The Single Plan for Student Achievement

School: Pathway Community Day School

CDS Code: 10-73965-0114751

District: Central Unified School District

Principal: Nick Hustedde

Revision Date: 9/22/2016

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

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

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

School Profile

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

Comprehensive Needs Assessment Components

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

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

According to the most recent parent survey 100 percent of parents agree/strongly agree the reception staff is friendly and helpful. Additional findings of the most recent survey shows 36% would like to have direct contact from teachers and 90% prefer a phone call. As of the writing of this plan, in part due to the small population students and teachers had not been surveyed. The Pathway staff is committed to maintaining a positive relationship with it's stakeholders and will push for 100% satisfaction from students and parents.

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

The Principal and Guidance Instructional Advisor on a regular basis conduct classroom observations and provide teachers with timely feedback on what was and wasn't observered in the lesson. The "drop ins" are a tool to help teachers maximize learning and teaching opportunities.

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special

consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

    The academic priorities of Pathway Community Day School require that:
    All students will participate in the district perfomance tasks and other required testing/assessments.
    All English Learners will participate in the California English Language Development Test (CELDT).
    All courses offer a California state standards-based curriculum.

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

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

Staffing and Professional Development

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

    Pathway staff meets in monthly PLC/all staff meeting to discuss instructional strategies, data, best practices for engaging students and parents and the ongoing shift to common core.

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

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

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

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

The school's site and District sponsored staff development address most professional staff development needs. The District's Instructional Action Plan and Centralized Services assists in guiding and providing Pathway's administration with direction and pertinent feedback regarding best teaching practices and strategies, as well as how to align curriculum to standards. Pathway Community Day School's staff attends conferences such as the California Continuation Education Association (CCEA) State conference to learn the latest best practices regarding at-risk youth. Relevant educational workshops and sessions regarding effective best teaching practices and literacy training are offered, and attended by the staff, including sessions on aligning curriculum to the standards, student assessment, credit recovery, student drop-out prevention, effective intervention and remediation best practices. Staff will also attend other trainings throughout the year. Pathway has all teachers involved in a Professional Learning Vertical Data Team. The Data team analyzes the most current relevant classroom data to help guide increased student learning.

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

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

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

Teachers have a common prep and lunch periods and are able to meet regularly to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring within all core and intervention programs.

Teaching and Learning

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

All course outlines and materials are aligned to the California State Content and Performance Standards, along with California Common Core State Standards.

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

Through the school's master schedule, the school allocates adequate instructional time for the reading/language arts and mathematics. In addition, the school allocates additional time as appropriate for strategic support, ELD for identified ELs, and support to master the required academic skills. This provides all students, including ELs, students with disabilities (SWDs), students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

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

Due to the small class sizes, instruction is highly individualized and resources including online curriculum help to address individual student needs.

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

All district adopted textbooks and ancillary materials are standards-aligned and meet our students' educational needs. The materials are selected by our district's textbook adoption committees for their alignment to the rigorous standards set forth by the state and the educational needs of our students.

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

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners, standards-aligned (1997-adopted content standards or CCSS) textbooks and instructional materials, including ancillary materials for universal access for all ninth and tenth grade ELA courses as well as intensive reading intervention courses for identified students; and for mathematics, standards-aligned (1997-adopted standards or CCSS) mathematics textbooks and instructional materials for all students enrolled in Mathematics I in an integrated sequence. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

Due to small class sizes, one on one instruction by teachers can be provided on a daily basis.

14. Research-based educational practices to raise student achievement

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

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

Regular communication with parents enables their support for students to meet attendance and behavioral requirements, as well as academic requirements. Because of the importance of the parental role, this year Pathway and Central Unified School District sponsored the Parent Project, a ten week class lead by the Principal and district staff, which provides parents with information on parenting, and other topics that are beneficial to the family and their child's success.

