School Year: **2018-19**

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	Pershing Continuation High
Address	855 W. Nielsen Ave. Fresno, CA 93706
County-District-School (CDS) Code	10-73965-1035112
Principal	Nick Hustedde
District Name	Central Unified School District
SPSA Revision Date	October 9, 2018
Schoolsite Council (SSC) Approval Date	October 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

Mission Statement
The mission of Pershing Continuation High School is to prepare students for success in post secondary education, their choice of career, and in the community at large. Pershing acts as a support to struggling students to stay in school until graduation.

School Vision
Pershing Continuation High School is a positive, structured environment focused on continuous improvement, academic excellence, character and caring. The school is a community for learning; and provides a solid foundation for students in 21st century skills which prepare them for success in college, career and the workplace.

School Profile

Pershing Continuation High School is one of the twenty one schools located in the Central Unified School District. It houses the District's only continuation and opportunity high school programs. Presently, there are 140 students enrolled at Pershing. Pershing's campus is located at 855 West Nielsen Avenue, Fresno, California.

Because of the nature of Pershing's students' situations, many are in a constant state of transition. This is a common scene throughout continuation high schools. Students have the option of graduating with a diploma from Pershing, transferring back to Central High School, transferring to independent studies, or may transfer out of the district. Thus, transition is a key focus for Pershing staff, and Pershing maintains a strong relationship with Fresno City College, Pershing's facilities include eight full size classrooms and two smaller classrooms. Seven high school continuation classes and one opportunity high school class are run on the Pershing campus. There is a seven period rotating schedule. Students have a 20 minute breakfast and a 20 minute lunch break. Each day, teachers use the direct instructional model and online curriculum from Edgenuity and a variety of strategies in their classes. Several extra-curricular activities and organizations are available to students: Future Farmers of America/Ornamental Horticulture, Journalism, Robotics, and a year long sports program. Additionally, a full-time Resource Specialist Program (RSP) teacher serves the needs of Pershing's special education students. Other programs and services that are offered to students include: Agriculture Incentive Grant, EL program, a library, a Safe School Plan and the District's Technology Plan. Counseling is available to students through district staff including 2 full-time Intervention Counselors. To serve the educational needs of the students, a principal, a guidance instructional adviser, and seven regular classroom teachers are employed on a full-time basis. For safety needs, a Student Resource Officer from Fresno Police Department and a part-time Probation Officer are located on the school site. An additional classroom and teacher is devoted to High School Opportunity students, providing academic and behavioral support. A school psychologist is employed part-time. All of Pershing's certificated staff are highly qualified.

Pershing is a W.A.S.C. accredited school;. the school's curriculum is driven by the Common Core Standards and our District's Guiding Principles. All course outlines and units of study are aligned to those standards. The staff strives to maintain a learning environment that meets the varied learning styles and specialized needs of our students.

School-wide Learner Outcomes:

Pershing High School diligently strives to mold students who are:

1. Collaborative Workers who:
    - Develop respect for themselves, property and the rights of others.
    - Work well with others; understand and fulfill various roles.
    - Manage interpersonal relationships within culturally diverse settings.
    - Exhibit positive attitudes.

2 Effective Communicators who:
    - Are able to read, write, understand instructions and follow directions.
    - Articulate ideas and opinions, and become active listeners.
    - Communicate effectively and safely as an online citizen

3. Self-Directed Learners who:
- Acquire a high school diploma.
- Develop into productive persons through academic and vocational instruction.
- Consistently attend class.
- Are prepared to continue their education.
- Are lifelong learners.
- Set realistic academic and vocational goals.

4. Healthy Individuals who:
- Develop and maintain a feeling of self-worth, self-confidence, and personal satisfaction.
- Prioritize and use time effectively.
- Demonstrate skills in resolving conflicts through positive, non-violent means.
- Set achievable goals for healthy minds and bodies.

5. Critical Thinkers who:
- Make informed and safe choices.
- Identify, assess, analyze, validate, integrate and use available resources and information.
- Are successful in Common Core standards based curriculum.

6. Effective Citizens who:
- Are actively involved in the community.
- Demonstrate a sense of personal, civic and social responsibility.
- Acknowledge diverse cultures and respect individual differences

9. Technologically Skilled Workers who:
- Develop and utilize a variety of technological skills.
- Research and complete projects using a variety of resources.
- Demonstrate understanding of the importance of technological preparation for vocational, college and career placement.

