	63.2%	50.00%	11	12	12
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	18.2%	5.3%	12.50%	4	1	3
Multiple/No Response	9.1%	0.0%	0%	2	0	0
Total Enrollment				22	19	24

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7		3	1
Grade 8		3	4
Grade 9			2
Grade 10		2	8
Grade 11		8	4
Grade 12		3	5
Total Enrollment		19	24

Conclusions based on this data:

1. The small population size of students makes conclusions on this data statistically inaccurate.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	1	2		4.5%	10.5%	
Fluent English Proficient	2	3		9.1%	15.8%	
Reclassified Fluent English Proficient				0.0%	0.0%	

Conclusions based on this data:

1. The small population size of students makes conclusions on this data statistically inaccurate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*				
Grade 7	3	*	*	1	*	*	1	*	*	33.3		
Grade 8	10	*	19	9	*	16	9	*	16	90		84.2
Grade 11	9	*	*	7	*	*	7	*	*	77.8		
All Grades	22	20	26	17	18	20	17	18	20	77.3	90	76.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2396.	*	*	0.00	*	*	0.00	*	*	6.25	*	*	93.75
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	6	0.00	0.00	12	5.56	10.00	82	94.44	90.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6		*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*	0.00	*	*	6.25	*	*	93.75	
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	0	0.00	0.00	24	5.56	10.00	76	94.44	90.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	6.25	*	*	93.75
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6	0.00	0.00	12	0.00	5.00	82	100.0	95.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	68.75	*	*	31.25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6	0.00	0.00	35	22.22	60.00	59	77.78	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	12.50	*	*	87.50
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	35	16.67	10.00	65	83.33	90.00

Conclusions based on this data:

1. The small population size of students makes conclusions on this data statistically inaccurate. However, the majority of students are below standard in reading and writing and would benefit from a focus on reading and writing practice and strategies.
2. The majority of students of students need help improving listening skills.
3. The majority of students are below standard in research skills and would benefit from focused lessons on increasing informational literacy skills

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*				
Grade 7	3	*	*	1	*	*	1	*	*	33.3		
Grade 8	10	*	17	9	*	15	9	*	15	90		88.2
Grade 11	9	*	*	7	*	*	7	*	*	77.8		
All Grades	22	20	24	17	18	19	17	18	19	77.3	90	79.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2358.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	5.56	0.00	0	5.56	0.00	100	88.89	100.0

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6		*			*			*		
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*	0.00	*	*	0.00	*	*	100.0	
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	0	0.00	0.00	0	11.11	0.00	100	88.89	100.0	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	47	5.56	0.00	53	94.44	100.0

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	41	16.67	10.53	59	83.33	89.47

Conclusions based on this data:

1. The small population size of students makes conclusions on this data statistically inaccurate. All students tested were below standard in concepts and procedures and would benefit from focused instruction on application of concepts and procedures.
2. The vast majority of students are below standard in problem solving, modeling, data analysis and communicating reasoning.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Alternative schools were not included in the Fall 2017 Dashboard. At the time this SPSA was being written, the Dashboard for Alternative Schools from CDE had not yet been issued.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Alternative schools were not included in the Fall 2017 Dashboard. At the time this SPSA was being written, the Dashboard for Alternative Schools from CDE had not yet been issued.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Alternative schools were not included in the Fall 2017 Dashboard. At the time this SPSA was being written, the Dashboard for Alternative Schools from CDE had not yet been issued.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Alternative schools were not included in the Fall 2017 Dashboard. At the time this SPSA was being written, the Dashboard for Alternative Schools from CDE had not yet been issued.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Alternative schools were not included in the Fall 2017 Dashboard. At the time this SPSA was being written, the Dashboard for Alternative Schools from CDE had not yet been issued.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Alternative schools were not included in the Fall 2017 Dashboard. At the time this SPSA was being written, the Dashboard for Alternative Schools from CDE had not yet been issued.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. At Pathway, the focus is on providing students individual support on behavior, while improving attendance and academics, including credit recovery.
- There is a need to provide professional development and coaching to support teacher's ability to address the academic needs of their students. Based on the academic achievement data professional development must continue to address ELA, Mathematics and language acquisition and skill for English Language Learners. Specific strategies for designing instruction and using formative assessment will be embedded in all training.
- Central USD needs to continue increasing the percent of students prepared for career options and/or technical training program. The district and Pathway must emphasize career pathway completion and empower students to make career choices based on viable data. While college and career data looks a bit better with increasing numbers of students enrolled in college the fall immediately following high school, there is still room for improvement. Central High School had 65% of students enrolled in college the fall immediately following high school while our alternative education sites of CLASS and Pershing High School had 31% enrolled. CTE has experienced a 15.6% increase in student participation, but the district and Pathway acknowledge participation can increase.
- Of those students going on to college, 36% enrolled in two year institutions and 25% enrolled in four year institutions. The mid year progress results for enrollment in a 4 year college the semester immediately following graduation dropped slightly (3%) when comparing 2014 to 2015. Information reviewed for 2015-16 indicates that the percent of students prepared to meet UC admission requirements was 43.4%. CDE data also indicated that 48 % of students passed the AP exam with a score of 3 or higher. EAP results for ELA increased from 2015 to 2016, but still show only 50% ready for college. EAP results for Math increased from 2015 to 2016, but still show only 12% ready for college. This year Pathway will be using the bimonthly schoolwide writing prompt measure progress. Students will also be responding to prompts for math in an effort to measure improvement in student mathematics skills. Pathway will be transitioning to the Dashboard Alternative School Status (DASS) during the 2018-19 school year, looking at additional indicators, including graduation rate, # of credits completed, and attendance rate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Writing Prompt	Average scores from the first Prompt given	Students will improve writing by 25% based on a 3 point rubric (address the prompt, organization and conventions).
Math Prompt	Average scores from the first Prompt given	Students will improve score by 25% based on a 3 point rubric (correct solution, sequence in problem solving and explanation).

Planned Strategies/Activities

Strategy/Activity 1

Staff will use progress reports and quarter grades to monitor student behavioral and academic progress. Students failing 1 or more grades will be targeted for afterschool tutorial, academic and/or SEL counseling and increased parent outreach.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

Nick Hustedde, Jill Young, all teachers and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Pathway will improve student achievement in mathematics by 10% as measured by the Math prompts given throughout the year.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

Jill Young, Nick Hustedde, Sunny Dhillon

Proposed Expenditures for this Strategy/Activity

Amount	206.50
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries for Afterschool Teachers

Strategy/Activity 3

Silent reading daily.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

Nick Hustedde, Jill Young, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	541.80
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase books for library

Strategy/Activity 4

Use technology to enhance presentation of information for visual learners, guide writing and reading activities, and allow increased access for students to online instruction, websites, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

Teachers and Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase technology and supplies to enhance presentation of information for visual learners, guide writing and reading activities, and allow increased access for students to online instruction, websites, etc.

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16) While this is below the county average the district still considers this an area to improve. High School graduation rate is 82.8%, a decrease from 2014-15 rate of 84.4% and is an area of greatest need. As the receiving school for expelled students or students referred by the Student Attendance Review Board, Pathway students have high rates of suspension. Chronic absenteeism is high (77%) Pathway staff work with students and their families on strategies to improve attendance and school performance. Current attendance rate is 84.17%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	Suspension Rate Expulsion Rate Attendance Rate-84.17% Chronic Absenteeism-77%	Suspension Rate Expulsion Rate Attendance Rate-97% Chronic Absenteeism-76%

Planned Strategies/Activities

Strategy/Activity 1

Staff will continue periodic training on PBIS and will fully implement the practices in all programs. Provide opportunities for students, parents and staff to be recognized for positive contributions to campus culture. Teachers will teach 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.

Students to be Served by this Strategy/Activity

All students.

Timeline

8/15/18-6/13/19

Person(s) Responsible

Nick Hustedde, Jill Young

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Awards for students promoting PBIS values and strategies

Strategy/Activity 2

Create a safe learning environment for all students and staff at Pathway.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

All teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount 734.15

Source LCFF

Budget Reference 4000-4999: Books And Supplies

Description safety supplies for staff such as radios and earpieces

Amount 342.00

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description Safety repairs for radios, etc.

Strategy/Activity 3

Classroom projects for at risk students to enhance learning and life skills.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

All teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount 800.00

Source Title I Part A: Allocation

Budget Reference 4000-4999: Books And Supplies

Description Classroom projects for all at risk students to enhance learning and life skills.