Specialized Academic Instructor (SAI)
The SAI - Resource Specialist will work with classroom teachers, paraprofessionals, other specialists and parents in designing a program of diagnosis, prescription, implementation, and evaluation of instructional activities. This is a form of special education available to students with mild to moderate learning disabilities, who are having trouble in one or more areas of classroom learning. It may be a once a day class that middle and high school students take in order to help address ongoing learning challenges. The SAI provides instructional planning, special instruction, tutorial assistance or other services to individuals with exceptional needs in special education programs and/or in regular classrooms.
This specialized credential helps the teacher address a wide variety of learning disabilities. Special Ed teachers are also skilled in assessment for learning disabilities, which may constitute a portion of their work, as well as assessment of students in meeting predefined goals.
Since the needs of each student are designated by an Individual Education Plan (IEP), the student may benefit from "pull-out" time. In these cases, students visit an SAI classroom for part of the day, possibly every day or several times a week in order to work on basic skills. This means the SAI teacher must attempt to schedule around multiple teachers, and not all teachers are equally accommodating in making sure students catch up on things missed in class.
SAI pull-outs usually trump student's concerns because students with IEPs need extra time to master basic skills that will facilitate more advanced learning. An IEP can change yearly to adapt to the changing needs of students requiring assistance. One important aspect of any SAI is continued assessment of a student's ability to meet IEP goals.

Principal/Counselor Meetings
At least once a semester, all ninth and twelfth grade students that are enrolled at Pathway Community Day School meet with the Principal and/or Counselor to review and discuss their current graduate standings, discipline records, and personal goals. Students are placed in appropriate academic courses according to their graduation requirement needs.

School Psychologist
School psychologists tailor their services to the particular needs of each child and each situation. They provide mental health services that address needs at home and school to help students succeed academically, emotionally, and socially. School psychologists use many different approaches, but most provide these core services: Consultation, Intervention, Prevention, Education, Research and Planning, Assessment, and Health Care Provision.

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

Parents are strongly encouraged to take an active role and visit classrooms, as well as back to school nights and any other functions. School staff contact parents regularly by phone, and meet with them regularly, based on need. Parents are invited to participate in the School Site Council, and parent input is always welcome in any form.

<u>Funding</u>

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

Special Education has provided Pathway with 15 lap-top computers for students. The computers were provided to target special education students. Implementation of the E2020 program (online courses) is designed to increase opportunities for student to earn credits. The school's LCFF funds will be used to provide our students and staff with the appropriate resources to improve student learning, attendance, and remediation. These funds will be used to replace outdated library books with more contemporary and high-student interest ones. Targeted Assistance funds are used to increase quality instruction provided by the teacher, using scientifically research-based instructional methods and strategies that strengthen the core academic program of the school and align with general classroom instruction and Common Core Standards based curriculum.
Targeted Assistance and Title I Funds will be budgeted for staff to attend conferences and staff development training, instructional supplies, educational software and hardware as needed,as well as ancillary educational materials. Staff members can attend EL related conferences and EL students can attend curriculum related academic field trips if available. Teachers of English Learners may also attend curriculum related inservices and training opportunities. Staff members are encouraged to attend related conferences related to the needs of at-risk youth. Outside vendors may be employed to teach or train staff members on using strategies appropriate for English Learners and "At-Risk" students.

18. Fiscal support (EPC)

The school and district's general funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics

The SPSA is aligned with the goals and activities in the LCAP for Central Unified School District.
The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities

Description of Barriers and Related School Goals

Barriers include the immense increase in population without an equivalent increase in funding. This growth has proven to be challenging for both students and staff. At times, classrooms have been congested. Teachers have learned how to wisely and patiently utilize class space and class time to get the most out of their educational experience. CUSD last year opened a new elementary school to address this.

Minimal parent involvement is also a barrier to student achievement. Many students come from single family homes or group homes and foster homes. Most parents have to work, and some have more than one job, leaving them little time to visit school or support their child during the school day. Additionally, parents may have more than one child at a different school, further impacting parents ability to interact with the school Pathway Community Day School makes an effort to contact parents through phone calls to keep them informed of their student's progress. Staff also conduct home visits, including district SARB staff, the Principal and teachers.

Pathway Community Day School is committed to overcoming these obstacles. "Every student can learn" is not just a slogan, but an abiding belief by all staff.