Pershing Continuation High School also provides students with opportunities to excel in areas of special interest. In addition to course offerings that meet California State and Central Unified graduation requirements, the school offers specialized courses. Examples include the Agriculture/FFA program, Robotics, and Support classes in English and Mathematics. Technology is utilized across the curriculum.

The school emphasizes the importance of good student attendance. Teachers are proactive in monitoring attendance. Teachers notify administration when a student is habitually absent and a six hour daily attendance clerk notifies parents when students are absent and works with the Pershing SARB to reduce truancy. Incentives and interventions for student perfomance are built-in to most aspects of the program.

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 Pershing continues to focus on increasing parent involvement in the input process. Pershing 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 bus for evening events (Career Tech Expo night, College night), holding parent focused events (Parent Night) , hosting a monthly newsletter mailed to parents and using the Blackboard Connect autodialer to send parents updates on school events. Parent survey forms are made available and completed by parents during intake.
Stakeholders were informed of the input process for SPSA at the first school site council meeting .
Pershing appreciates and take seriously the input of all of our stakeholder groups as this information informs our goals and actions.

The SPSA includes, as a result of the stakeholder input sessions on September 13 and October 9, 2018, the following: during and afterschool tutoring, enrichment activities for students and writing and math prompts to inform students, parents and teachers on student progress and development. The school will be transitioning from Targeted Assistance to Schoolwide Program based on consensus from the School Site Council and Stakeholders.

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	0.8%	1.7%	0%	1	2	0
African American	16.5%	14.1%	19.66%	21	17	23
Asian	3.9%	3.3%	2.56%	5	4	3
Filipino	0.0%	0.8%	0.85%	0	1	1
Hispanic/Latino	66.1%	64.5%	64.96%	84	78	76
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	11.8%	15.7%	11.97%	15	19	14
Multiple/No Response	0.8%	0.0%	0%	1	0	0
			Total Enrollment	127	121	117

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			0
Grade 8			0
Grade 9			1
Grade 10		9	6
Grade 11		37	44
Grade 12		75	66
Total Enrollment		121	117

Conclusions based on this data:

1. Pershing student demographics are largely reflective of the Central Unified community as a whole.

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	6	7		4.7%	5.8%	
Fluent English Proficient	22	23		17.3%	19.0%	
Reclassified Fluent English Proficient	2	3		100.0%	50.0%	

Conclusions based on this data:

1. English Learner enrollment at Pershing has been stable.

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 11	57	49	58	49	47	57	49	47	57	86	95.9	98.3
All Grades	57	49	58	49	47	57	49	47	57	86	95.9	98.3

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 11	2411.	2452.	2423.	0	0.00	0.00	2	12.77	0.00	6	19.15	17.54	92	68.09	82.46
All Grades	N/A	N/A	N/A	0	0.00	0.00	2	12.77	0.00	6	19.15	17.54	92	68.09	82.46

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 11	2	2.13	0.00	27	42.55	29.82	71	55.32	70.18
All Grades	2	2.13	0.00	27	42.55	29.82	71	55.32	70.18

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 11	2	0.00	0.00	6	29.79	10.53	92	70.21	89.47
All Grades	2	0.00	0.00	6	29.79	10.53	92	70.21	89.47

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 11	0	6.38	1.75	22	36.17	38.60	78	57.45	59.65
All Grades	0	6.38	1.75	22	36.17	38.60	78	57.45	59.65

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 11	0	0.00	0.00	29	23.40	22.81	71	76.60	77.19
All Grades	0	0.00	0.00	29	23.40	22.81	71	76.60	77.19

Conclusions based on this data:

1. 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 are below standard in listening and demonstrating effective communication skills and would benefit from a focus on auditory practice and comprehension strategies.
3. The majority of students are below standard in research and presentation skills and would benefit from instruction on informational literacy.

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 11	55	49	58	47	47	57	47	47	57	85.5	95.9	98.3
All Grades	55	49	58	47	47	57	47	47	57	85.5	95.9	98.3

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 11	2388.	2402.	2388.	0	0.00	0.00	0	0.00	0.00	4	0.00	1.75	96	100.0	98.25
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	4	0.00	1.75	96	100.0	98.25

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 11	0	0.00	0.00	2	0.00	0.00	98	100.0	100.0
All Grades	0	0.00	0.00	2	0.00	0.00	98	100.0	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 11	0	0.00	0.00	17	10.64	8.77	83	89.36	91.23
All Grades	0	0.00	0.00	17	10.64	8.77	83	89.36	91.23

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 11	0	0.00	0.00	40	31.91	22.81	60	68.09	77.19
All Grades	0	0.00	0.00	40	31.91	22.81	60	68.09	77.19

Conclusions based on this data:

1. Pershing students are below standard in mathematical concepts and procedures and would benefit from instruction targeting this area.
2. The vast majority of students are below standard in problem solving and modeling/data analysis and would benefit from instruction targeting this area.