Strategy/Activity 4

Staff will continue periodic training in aspects of Social Emotional Learning and aspects of PBIS and continue to refine systems in place that address SEL and student success in school.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

All teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	1061.50
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences and training for staff

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Pathway will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Pathway will continue providing quality parent education based on parent interest and need. Pathway will encourage parent participation in providing input and being a part of the decision making process. At Pathway, parent involvement consists of a variety of strategies including school site councils, back to school night, open house, and other family engagement opportunities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 88.9% 2) "The school is a safe place where bullying and disrespect are not tolerated" 88.9%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will increase to 95 % 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 93.9%

Planned Strategies/Activities

Strategy/Activity 1

Administration and staff will attend conferences and presentations addressing at-risk students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.

Students to be Served by this Strategy/Activity

All students

Timeline

8/15/18-6/13/19

Person(s) Responsible

All teachers, counselors and administration

Proposed Expenditures for this Strategy/Activity

Amount	1480.75
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and Travel

Strategy/Activity 2

Staff will Continue training on PBIS and will fully implement the practices in all programs. Teachers will teach 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. Staff will invite parents to additional parent activities such as awards, car show, parent/student check in days, etc.

Students to be Served by this Strategy/Activity

All students and parents

Timeline

8/15/18-6/13/19

Person(s) Responsible

Nick Hustedde, Jill Young, teachers

Proposed Expenditures for this Strategy/Activity

Amount	1315.27
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide supplies (food, posterboard, presentation materials, etc.) for parent activities such as open house, car show, parent check in nights, etc.

Strategy/Activity 3

Create Informational Materials for Parents and Students, encouraging parent participation.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18-5/30/19

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	92.00
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Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Print handbooks and materials for parents and students.

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting. There was a 1.4% decrease in ELs advancing one level per year on their English Language Assessment (CELDT). CAASPP data indicates EL students meeting or nearly meeting standards lag behind all other student groups by 32% in ELA and 20% in Math.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At Pathway, English Learners are supported individually by the ELA teacher and GIA to ensure continued progress toward graduation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
% of English Language Learners receiving passing scores in ELA classes.	2017-18 scores of EL's at Pathway.	5% increase in % of English Language Learners receiving passing scores in ELA classes.

Planned Strategies/Activities

Strategy/Activity 1

Periodic meetings with staff of EL/Migrant programs to coordinate ELD instruction in ELA classes.

Students to be Served by this Strategy/Activity

ELD Students

Timeline

9/1/17-5/30/18

Person(s) Responsible

Nick Hustedde, Sunny Dhillon, Jill Young

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Writing prompts will be developed inclusive of ELD needs to correlate with writing standards and used bimonthly to measure student performance in writing

Students to be Served by this Strategy/Activity

ELD students

Timeline

9/1/17-5/30/18

Person(s) Responsible

Nick Hustedde, Sunny Dhillon, Jill Young, Jennifer Klein

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Materials, software or hardware will be purchased to promote literacy and numeracy for Limited English Proficient students according to need.

Students to be Served by this Strategy/Activity

ELD students

Timeline

9/1/18-5/30/19

Person(s) Responsible

Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students will grow by 1 year or be on appropriate grade reading levels as measured by district benchmarks .