Parent and student surveys will be conducted throughout the 2016-17 school year to measure school performance.

Although many efforts are made to aid under-performing students, not all needs are being met. The teaching staff is small, thus limiting the number of courses offered to students. At times, not all students are able to take a class in all the curricular areas each

semester. A common challenge Community Day Schools face is students who are academically far behind or have low motivation. Many have failed classes in the past, causing them to get "off graduation track", while others are simply functioning far below their grade level. The wide range of abilities in classrooms presents a great challenge for administration and instructors.

Implementation of a school-wide PLC/data team with an emphasis on individual/student growth, vocabulary instruction, and improvement in Direct Instruction Models, is designed to help students to increase their learning.

E2020 has allowed students who are behind in credits to retrieve credits through targeted courses.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	2	3	1	1	1	1	50.0	33.3
Grade 8	7	10	6	9	6	9	85.7	90
Grade 11	13	9	10	7	10	7	76.9	77.8
All Grades	22	22	17	17	17	17	77.3	77.3

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

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	0	0	0	6	6	12	94	82

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	0	24	24	76	76

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	6	6	12	94	82

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	6	53	35	47	59

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	0	29	35	71	65

Conclusions based on this data:

1. The vast majority of students are below standard in reading and writing and would benefit with a focus on reading and writing practice and strategies.

2. The majority of students of students need help improving listening skills.

3. The vast majority of students are below standard in research skills and would benefit from focused lessons on increasing informational literacy skills

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	2	3	1	1	1	1	50.0	33.3
Grade 8	7	10	6	9	6	9	85.7	90
Grade 11	13	9	11	7	11	7	84.6	77.8
All Grades	22	22	18	17	18	17	81.8	77.3

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

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	2410.0	*	0	*	0	*	0	*	100	*
All Grades	N/A	N/A	0	0	0	0	0	0	100	100

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	0	*	0	*	100	*
All Grades	0	0	0	0	100	100

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	0	*	27	*	73	*
All Grades	0	0	22	47	78	53

Communicating Reasoning Demonstrating ability to support mathematical conclusions					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	0	*	9	*	91	*
All Grades	0	0	6	41	94	59

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
10							***								
11											***				
12												***			
Total							***				100	100			

Conclusions based on this data:

1. Due to the low numbers of students tested numbers are confidential and no data was available.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
10							***								
11											***				
Total							***				100				

Conclusions based on this data:

1. Due to the low numbers of students tested numbers are confidential and no data was available.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1	1	1
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	1	1	1
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	0	1	0	1	0	1
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Due to the low numbers of students tested numbers are confidential and no data was available.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**No**	**No**	**No**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2016-17 Title lll Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
All students will grow by 1 year or be on appropriate grade reading levels as measured by district benchmarks .
Data Used to Form this Goal:
Assessment scores from CELDT, Benchmark assessments, SBAC
Findings from the Analysis of this Data:
Over 50% of students are below grade level in reading.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL • Test in "Language!" upon entry and re-test every 6 weeks Monthly principal meetings Benchmark Data CELDT scores Lexia Reading Core5 Assessments GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS • Assessment data including benchmarks, SBAC

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Silent reading daily.	8/13/16-6/10/17	Nick Hustedde, Jill Young, Imelda Medina	Purchase books for library	4000-4999: Books And Supplies	LCFF-SLIP	538.01

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide additional tutoring and resources to Targeted Assistance students and students at-risk of failing in 1 or more classes	8/13/16-6/10/17	Jill Young, Nick Hustedde, Sunny Dhillon	Purchase Additional Tutoring resources	4000-4999: Books And Supplies	SES-Tutoring	310
			Licenses for tutoring program and live tutor services	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	45
Use technology to enhance presentation of information for visual learners, guide writing and reading activities, and allow increased access for students to online instruction, websites, etc.	8/13/16-6/10/17	Nick Hustedde, Jill Young, Teachers	Purchase New Technology for teachers' classrooms	4000-4999: Books And Supplies	LCFF	1200.00