3. The majority of students are below standard in communicating reasoning and would benefit from instruction targeting this area.

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
English Learner Progress (1-12)		*	*
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		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.
2. Our local data indicates that in 2016-17, Pershing's suspension rate was 29.1%, and the expulsion rate 10.43%

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.
2. Our local data indicates that in 2017-18, Pershing's graduation rate was 65.57%

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

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.
2. Pershing has forged a strong partnership with Fresno City College, allowing for 100% of seniors to be preregistered.

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 Pershing 13% of students are meeting standards in ELA but 100% did not meet standards in Mathematics.
- 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. Pershing will continue to use Monthly writing and math prompts to measure student needs to better guide instruction and chart progress.
- Central USD needs to continue increasing the percent of students prepared for career options and/or technical training program. The district and Pershing 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 Pershing acknowledge participation can increase. To this end, Pershing has partnered with Fresno City College enrolling students in CTE courses at the college, with 2018 students enrolled in courses in HVAC, Medical Terminology and Drone Photography.
- 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. Results for the bimonthly schoolwide writing prompt showed student writing improved overall. Some students were initally reluctant or refused to complete the writing prompt. Over time, acceptance increased, and the staff focused on providing descriptive, timely feedback to help students incorporate improvements into their writing. This year, students will also be responding to prompts for math in an effort to measure improvement in student mathmatics skills. Pershing 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

Instructional manipulatives and tools will be purchased to support instruction and access to technology.

Students to be Served by this Strategy/Activity

All Students

Timeline

9/1/18 -5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers

Proposed Expenditures for this Strategy/Activity

Amount	603.46
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Classroom supplies to help students access learning (e.g. graphing calculators, projector bulbs, etc.)

Strategy/Activity 2

Daily silent reading

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 -5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers

Proposed Expenditures for this Strategy/Activity

Amount	703.90
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase new library books with a wide range of grade levels, including High Interest Novels; additional reference materials for the library to enhance student knowledge of writings and research; and replace/repair lost or damaged library books

Strategy/Activity 3

Curriculum embedded pre/post assessments and performance tasks will be used from Carnegie Math, along with input from the onsite Math Coach to measure student performance in math.

Students to be Served by this Strategy/Activity

All Students in math

Timeline

9/1/18 -5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, Sunny Dhillon, Michael Kurnosoff, Joe Flores

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Staff will use progress reports and quarter grades to monitor student academic progress. Students failing 1 or more classes will be targeted for in-school and after school tutorial, academic and/or SEL counseling and increased parent outreach. Afterschool tutoring classes will be available to all students.

Students to be Served by this Strategy/Activity

All students

Timeline

10/01/18-5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers

Proposed Expenditures for this Strategy/Activity

Amount	6917.08
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries for afterschool teachers teaching math, English and assisting in other subjects
Amount	2240.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds for buses afterschool
Amount	2239.92
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Tutoring services will be provided during school to support math and English language development for students

Strategy/Activity 5

Schoolwide writing prompts will be administered 6 times per year, with results analyzed in the Schoolwide PLC. English teachers will use the results to modify instruction. All teachers will create opportunities for students to further develop writing skills for Targeted Assistance students

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 -5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers

Proposed Expenditures for this Strategy/Activity

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teachers to collaborate and meet for specialized coaching for at-risk students

Strategy/Activity 6

Subscribe to a wide variety of magazines that would be interesting to students as well as programs to provide access for all students to articles.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 -5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, Imelda Medina

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	ELA Literacy programs and supplies to encourage student reading and writing

Strategy/Activity 7

Conferences and trainings for teachers to improve literacy.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 -5/20/19

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers and counselors

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and professional development trainings for Pershing teachers.