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reading level on benchmarks	students increase by 1 grade level in reading	Due to highly mobile student population, many students missed benchmarks, so progress was difficult to determine.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Silent reading daily.	Students reading on a regular basis in class and in the library.	Purchase books for library 4000-4999: Books And Supplies LCFF-SLIP 532.27	Purchase books for library 4000-4999: Books And Supplies LCFF-SLIP 532.25
Provide afterschool tutoring and resources to Targeted Assistance students and students at-risk of failing in 1 or more classes.	Provided afterschool tutoring and resources to Targeted Assistance students and students at-risk of failing in 1 or more classes.	Salaries for Afterschool Teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1797.00	Salaries for Afterschool Teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1438.11
Use technology to enhance presentation of information for visual learners, guide writing and reading activities, and allow increased access for students to online instruction, websites, etc.	Existing technological resources sufficed for class activities.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the strategies and activities included utilization of technology to enhance access to instruction and curriculum, reading on a daily basis and tutoring were able to be implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although a quantitative measure wasn't possible, the activities above allowed students deeper practice into reading and writing. The activities helped to keep a focus on learning and provided a common forum for teachers to practice improving their feedback to students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Overall there were not significant differences between the proposed and estimated expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP). The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All Pathway High School students will earn appropriate credits towards graduation. All Pathway students will meet or exceed performance standards in Mathematics as measured by district benchmarks and SBAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math level on benchmarks.	students would increase by 1 grade level in math.	Due to a highly mobile student population, many students missed benchmarks, so progress was difficult to determine.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use of Common Core Aligned math curriculum	Carnegie math is Common Core Aligned math curriculum and in use in all classes		
Instructional Coach for Math to consult with Math teachers	Instructional Coach for Math regularly consulted with Math teacher.		
Use of Khan Academy and other software and web-based programs to increase math knowledge of students who may be struggling below grade level.	Khan Academy and other software and web-based programs were available for students who were struggling below grade level.		
Substitutes and training for Math Teachers will be provided to improve instruction to Targeted Assistance students	Substitutes and training for Math Teachers will be provided to improve instruction to Targeted Assistance students		
Provide afterschool tutoring and resources to unduplicated students at-risk of failing in 1 or more classes	Afterschool tutoring and resources to unduplicated students at-risk of failing in 1 or more classes were provided.	Salaries for teachers 1000-1999: Certificated Personnel Salaries LCFF 3463.89	Salaries for teachers 1000-1999: Certificated Personnel Salaries LCFF 3463.89

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall the strategies/activities included the services of the onsite math coach supporting teachers of math, training for math teachers, and use of software and web-based programs for students .

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There continues to be a need to improve mathematics learning by students and to continue existing supports.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Overall there were not significant differences between the proposed and estimated expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's LCAP. The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

EL students will grow by 1 year or be on appropriate grade reading levels as measured by district benchmarks. All students will demonstrate growth in writing as measured by schoolwide writing prompts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reading levels would increase by 1 year	Reading levels would increase by 1 year and there would be growth in writing.	The small population of ELs combined with high mobility meant there was no measurable data for this outcome.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Meet with Supervisor of EL/Migrant programs to coordinate ELD instruction in ELA Classes	Met with Supervisor of EL/Migrant programs to coordinate ELD instruction in ELA Classes		
Writing prompts will be developed inclusive of ELD needs to correlate with writing standards and used bimonthly to measure Targeted Assistance student performance in writing	Writing prompts were developed and included ELD needs, correlating with writing standards.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall the planned strategies were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There continues to be a need to improve English language development among Pathway students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant differences between proposed and estimated expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP. The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

100% of Pathway students will successfully transfer to another school or program or receive their High School Diploma from Pathway.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students graduating/transferring to another program	100% of Pathway students will successfully transfer to another school or program or receive their High School Diploma from Pathway.	<p>58% of Pathway students successfully transferred to another school or program or received their High School Diploma from Pathway. Detailed statistics show:</p> <p>28% of students returned to another CUSD school 28% transferred out of the district 2% graduated</p> <p>17% of students remained for an additional semester 8% went to VHEA 7% went to JJC 9% dropped out</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will Continue training on PBIS and will fully implement the practices in all programs. Teachers will teach 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	Staff continued training on PBIS. Teachers taught PBIS Behavior lessons, incorporating thoughtful interaction with students and focused on the students.		
Special Activities will be conducted throughout the year to keep Targeted Assistance students engaged with school and	Activities included Champions for Tomorrow, Open House and the Pathway Car Show.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
give parents a reason to visit the school throughout the year.			
During Monthly Professional Development time, train all teachers to work with Targeted Assistance students and prepare lessons pertaining to their lives and abilities.	Teachers were trained on concepts in Visible Learning during monthly Professional Development time.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the planned strategies including PBIS activities and training, positive phone calls home and planning special activities allowed for a majority of students to successfully transition back to regular school or graduate.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although 100% success may not be realistic, it will continue to be the target for our school. The staff of Pathway will continue to work to meet the individual needs of students so that all may succeed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no significant differences between proposed and estimated expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP. The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

To increase parent participation in overall school activities, awareness of student performance and preparation for post high school education.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administration and staff will attend conferences and presentations addressing Targeted Assistance students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.	Administration and staff attended conferences and presentations addressing student and parent engagement.		
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.	Activities included Student Award ceremonies, Open House and the Pathway Car Show.	Informational Materials for Parents and Students 4000-4999: Books And Supplies Title I Parent Involvement 83.00	Handbooks for Parents 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 77.46