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.   LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.   LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
All Pathway students will be have 1 year growth or be on grade level proficiency in Mathematics as measured by district benchmarks and SBAC
Data Used to Form this Goal:
District Benchmarks, CAASPP scores as available
Findings from the Analysis of this Data:
Pathway students consistently scored below proficient on all administered tests.   MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL   • Continued emphasis on these students as new students arrive (12 week and 18 week test and continuing throughout the year)   GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS   SBAC   District Benchmarks
Means of evaluating progress & group data needed to measure gains:
Prinicipal and G.I.A observations in classrooms, Data Team meetings, PLC meetings, Benchmark, SBAC

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Use of Common Core Aligned math curriculum	8/15/2016-5/30/2017	Nick Hustedde, Jill Young				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Instructional Coach for Math to consult with Math teachers	8/15/2016-5/30/2017	Nick Hustedde, Jill Young, Nicole Lenowski, Sunny Dhillon				
Use of Khan Academy and other software and web-based programs to increase math knowledge of students who may be struggling below grade level.	8/15/2016-5/30/2017	Nick Hustedde, Jill Young, teachers				
Funds for substitutes and training for Math Teachers to improve instruction to Targeted Assistance students	8/15/2016-5/30/2017	Nick Hustedde, Jill Young,		5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	200.00
Provide additional tutoring and resources to to Targeted Assistance students and students at-risk of failing in 1 or more classes	8/15/2016-5/30/2017	Nick Hustedde, Jill Young, Sunny Dhillon	Purchase Additional Tutoring resources	4000-4999: Books And Supplies	SES-Tutoring	300
			Licenses for tutoring program and live tutor services	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	45

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
All students will progress one proficiency level or performance band on their annual CELDT test, and Central Unified District EL benchmarks
Data Used to Form this Goal:
CELDT and district benchmarks
Findings from the Analysis of this Data:
Pathway students are in need of additional help in writing and English Language development
Means of evaluating progress & group data needed to measure gains:
Annual CELDT testing scores, District Benchmarks,SBAC

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Cost**
Meet with Supervisor of EL/Migrant programs to coordinate ELD instruction in ELA Classes	8/12/16-6/10/17	Nick Hustedde, Jill Young,				
Writing prompts will be developed inclusive of ELD needs to correlate with writing standards and used bimonthly to measure Targeted Assistance student performance in writing	8/12/16-6/10/17	Nick Hustedde, Jill Young, teachers				

Planned Improvements in Student Performance

<u>**Goal: School Culture**</u>

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
100% of Pathway students will successfully transfer to another school or program or receive their High School Diploma from Pathway.
Data Used to Form this Goal:
Review of graduation rates and credits of students entering and leaving Pathway
Findings from the Analysis of this Data:
The vast majority of students at Pathway are more than one semester behind in credits for graduation.
Means of evaluating progress & group data needed to measure gains:
In PLCs, teachers will weekly report on students with failing grades Regular recognition of student success (students with GPA over 90%, Students who have completed 70, 80, & 90% of their credits required) Teachers will use Parent Portal to allow Parents access to student grades Counselors will solicit input from students School Psychologist will solicit input from students Review of student(s) transcripts on a continuing basis Percentage of students graduating or transitioning back to comprehensive schools.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Staff will Continue training on PBIS and will fully implement the practices	8/12/16-6/10/17	Nick Hustedde, Sunny Dhillon, Jill				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
in all programs. Teachers will teach PBIS Behavior lessons, foster thoughtful interaction with students and focus on the students in a period to make positive phone calls home, enhancing parent connection		Young				
Special Activities will be conducted throughout the year to keep Targeted Assistance students engaged with school and give parents a reason to visit the school throughout the year.	8/12/16-6/10/17	Nick Hustedde, Sunny Dhillon, Jill Young, Jennifer Klein	Activities for parent participation (e.g. Donuts for dads, etc.)	5000-5999: Services And Other Operating Expenditures	Title l Parent Involvement	75.00
			PBIS Incentives for student achievement and behavior	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500.00
Train teachers to work with Targeted Assistance students and prepare lessons pertaining to their lifestyles and abilities.	8/12/16-6/10/17	Teachers, Admin	Attend Conferences and trainings	5000-5999: Services And Other Operating Expenditures	LCFF	1589.25
			Purchase books, materials, etc. for staff on best practices for at-risk students.	4000-4999: Books And Supplies	Title I Part A: Allocation	951.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
To increase parent participation in overall school activities, awareness of student performance and preparation for post high school education. Increase staff capacity on direct instruction, common core state standards and discipline alternatives for at risk students.
Data Used to Form this Goal:
Attendance, suspension rates, teacher input, and SWIS data on discipline referrals.
Findings from the Analysis of this Data:
Most if not all students were at least one semester behind on graduation credits, grade level performance in core subjects and were referred to the office for discipline issues at a higher rate than regular high school students.
Means of evaluating progress & group data needed to measure gains:
1.) comparing # of signatures on sign-in sheets for back to school night in 2015 and 2016 2.) analyzing parent survey results sent by district to parents