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. The 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. The 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). For Pershing, a continued focus on a strong PBIS program to improve climate, as well as Trauma Informed training for staff and students has continued to improve the climate. Over the past 3 years, student suspensions have declined from 194 in 2015-16, to 149 in 2016-17 and to 41 in 2017-18. Expulsions slightly increased from 23 in 2015-16 to 24 in 2016-17 and significantly dropped to 8 in 2017-18.The current drop out rate for the district is 2.1% for High School and 0.2% for Middle School (2015-16) . While this is below the county average the district still considers this an area to improve. The High School graduation rate is 82.8%, a decrease from 2014-15 rate of 84.4% and is an area of greatest need. Pershing's graduation rates are lower, in part reflecting its mission to serve students at-risk of not graduating. In 2015-16, the graduation rate for Pershing was 70.76%, dropping to 56.33% in 2016-17 and elevating to 65.57%in 2017-18. Reflecting the strong partnership with Fresno City College, 46% of Pershing graduates enrolled at FCC in 2015-16, 61% enrolled in 2016-17,and 62.5% enrolled at FCC in 2017-18. Central USD needs to continue retention and recruitment of highly effective personnel with 0% misassignments and vacancies. Central USD has maintained a rigorous, systematic hiring process to ensure a teaching staff that is 97.2 % appropriately credentialed, 0 teacher misassignments and 0 vacancies in the district. The district retention rate of teachers is 98%. Over the past 4 years, Pershing has recruited veteran teachers to the program, many of them carring the VPSS (Verification Protocol for Special Settings) certification in all core subjects. Our schools continue to maintain 61.9% percent of schools receiving a good or exemplary rating on the Facilities Inspection Tool (FIT). There is also stakeholder support and identified need for the implementation of the Facilities Master Plan. 100% of students have access to state adopted, standards aligned core materials.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	65.57% in 2018	5% increase in 2019
Absenteeism Rate	86.5% in 2016-17	5% decrease in 2019
Suspension Rate	29.1% in 2016-17	5% decrease in 2019
Expulsion Rate	10.43% in 2016-17	5% decrease in 2019

Planned Strategies/Activities

Strategy/Activity 1

Students and Staff will continue periodic training in aspects of Leadership, Social Emotional Learning and 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

ongoing

Person(s) Responsible

Nick Hustedde, Jill Young, Art Williams, Saul Zamora, all teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Activities including field trips to enhance student bonding, respect for each other and empathy.

Strategy/Activity 2

Pershing staff will continue 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

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 - 5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, Sunny Dhillon

Proposed Expenditures for this Strategy/Activity

Description	Conference and travel expenses for trainings on schoolwide activities (e.g. PBIS) for schools.

Strategy/Activity 3

PBIS/Behavioral Strategies will be taught to help shape positive student behaviors.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 - 5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, Sunny Dhillon

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 4

Provide a positive learning environment with engaging activities that promote, empathy, teamwork and health among school community members.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 - 5/30/19

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	1700.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase outdoor activity equipment for teamwork and health.

Strategy/Activity 5

Projects promoting special interests in academics

Students to be Served by this Strategy/Activity

All Students

Timeline

9/01/18 - 5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, Michael Kurnosoff, John Barber

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Robotics materials
Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fund trips to compete in Robotics events
Amount	2860.00

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation of students to special activities including field trips, athletics, college and career nights, Town Hall Lecture series and College visits during and after school hours.
Amount	300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Uniforms and Awards for Decathalon and Robotics Teams

Strategy/Activity 6

Pershing will use Service Learning Opportunities for any At-Risk students to promote responsibility, service to the community, and soft skills needed for future success.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/18 - 5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, Florence Guzman

Proposed Expenditures for this Strategy/Activity

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 Pershing High School 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 Pershing High will continue providing quality parent education based on parent interest and need. Pershing High will encourage parent participation in providing input and being a part of the decision making process. At Pershing High parent involvement consists of supporting their students in meetings at school, particpation in the School Site Council, attendance at periodic meetings, etc. For new students and families, an orientation meeting is scheduled to give in person information about the school and to work with parent and student individually to schedule needed classes and review graduation requirements.

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" 95.8% 2) "The school is a safe place where bullying and disrespect are not tolerated" 88.5%	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 maintain 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to

Planned Strategies/Activities

Strategy/Activity 1

The student intake process will be continually examined to improve assessment of student needs for success, and allow parents more input into assessing student needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Nick Hustedde, Jill Young, Saul Zamora, Art Williams

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Parents will be consulted with regularly when considering moves between programs to help struggling students.

Students to be Served by this Strategy/Activity

All students

Timeline

On going

Person(s) Responsible

Nick Hustedde, Jill Young, all counselors and teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

9/1/18-5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Special activities will be conducted throughout the year to keep students engaged with school and give parents a reason to vist the school throughout the year.