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, strategies including recognition ceremonies, Back to School and Open House events, Champions for Today and the Pathway Car Show were successful in attracting parent participation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The conferences reinforced the work the staff was doing and introduced new ideas; parents appreciated the efforts to involve them.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were not any significant differences between the proposed and estimated expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP. The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	2160.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	5413.97

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	4872.17	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	541.80	0.00
Title I Part A: Allocation	2068.00	0.00
Title I Parent Involvement	92.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	4,872.17
LCFF-SLIP	541.80
Title I Part A: Allocation	2,068.00
Title I Parent Involvement	92.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	206.50
4000-4999: Books And Supplies	4,483.22
5000-5999: Services And Other Operating Expenditures	1,822.75
5800: Professional/Consulting Services And Operating Expenditures	1,061.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	3,049.42
5000-5999: Services And Other Operating Expenditures	LCFF	1,822.75
4000-4999: Books And Supplies	LCFF-SLIP	541.80
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	206.50
4000-4999: Books And Supplies	Title I Part A: Allocation	800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,061.50
4000-4999: Books And Supplies	Title I Parent Involvement	92.00

School Site Council Membership

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Nick Hustedde	Principal
Sunny Dhillon	Classroom Teacher
Michael Kurnosoff	Classroom Teacher Secondary Student
John Barber	Classroom Teacher
Mark Brown	Classroom Teacher
Mary Wilson	Other School Staff
Henry Pauls	Parent or Community Member
Miriam Allen	Parent or Community Member
Sharon Tovar Davis	Parent or Community Member
Jaloni Fullum	Secondary Student
Mercedes Whitaker	Secondary Student
India Crawford	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/9/2018.

Attested:



Principal, Nick Hustedde on 10/9/2018



SSC Chairperson, Mark Brown on 10/9/2018

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This Compact was adopted by the Pershing/Pathway School Site Council on September 9, 2018 and will be in effect for the period one year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on, or before October 30, 2018

Nick Hustedde

Signature of Authorized Official

Date: September 9, 2018

California Department of Education
March 2018

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

October 9th , 2018

Date of Posting: 10/04/18

Meeting Date: 10/09/18

Location: Pershing HS Library

Starting Time: 2:00 PM

Ending Time: 3:00 PM

Representatives & Staff: SSC members: Mark Brown, Michael Kurnosoff, Nick Hustedde, Sunny Dhillon, Mary Wilson, Henry Pauls, Sharon Tovar Davis, Mercedes Whitaker, Jaloni Fullum. India Crawford

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		Chairperson	2 minutes
Roll Call—Establish Quorum		Chairperson	2 minute
Changes/Additions to the Agenda		Chairperson	5 minute
Report of Officers, Standing/Special Committees		Representative	1 minutes
New Business			
A. Pershing SPSA	Approved	Chairperson, Principal	10 minutes
B. Pathway Community SPSA	Approved	Chairperson, Principal	10 minutes
C. Pathway Elementary SPSA	Approved	Chairperson, Principal	10 minutes
D. Public Comment			10 minutes
E. Meeting evaluation and closing	Meeting input and approval to adjourn	Chairperson, Principal	10 minutes

- *Handouts:**
1. SPSA for Pershing
 2. SPSA for Pathway Elementary
 3. SPSA for Pathway Secondary

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
October 9, 2018

1. Call the Meeting to Order:

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

	Parent/Guardian/Student		Present		Staff		Present
1	Henry Pauls	Comm memb	x	1	Mark Brown	Teacher	x
2	Jaloni Fullum	Student	x	2	Michael Kurnosoff	Teacher	x
3	Mercedes Whitaker	Student		3	Sunny Dhillon	Teacher	x
4	India Crawford	Student		4	Nick Hustedde	Principal	x
5	Sharon Tover-Davis	Parent	x	5	Mary Wilson	Other	x
6	Miriam Allen	Parent		6	Angie Cabrera	Teacher	x

	Guest		Non member staff	Position
1	Sharon Tovar-Davis - Parent	1		
2		2		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 7 members are needed to establish a quorum
 - 9 members were present 3 members were absent
 - A quorum **has** been established

3. Changes/Additions to the Meeting Agenda:

- A. *Addition to the Agenda* was made by Mr. Hustedde - Members voted Angie Cabrera to the committee to replace John Barber.