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Administration and staff will attend conferences and presentations addressing Targeted Assistance students and parent engagement to learn new strategies and tactics to increase parent participation and outreach.	8/12/16-6/10/17	Nick Hustedde, Jill Young,, Art Williams, Jennifer Klein, Sunny Dhillon				
Special Activities and parent trainings will be conducted throughout the	8/12/16-6/10/17	Nick Hustedde, Sunny Dhillon, Jill				

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
year to keep students engaged with school and give parents a reason to visit the school throughout the year.		Young, Jennifer Klein				

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	2,789.25	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	538.01	0.00
Title I Part A: Allocation	1651.00	0.00
Title l Parent Involvement	75.00	0.00
SES-Tutoring	700.00	0.00

Total Expenditures by Funding Source

Funding Source	**Total Expenditures**
LCFF	2,789.25
LCFF-SLIP	538.01
SES-Tutoring	700.00
Title I Part A: Allocation	1,651.00
Title l Parent Involvement	75.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	3,299.01
5000-5999: Services And Other Operating Expenditures	2,454.25

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF	1,200.00
5000-5999: Services And Other Operating	LCFF	1,589.25
4000-4999: Books And Supplies	LCFF-SLIP	538.01
4000-4999: Books And Supplies	SES-Tutoring	610.00
5000-5999: Services And Other Operating	SES-Tutoring	90.00
4000-4999: Books And Supplies	Title I Part A: Allocation	951.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	700.00
5000-5999: Services And Other Operating	Title l Parent Involvement	75.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	2,093.01
Goal: Mathematics	545.00
Goal: English Language Development	
Goal: School Culture	3,115.25
Goal: Parent Engagement	

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
John Barber		X			
Diane Criado			X		
Damien Foster					X
Nick Hustedde	X				
Shannon Flack		X			
Jeff Klein				X	
Henry Pauls				X	
Jennifer Klein			X		
Mark Brown		X			
Michael Raymer					X
Numbers of members of each category:	**1**	**3**	**2**	**2**	**2**

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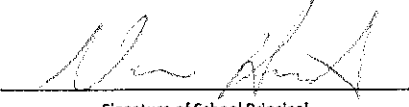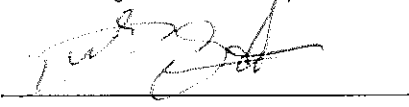
Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	_____
	Signature
English Learner Advisory Committee	_____
	Signature
Special Education Advisory Committee	_____
	Signature
Gifted and Talented Education Program Advisory Committee	_____
	Signature
District/School Liaison Team for schools in Program Improvement	_____
	Signature
Compensatory Education Advisory Committee	_____
	Signature
Departmental Advisory Committee (secondary)	_____
	Signature
Other committees established by the school or district (list):	_____
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 9/22/2016.