Students to be Served by this Strategy/Activity

All students

Timeline

9/1/17-5/30/18

Person(s) Responsible

Nick Hustedde, Jill Young, All teachers and counselors

Proposed Expenditures for this Strategy/Activity

Amount	307.00
Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials for parents at back to school night, parent events and parent newsletters.

Strategy/Activity 5

Administration will lead staff through professional development focused on parent, student and community needs

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Nick Hustedde, Jill Young

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials for staff development.

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 Pershing, English Learners are supported individually by the ELA teachers and GIA to ensure 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 Pershing.	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 and tutoring.

Students to be Served by this Strategy/Activity

ELD Students

Timeline

9/1/18-5/30/19

Person(s) Responsible

Nick Hustedde, Sunny Dhillon, Joe Flores, Jill Young,

Proposed Expenditures for this Strategy/Activity

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Tutoring services will be provided during school to support math and English language development for all students

Strategy/Activity 2

Schoolwide writing prompts will developed inclusive of ELD needs to correlate with writing standards and used bimonthly to measure progress of student performance in writing. All teachers will create opportunities for students to further develop writing skills.

Students to be Served by this Strategy/Activity

ELD students

Timeline

9/1/18-5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, Art Williams, Saul Zamora, Joe Flores

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Materials, software and 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

EL Students

Timeline

9/1/18-5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, Sunny Dhillon, Joe Flores

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide a learning environment conducive to many learning types in each classroom.

Students to be Served by this Strategy/Activity

All Students

Timeline

9/1/18-5/30/19

Person(s) Responsible

Nick Hustedde, Jill Young, All Teachers

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By June 2018, Students taking Pershing benchmark essays will increase scores by 25%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pershing Writing Prompts	Student scores will increase 25% from first writing prompt to the last writing prompt.	1) Pershing staff gained qualitative insights into student writing. 2) Feedback to Pershing students became more detailed and as a partial result, student writing improved. 3) Many students added personal information to their writing, allowing Pershing staff greater insight into their lives, challenges and needs. 4) Due to a spreadsheet error, it was impossible to measure true growth. That has been addressed for the 2018-19 school year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will use progress reports and quarter grades to monitor student academic progress. Students failing 1 or more classes will be targeted for afterschool tutorial, academic and/or SEL counseling and increased parent outreach.	Staff used progress reports and quarter grades to monitor student academic progress. Students failing 1 or more classes were targeted for afterschool tutorial, academic and/or SEL counseling and increased parent outreach.		
Library resources will be enhanced to promote literacy and students need to be prepared to write research papers.	Library resources were enhanced to promote literacy. The library was available for students to write research papers.	Purchase additional reference materials for the library to enhance student knowledge of writing and research. 4000-4999: Books And Supplies LCFF-SLIP 705.46	Purchased additional reference materials and graphic novels for the library to enhance student knowledge of writing and research. 4000-4999: Books And Supplies LCFF-SLIP 921.18

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Daily silent reading	Some classes used reading resources on a daily or regular basis	Purchase new library books with a wide range of grade levels, including High Interest Novels. 4000-4999: Books And Supplies LCFF 500	see above
		Replace/repair lost or damaged library books 4000-4999: Books And Supplies LCFF-SLIP	
Afterschool Tutoring class for Targeted Assistance students	Afterschool Tutoring class for Targeted Assistance students was available twice a week through May 2018.	Salaries for afterschool teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4185.12	Salaries for afterschool teachers 1000-1999: Certificated Personnel Salaries SES-Tutoring 2000.00
		Funds for buses afterschool 5000-5999: Services And Other Operating Expenditures LCFF 838.25	Funds for buses afterschool 5000-5999: Services And Other Operating Expenditures LCFF 1050.00
Schoolwide writing prompts will be administered 6 times per year, with results analyzed in the Schoolwide PLC. English teachers will use the results to modify instruction. All teachers will create opportunities for students to further develop writing skills for Targeted Assistance students	Schoolwide writing prompts were administered bi-monthly, and results analyzed in the Schoolwide PLC. English teachers expanded on the results to modify instruction. All teachers created opportunities for students to further develop writing skills for Targeted Assistance students.	Subs for teachers to collaborate and meet for specialized coaching for at-risk students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation	
Subscribe to a wide variety of magazines that would be interesting to students as well as programs (i.e. Newsela.) to provide access for all students to articles.	A subscription to Newsela was purchased and used by English teachers.	Magazine Subscriptions, ELA Literacy programs 4000-4999: Books And Supplies LCFF 1700	on-line Magazine Subscription License 5800: Professional/Consulting Services And Operating Expenditures LCFF 1500.00
Conferences and trainings for teachers to improve literacy.	Teachers attended a variety of professional development and conferences.	Conferences and professional development trainings for teachers of unduplicated students 5000-5999: Services And Other Operating	Conferences and professional development trainings for teachers of unduplicated students 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures LCFF 1161.75	Expenditures LCFF 1161.75

Analysis

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

Overall, there was full implementation of the strategies and activities listed.