4. Committee Reports:

- No reports at this time.

5. Unfinished Business:

- No unfinished business at this time

6. New Business

- A. *Pershing SPSA*** - Discussed all goals, strategies & activities. Council accepted. Motion approved.
- B. *Pathway Community SPSA*** – Discussed all goals, strategies and activities. Council accepted. Motion approved.
- C. *Pathway Elementary SPSA*** – Discussed all goals, strategies and activities. Council accepted. Motion approved.

7. Public Comment:

- Sharon Tovar-Davis asked if SSC meets at the end of the year to review if all goals are met. Mr. Hustedde explained how there is a final meeting held at end of year.

Meeting Evaluation and Closing:

Mr. Brown – motion to close. Mrs. Dhillon made motion to close and Mrs. Davis second the motion.

Meeting adjourned at 3:00

Respectfully submitted,

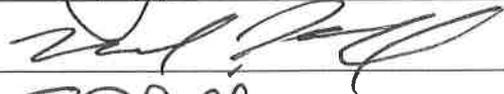
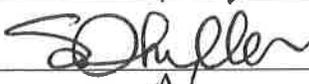
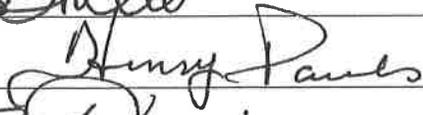
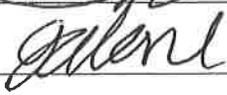
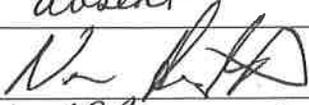
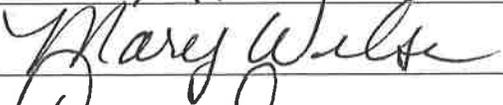
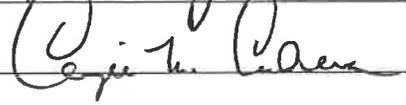
Mary Wilson, Secretary

Pershing/ Pathway Schools

SSC Meeting

Sign in

October 09, 2018

Name	Signature
Mark Brown	
Michael Kurnosoff	
Sunny Dhillon	
Henry Pauls	
Sharon Tovar-Davis	
Jaloni Fullum	
Mercedes Whitaker	absent
India Crawford	absent
Nick Hustedde	
Mary Wilson	
Angie M. Cabrera	

**Pershing Continuation High School/Pathway Community Day School
School-Level Parental Involvement Policy
2018 - 2019**

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

September 13th, 2018

Date of Posting: 09/10/18

Meeting Date: 09/13/18

Location: Pershing HS Library Starting Time: 2:00 PM Ending Time: 3:00 PM

Representatives & Staff: SSC members: Mark Brown, Michael Kurnosoff, Nick Hustedde, Sunny Dhillon, Mary Wilson, Henry Pauls, Sharon Tovar Davis, Mercedes Whitaker, Jalon Fullum. India Crawford

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		Chairperson	2 minutes
Roll Call—Establish Quorum		Chairperson	1 minute
Changes/Additions to the Agenda		Chairperson	1 minute
Report of Officers, Standing & Special Committees		Representative	1 minutes
New Business			
A. By Laws		Chairperson, Principal	3 minutes
B. Election of Officers, DAC rep & alt		Chairperson, Principal	3 minutes
C. LCAP engagement, purpose, priorities and goals.		Chairperson, Principal	3 minutes
New Business			
D. Pershing SPSA Annual Review 17-18 <ul style="list-style-type: none"> • Modify or eliminate Ineffective activities • Identify obstacles • Recommendation for 2018 - 2019 		Chairperson, Principal	5 minutes
E. Pathway Community SPSA Annual Review 17-18 <ul style="list-style-type: none"> • Modify or eliminate Ineffective activities • Identify obstacles • Recommendation for 2018 – 2019 		Chairperson, Principal	5 minutes

F. Pathway Elementary SPSA Annual Review 17-18		Chairperson, Principal	5 minutes
<ul style="list-style-type: none"> • Modify or eliminate Ineffective activities • Identify obstacles • Recommendation for 2018 – 2019 			
G. Advise on SPSA goals, tasks and expenditures		Chairperson, Principal	5 minutes
H. Plan for Site Parent Professional Learning		Chairperson, Principal	5 minutes
I. Share Parent Involvement Policy/Home School Compact 2018-2019		Chairperson, Principal	5 minutes
J. District Parent Education Opportunities		Chairperson, Principal	5 minutes
K. Site Items: TAS to SWP – begin conversation		Chairperson, Principal	5 minutes
L. Public comment		Chairperson, Principal	5 minutes
M. Meeting evaluation and closing	Meeting input and approval to adjourn	Chairperson, Principal	1 minute