Attested:

Nick Hustedde	_____	9/22/16
Typed Name of School Principal	Signature of School Principal	Date
Damien Foster	_____	9/22/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Pathway Community Day School

Funding Source: LCFF $2,789.25 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase New Technology for teachers' classrooms	4000-4999: Books And Supplies	$1,200.00	English Language Arts	Use technology to enhance presentation of information for visual learners, guide writing and reading activities, and allow increased access for students to online instruction, websites, etc.
Attend Conferences and trainings	5000-5999: Services And Other Operating Expenditures	$1,589.25	School Culture	Train teachers to work with Targeted Assistance students and prepare lessons pertaining to their lifestyles and abilities.
	LCFF Total Expenditures:	$2,789.25		
	LCFF Allocation Balance:	$0.00		

Funding Source: LCFF-SLIP $538.01 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase books for library	4000-4999: Books And Supplies	$538.01	English Language Arts	Silent reading daily.
	LCFF-SLIP Total Expenditures:	$538.01		
	LCFF-SLIP Allocation Balance:	$0.00		

Funding Source: SES-Tutoring $700.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Additional Tutoring resources	4000-4999: Books And Supplies	$310.00	English Language Arts	Provide additional tutoring and resources to Targeted Assistance students and students at-risk of failing in 1 or more classes

Pathway Community Day School

Proposed Expenditure	Object Code	Amount	Goal	Action
Licenses for tutoring program and live tutor services	5000-5999: Services And Other Operating Expenditures	$45.00	English Language Arts	Provide additional tutoring and resources to Targeted Assistance students and students at-risk of failing in 1 or more classes
Purchase Additional Tutoring resources	4000-4999: Books And Supplies	$300.00	Mathematics	Provide additional tutoring and resources to to Targeted Assistance students and students at-risk of failing in 1 or more classes
Licenses for tutoring program and live tutor services	5000-5999: Services And Other Operating Expenditures	$45.00	Mathematics	Provide additional tutoring and resources to to Targeted Assistance students and students at-risk of failing in 1 or more classes

SES-Tutoring Total Expenditures: $700.00

SES-Tutoring Allocation Balance: $0.00

Funding Source: Title I Part A: Allocation $1,651.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase books, materials, etc. for staff on best practices for at-risk students.	4000-4999: Books And Supplies	$951.00	School Culture	Train teachers to work with Targeted Assistance students and prepare lessons pertaining to their lifestyles and abilities.
	5000-5999: Services And Other Operating Expenditures	$200.00	Mathematics	Funds for substitutes and training for Math Teachers to improve instruction to Targeted Assistance students
PBIS Incentives for student achievement and behavior	5000-5999: Services And Other Operating Expenditures	$500.00	School Culture	Special Activities will be conducted throughout the year to keep Targeted Assistance students engaged with school and give parents a reason to visit the school throughout the year.

Title I Part A: Allocation Total Expenditures: $1,651.00

Title I Part A: Allocation Allocation Balance: $0.00

Funding Source: Title l Parent Involvement $75.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Pathway Community Day School

Activities for parent participation (e.g. Donuts for dads, etc.)	5000-5999: Services And Other Operating Expenditures	$75.00	School Culture	Special Activities will be conducted throughout the year to keep Targeted Assistance students engaged with school and give parents a reason to visit the school throughout the year.

Title l Parent Involvement Total Expenditures: $75.00

Title l Parent Involvement Allocation Balance: $0.00

Pathway Community Day School Total Expenditures: $5,753.26

Pathway Community Day School
School-Level Parental Involvement Policy
2016 - 2017

Pathway Community Day School 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 Community Day School'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 Pathway Program

Pathway Community Day School conducts 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 Pathway students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Pathway programs and the Pathway 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 Pathway students with timely information about Pathway programs.

    -   Due to continuous enrollment throughout the year, a weekly orientation is held with new students and their parents where information about Pathway programs is shared.

- Administration provides parents and guardians with the opportunity to learn about the Pathway 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 Pathway 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 Pathway 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 and academic performance. Pathway staff regularly flex their calendars 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 Community Day School has jointly developed with and distributed to parents of Pathway 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 Pathway 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 Community Day School engages Pathway 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 Pathway 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 Pathway 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 Pathway 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 Pathway 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 Pathway 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.
- A bilingual secretary and administration 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 Community Day School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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

- 2 -

Parent Information and Resource Centers (PIRCs)
PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.
http://www.nationalpirc.org/directory/CA-7.html

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and

will be funded through 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/