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.

It was anticipated that more students would take advantage of the opportunity to stay after school to receive tutoring, make up lost credits, or earn additional credits, so there was a surplus amount allocated for Salaries for After School teachers. The excess amount was instead spent on conferences and professional development trainings.

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). Apart from creating a score tracking application that will allow us to compute student growth in writing, the outcomes, metrics and activities will continue. 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

By June 2018 All students will at a minimum, attain proficiency or better in mathematics as measured by passing semester grade in Math 1, Math 2 or Senior Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
passing math class	All students would pass their math class	By June 2018, 90% of students received passing semester grades in Math 1, Math 2 or Senior Math

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Portfolios standards will be developed, requiring students to document evidence of learning for each Schoolwide Learning Objective (SLO), increasing opportunities to demonstrate proficiency in applied mathmatics.	Work on portfolio standards has been postponed, due in part to the complexity of the project.		
Instructional Coach for Math to consult with Math Teacher	The Instructional Coach for Math consulted with Math Teacher on an as needed basis.		
Afterschool Tutoring Class for Targeted Assistance students	There was an Afterschool Tutoring Class twice a week for Targeted Assistance students	Salaries for afterschool teachers tutoring in Math and related courses using online and other curriculum 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5361.63	Salaries for afterschool teachers tutoring in Math and related courses using online and other curriculum 1000-1999: Certificated Personnel Salaries SES-Tutoring 2930.58
Curriculum embedded pre/post assessments and performance tasks will be used from Carnegie Math, along with input from Math Coach to measure student performance in math.	The math teacher spent the year developing systems to utilize Carnegie Math online. Student performance in math was measured by grades as work on pre/post assessments continued.	Equipment will be purchased to allow students to use educational software for the Math class	No equipment needed to be purchased at that time.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Projects promoting special interests in math.	The Robotics club has been run by the math teacher for the past several years.	Purchase Robotics materials 4000-4999: Books And Supplies LCFF 300.32	No materials were purchased with LCFF funds 0
		Fund trips to compete in Robotics events 5000-5999: Services And Other Operating Expenditures LCFF 500	Fund trips to compete in Robotics events 5000-5999: Services And Other Operating Expenditures LCFF 450.00

Analysis

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

Overall, apart from not creating math prompts and the delay in portfolio standards, there was full implementation of the strategies and activities.

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.

It was anticipated that more students would take advantage of the opportunity to stay after school to receive tutoring, make up lost credits, or earn additional credits, so there was a surplus amount allocated for salaries for after school teachers. The excess amount was instead spent on conferences and professional development trainings and outdoor activity equipment in Goal 4. Additionally, material needs for the Robotics club were minimal in 2017-18 and were covered by other sources.

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. For 2018-19, the math teacher will be using Illuminate to track student pre/post scores as they work on particular aspects of standards. Data from the Math prompts as well as math passing score rates will continue to be used as metrics. 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
Student growth of 1 year on appropriate grade reading levels for EL students and growth in writing as measured by school writing prompts	Reading levels would increase by one year and there would be growth in writing.	Most EL students were seniors and benchmarks weren't given. 11th grade EL students taking SBAC all scored level 1 The Pershing Writing Prompt Metrics showed that: 43% of EL students increased scores 43% of EL students scores remained the same 14% of EL students decreased scores (note - sample population was 7 students)

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	1 meeting with Supervisor of EL/Migrant programs to coordinate ELD instruction in ELA Classes		
Schoolwide writing prompts will administered 6 times per year, with results analyzed in the Schoolwide PLC. English teachers will use the results to modify the instruction. All teachers will create opportunities for students to further develop writing skills	Schoolwide writing prompts were administered 4 times in 2017-18, with results analyzed in the Schoolwide PLC.		
Materials, software and or hardware will be purchased to promote literacy and numeracy for Limited English Proficient students	Materials for literacy and numeracy for Limited English Proficient students were purchased.	Materials, software and or hardware 4000-4999: Books And Supplies LCFF 500	Materials for EL students 4000-4999: Books And Supplies LCFF 501.98

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tutoring services will be provided to support English Language Development for Targeted Assistance students	Tutoring services were available 2 days per week in 2017-18.	Tutoring services will be provided afterschool to support English Language Development for Targeted Assistance students	Tutoring services were available 2 days per week in 2017-18, paid for in other sections.