- *Handouts:**
1. Bylaws
 2. Lcap at a glance
 3. PIP /Home School Compact
 4. DASS
 5. SPSA for Pershing
 6. SPSA for Pathway Elementary
 7. SPSA for Pathway Secondary
 8. TAS to SWP

****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 13, 2018

1. Call the Meeting to Order:

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

	Parent/Guardian/Student		Present		Staff		Present
1	Henry Pauls	Comm memb	x	1	Mark Brown	Teacher	x
2	India Crawford	Student	x	2	Michael Kurnosoff	Teacher	x
3	Mercedes Whitaker	Student	x	3	Sunny Dhillon	Teacher	x
4	Jaloni Fullum	Student	x	4	Nick Hustedde	Principal	x
5	Sharon Tovar-Davis	Parent	x	5	Mary Wilson	Other	x
6	Miriam Allen	Parent		6	John Barber	Teacher	

	Guest		Non member staff	Position
1		1		
2		2		

2. Roll Call:

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

3. Changes/Additions to the Meeting Agenda:

- A. *Addition to the Agenda* was made by Mr. Hustedde to review and approve the Comprehensive School Safety Plan.

4. Committee Reports:

- No reports at this time.

5. Public Comment:

- No public comments at this time

6. Unfinished Business:

- None at this time.

7. New Business

Committee voted Mr. Brown for Chairman.

By Laws introduction: Mr. Hustedde reviewed Bylaws.

Election of Officers, DAC Rep – The new officers for 2018-19 were introduced. Mrs. Grigsby heads the District Advisory Committee. Last year's rep retired. Looking for new DAC. Mrs. Davis volunteered as DAC rep. Mr. Hustedde was elected as the alternate.

LCAP Goals: The district LCAP goals were reviewed and summarized by Mr. Hustedde: 1. Student Achievements; 2. Opportunities and Support Systems; 3. Parent engagement; 4. Support for English Learners. Mr. Hustedde discussed the 4 goals.

Chronic Absenteeism 13.6%; Suspension Rate 5%; Facilities 90.8%; Increase in staff .

SPSA Annual Review for Pershing Continuation; Pathway Community; Pathway Elementary. Mr. Hustedde presented all three plans. Discussed Pershing's SPSA Review.

7. New Business – cont.

Discussed WASC Accreditation, Mission statement, Enrollment status, EL Enrollment, Student Performance Data, discussed student writing prompts.

Mr. Hustedde explained the Dashboard Alternative School Status Program. Measured by six State Indicators:

Academic Indicator – CELDT Results

- a. English Learner Progress Indicator
- b. Graduation Rate Indicator – Discussed Pershing's Grad rate for past 3 years.
- c. College/Career Indicator – Discussed percentages of students entering FCC or went into jobs, joined the military, for past 3 years.
- d. Chronic Absenteeism Indicator – Students suspension/expulsion rate past 3 years. The number of suspensions and expulsions are decreasing. Mr. Pauls inquired about the number of students suspended.

Discussed SPSA goals and strategy/activities for Pershing, Pathway and Pathway Elementary.

Continue after School Tutorial, Mr. Hustedde added new component: Teaching Fellows. Students from Fresno State – hired as Tutors. Would like to see a.m. Teaching Fellow. Focusing on English and Math. Jaloni inquired about tutoring other subjects as well. 2 proposals were sent for tutoring. \$3,000 for 2 days a week; \$6,000 for 4 days a week. Jaloni suggested that 2 days a week being on a Tuesday and Thursday. Mr. Pauls discussed employment opportunity for prospective teachers giving them experience with our type of students.

Other strategies - School site writing prompts. Magazine subscription. Conferences and trainings. Attain proficiency or better in mathematics. Consider striking portfolio standards.

After school tutorial class. Currently one day per week. Mercedes suggested going back to twice a week – Tuesday and Thursdays. Pershing will be having math tutorial twice a week. Mr. Brown suggested journals instead of portfolios. Mr. Hustedde agreed having journals. Mr. Kurnosoff discussed having students work on the wall instead of journal writing.