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 Pershing 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 Pershing students will graduate from Pershing, successfully transfer to another school or program, or maintain satisfactory progress

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation/Drop out	100% of students graduate	66% of Pershing seniors graduated

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Pershing staff will continute training on PBIS and will fully implement the practices in all programs. Teachers and Admin will foster thoughtful interactions with students and focus on students to make positive phone calls home, enhancing parent connection.		Awards for students 4000-4999: Books And Supplies LCFF 500 Activities including field trips to enhance student bonding, respect for each other and empathy 5000-5999: Services And Other Operating Expenditures LCFF 480.00	Awards for students 4000-4999: Books And Supplies LCFF 259.14 Activities including field trips to enhance student bonding, respect for each other and empathy 5000-5999: Services And Other Operating Expenditures LCFF 2481.78
The student intake process will be continually examined to improve assessment of student needs for success, and allow parents more input into assessing student needs.			
PBIS/Behavioral Strategies will be taught to help shape positive student behaviors			
Special Activities will be conducted throughout the year to keep Targeted Assistance and/or Unduplicated students engaged with school and give parents a reason to		Salaries for afterschool teachers to supervise student activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 438.25	Salaries for afterschool teachers to supervise student activities 1000-1999: Certificated Personnel Salaries Title I Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
visit the school throughout the year.		Transportation of unduplicated students to special activities during and after school hours 5000-5999: Services And Other Operating Expenditures LCFF 1000.00	Transportation of unduplicated students to Town Hall, CSUF, etc. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1180.70
Pershing will use Service Learning Opportunities for Targeted Assistance students to promote responsibility, service to the community, and soft skills needed for future success		Transportation to various locations in the community for service learning, field trips, etc. 5000-5999: Services And Other Operating Expenditures LCFF 1000.00	Transportation to various locations in the community for service learning, field trips, etc. 5000-5999: Services And Other Operating Expenditures LCFF 3190.45
Provide a positive learning environment with engaging activities that promote, empathy, teamwork and health among school community members		Conference and travel expenses for trainings on schoolwide activities (e.g. PBIS) for schools. 5000-5999: Services And Other Operating Expenditures LCFF 4724.68	Conference and travel expenses for trainings on schoolwide activities (e.g. PBIS) for schools. 5000-5999: Services And Other Operating Expenditures LCFF 3010.31
		Purchase outdoor activity equipment for teamwork and health 4000-4999: Books And Supplies LCFF 0	Purchase outdoor activity workout stations and ping pong tables for teamwork and health 4000-4999: Books And Supplies LCFF 5268.10
Provide a learning environment conducive to many learning types in a classroom.		Classroom furniture purchases for activity based classroom with flexible seating. 4000-4999: Books And Supplies LCFF 2000.00	Classroom furniture purchases for activity based classroom with flexible seating. 4000-4999: Books And Supplies LCFF 1250.00

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.

An estimated graduation rate of 66% is disappointing. Some factors (e.g. transiency among homeless, foster youth, etc.) are beyond the scope of control of the school. Nevertheless, continuing efforts are needed to ensure the school has a positive climate, where students feel safe, supported and have excellent opportunities for success.

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

It was anticipated that more students would take advantage of the opportunity to stay after school to receive tutoring, make up lost credits, or earn additional credits, so there was a surplus amount allocated for Salaries for After School teachers. Additionally, conference expenses and classroom furniture expenses were less than expected. The excess amounts were applied to transportation (which was underestimated) and outdoor activity equipment in Goal 4.

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
The student intake process will be continually examined to improve assessment of student needs for success, and allow parents more input into assessing student needs.	We are attempting to have students enter Pershing in cohorts on a monthly basis instead of a weekly basis. This is an ongoing process requiring coordination with overall district needs. Parents are consulted with during 1 on 1 orientation meetings regarding student needs.		
Parents will be consulted with regularly when considering moves between programs to help struggling students	Parents are contacted by teachers, counselors and admin when students require academic or counseling interventions. Admin meets with parents daily to troubleshoot and coordinate best options for students.		
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.	Administration and staff attended ERWC training and the California Continuation Conference focusing on student engagement and parent outreach.	Conference and travel expenses 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0 Substitutes for teachers attending conferences 5700-5799: Transfers Of Direct Costs Title I Part A: Allocation 0	5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0 Substitutes for teachers attending conferences 5700-5799: Transfers Of Direct Costs Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Special Activities will be conducted throughout the year to keep students engaged with school and give parents a reason to visit the school throughout the year.	Activities included Pershing College night, parent night, Back to School night and Open House, along with sporting events and academic recognition ceremonies. Parents were also mailed school newsletter The Pershing Times bimonthly	Materials for parents at back to school night, parent newsletters and parent events. 4000-4999: Books And Supplies Title I Parent Involvement 307.00	Materials for parents at back to school night, parent newsletters and parent events. 5700-5799: Transfers Of Direct Costs Title I Parent Involvement 308.00
Administration will lead staff through professional development focused on parent, student, and community needs.	Staff trainings included Best practices for working with Trauma affected students, Strategies for English Learners and Understanding Poverty concepts.	Materials for staff development 4000-4999: Books And Supplies Title I Parent Involvement 100.00	Materials for staff development 5700-5799: Transfers Of Direct Costs Title I Parent Involvement 56.00

Analysis

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

Coordinating placement of incoming students is an ongoing process. There was an increase in activities for involving parents, but there is room for much more growth in parent involvement. Weekly meetings between Admin and teachers allowed for a high degree of collaboration and sharing of best practices.

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

A significant increase or decrease in parent participation was not noted.

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

There were not any significant material 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 3 to align with Central Unified School District's LCAP. Additional metrics, including a comparison of parents attending Back To School nights will be considered.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	9564.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	15107.36

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	14403.46	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	703.90	0.00
Title I Part A: Allocation	9157.00	0.00
Title I Parent Involvement	407.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	14,403.46
LCFF-SLIP	703.90
Title I Part A: Allocation	9,157.00
Title I Parent Involvement	407.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,917.08
4000-4999: Books And Supplies	6,714.36
5000-5999: Services And Other Operating Expenditures	8,800.00
5800: Professional/Consulting Services And Operating Expenditures	2,239.92

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	5,603.46
5000-5999: Services And Other Operating Expenditures	LCFF	8,800.00
4000-4999: Books And Supplies	LCFF-SLIP	703.90
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,917.08
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,239.92
4000-4999: Books And Supplies	Title I Parent Involvement	407.00

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
Angie Cabrera	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 measureable 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 important 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.

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 201 1. 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 201 1.
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, 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	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 • Modify or eliminate Ineffective activities • Identify obstacles • Recommendation for 2018 - 2019		Chairperson, Principal	5 minutes
E. Pathway Community SPSA Annual Review 17-18 • Modify or eliminate Ineffective activities • Identify obstacles • Recommendation for 2018 – 2019		Chairperson, Principal	5 minutes

F. Pathway Elementary SPSA Annual Review 17-18 • Modify or eliminate Ineffective activities • Identify obstacles • Recommendation for 2018 – 2019		Chairperson, Principal	5 minutes
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 $6,1,00 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,

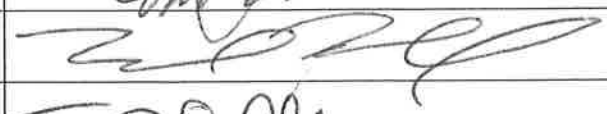
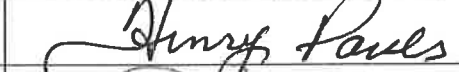
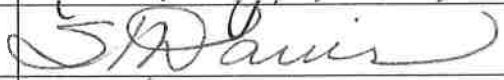
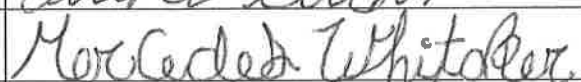
Mary Wilson, Secretary

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	
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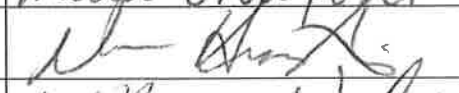
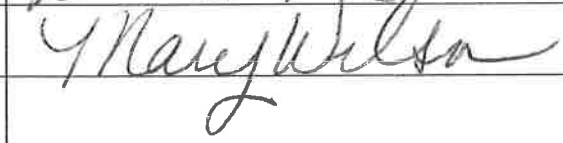
Nick Hustedde	
Mary Wilson