Mr. Kurnosoff proposed purchase of math calculators. Committee approved. Mr. Hustedde to provide cost at next meeting. \$332 left for robotics budget from last year. Mr. Kurnosoff discussed needing to register for events and competitions, parts, etc. Mr. Kurnosoff requesting another \$1,300. Mr. Hustedde to discuss at next meeting after looking at numbers.

School Culture – PBIS training will continue, making phone calls home. Weekly orientation, welcoming new students. Special activities – Back to school night and College night have been held. \$438 for teacher salaries left from last year not used. Went to other areas. \$1,000 towards transportation for students. FFA – Blackbeards, FFC, Zoo field trip, etc

Mrs. Dhillon asking for funds for supplies/rewards for student store for both sites and for Pathway field trips. Mrs. Dhillon proposed to order more t-shirts for Pershing students for drawing PBIS. Mrs. Tovar-Davis commented on the Levels that Pathway is offering and that her son is on 4th level and how it helps when meeting with social worker. Mrs. Dhillon spoke about having \$6,100 and another \$1,200 funding for Pathway. Needing an additional - \$1,000.00 – is requested by Mrs. Dhillon. \$978.00 and \$1,374 for book orders - Mrs. Dhillon recommended purchasing books - \$2,300 Committee approved. Need to order ear pieces. Mr. Hustedde explained the importance of ear pieces. Mr. Pauls suggested purchasing comfortable ear pieces. Mr. Kurnosoff asked about purchasing different text books. Mr. Hustedde explained the request goes to Ketty Davis and then to the board. May take some time.

Attending school conferences – Mrs. Dhillon inquired how much the budget is for conferences is. Mr. Hustedde responded approx. \$5,000. Next year Pershing will apply for Model Continuation School Status. Mr. Hustedde to continue budget review at next meeting.

8. Plan for Site Parent Professional Learning – Mr. Hustedde and Mr. Zamora planning meeting with parents during the day at the Boys and Girls Club. First topic is student wellness.

9. Parent Involvement Policy/Home School Compact 2018/2019 shared.

10. District Parent Education Opportunities – On Central's website. – 6:00pm at El Cap – September 26th.

11. Site Items: TAS to SWP

Discussion about transition from TAS to school wide program. Mr. Hustedde he explained the rationale behind the transition and after discussion the council Members agreed with change from TAS to school wide.

12. Presented and discussed the Comprehensive School Safety Plan. Mr. Brown motioned to accept the Pershing/Pathway Comprehensive School Safety Plan. Motion accepted by committee.

13. Public Comment: None at this time.

Meeting Evaluation and Closing:

Mr. Brown – motion to close. Mrs. Dhillon made motion to close and Mrs. Davis second the motion. Meeting adjourned at 3:45

Respectfully submitted,

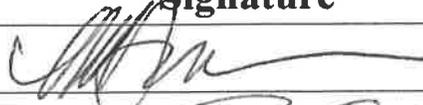
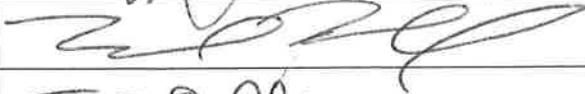
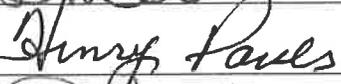
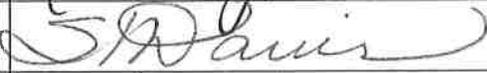
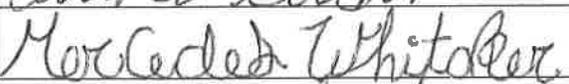
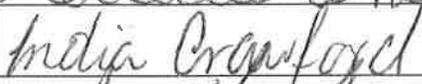
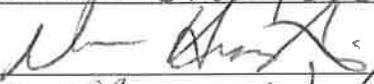
Mary Wilson, Secretary

Pershing/ Pathway Schools

SSC Meeting

Sign in

September 13, 2018

Name	Signature
Mark Brown	
Michael Kurnosoff	
Sunny Dhillon	
Henry Pauls	
Sharon Tovar-Davis	
Jaloni Fullum	
Mercedes Whitaker	
India Crawford	
Nick Hustedde	
Mary Wilson	