



# Pathway Community Day School

11 S. Teilman • Fresno, CA 93706 • (559) 487-1201 • Grades 7-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Central Unified School District

4605 North Polk Ave.

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### District Governing Board

Mr. Cesar Granda, Area 1

Mr. Ruben Coronado, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Rama Dawar, Area 7

### District Administration

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Dr. Laurel Ashlock

**Assistant Superintendent, Chief  
Academic Officer**

Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

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Professional Development**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mrs. Andrea Valadez

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Support Services**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

Pathway is a Community Day School located at the former Teilman school site in Southwest Fresno, located on five acres adjacent to freeway 99/180 interchange. Students are 7th through 12th grade. Students referred are high risk youth in need of a more structured environment and may be expelled, on suspended expulsion, placed by a SARB, court/probation, or placed through a district level referral process. Pathway's goal is to have 90% positive attendance with 90% of students transitioning back to the school they originated from.

Pathway's indicators are daily attendance checks, calls are made home daily for attendance and academic work completed and absence of behavioral referrals. Progress reports are sent home every 6 weeks. Teachers however, make frequent calls home to inform parents how students are progressing. Parents are welcome to visit the school to observe and meet with teachers or staff.

Teachers are expected to contact homeroom students' parents weekly. Students and/or parents may contact teachers or the counselor at any time to check on their child's progress etc.

In addition to regular teaching staff Pathway has an 80% RSP teacher, a school psychologist two days a week and an intervention counselor two days per week.

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

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	2
Grade 10	5
Grade 11	6
Grade 12	3
Total Enrollment	22

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.2
American Indian or Alaska Native	0
Asian	4.5
Filipino	0
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	0
White	18.2
Two or More Races	9.1
Socioeconomically Disadvantaged	90.9
English Learners	4.5
Students with Disabilities	45.5
Foster Youth	27.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Pathway Community Day School	14-15	15-16	16-17
With Full Credential	7	5	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pathway Community Day School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	25.0	75.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: Sept. 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell California Literature Adopted 2008-2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Carnegie Learning - Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning - Math Course 3 (Grade 8) Adopted 2014-2015</p> <p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p> <p>Carnegie Learning - Integrated Math II Adopted 2015-2016</p> <p>Carnegie Learning - Integrated Math III Adopted 2016-2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Holt, Rinehart &amp; Winston - Life Science (Grade 7) Adopted 2007-2008</p> <p>Prentice Hall - Physical Science (Grade 8) Adopted 2007-2008</p> <p>McDougal Littell - Biology Adopted 2007-2008</p> <p>McGraw Hill - Earth Science Adopted 2007-2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: Sept. 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Holt, Rinehart & Winston Adopted 2006-2007  McDougal Littell Adopted 2006-2007  Glencoe Adopted 2006-2007
<b>Health</b>	McGraw Hill - Health Adopted 2004-2005

### School Facility Conditions and Planned Improvements (Most Recent Year)

Pathway sits on 1.5 acres. It contains 4 classrooms at 8,330 square feet. Current enrollment is 27.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Damaged and stained ceiling tiles replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Missing electrical covers installed. Light ballast replaced.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	6	48	41	41	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	0	6	31	39	44	48
Math	0		22	26	34	36

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	23	17	73.9	5.9
Male	20	14	70.0	7.1
Hispanic or Latino	12	9	75.0	11.1
Socioeconomically Disadvantaged	21	16	76.2	6.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Progress reports are sent home every 6 weeks. Teachers however, make frequent calls home to inform parents how students are progressing. Parents are welcome to visit the school to observe and meet with teachers or staff. Teachers are expected to contact homeroom students' parents weekly. Students and/or parents may contact teachers or the counselor at any time to check on their child's progress etc. Parents come with students to orientation, and are invited to school events. Parents may visit classes and monitor their children's performance on an as needed basis/parent request. Pathway also holds regularly scheduled ELAC and SSC meetings. Translation services are available for parents attending meetings.

Parent Involvement Contact Person: Nick Hustedde

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

#### State Priority: School Climate

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

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

#### School Safety Plan

The Safe School Plan is reviewed annually by Pathway's staff and the review date for this year was November 30, 2016. Necessary revisions are made to reflect current issues regarding student and school safety. Pathway School staff is well versed on how to respond to various crisis situations that may arise.

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

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	37.2	37.0	50.6
Expulsions Rate	8.3	1.4	3.7
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		91.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.33
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	0.80
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	30

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	5	4	4	6	10	5						
Mathematics	5	4	3	3	5	6						
Science	3	6	5	5	3	4						
Social Science	3	4	6	6	6	6						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

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

Pathway School staff attend conferences and receive training through the following organizations and activities: CUSD Instructional Services, CDE, FCOE, The Middle School and High School staff have a common prep period to facilitate planning and coordinating lessons, along with implementing concepts provided by district trainings. The staff meets regularly in a whole school Professional Learning Community. At the District sponsored inservices, staff members receive valuable information and training in their subject regarding implementation of Common Core Standards and curriculum. Administration participates in the District's CIAC training and the Principal's Institute. Teaching staff also meet weekly in a PLC focused on ELA, Math and PBIS strategies.

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

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



FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

### Types of Services Funded

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

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

A part time school psychologist is available for academic and crisis counseling, assessment for special needs, program evaluation and I.E.P development.

An after school class is available every Thursday from 1:45-3:45 for students to get remedial help and obtain extra credits. Individual intervention and remediation is also available.

English as a Second Language (EL) students receive appropriate instruction and instructional materials.

School Psychologists and counselors provide one on one and group counseling on an as needed basis.

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

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$30,620.26	\$116.20	\$30,504.06	\$77,799.52
District	♦	♦	\$7,062.53	\$69,563.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			331.9	11.8
Percent Difference: School Site/ State			437.3	4.8

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pathway Community Day School	2011-12	2013-14	2014-15
Dropout Rate	11.80	10.50	7.60
Graduation Rate	79.56	81.29	84.38
Central Unified School District	2011-12	2013-14	2014-15
Dropout Rate	11.80	10.50	7.60
Graduation Rate	79.56	81.29	84.38
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0.00%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	21.43
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		



Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	25	85	86
Black or African American	0	78	78
American Indian or Alaska Native	0	80	78
Asian	0	87	93
Filipino	0	100	93
Hispanic or Latino	50	86	83

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
Native Hawaiian/Pacific Islander	0	100	85
White	0	88	91
Two or More Races	0	89	89
Socioeconomically Disadvantaged	33	58	66
English Learners	0	52	54
Students with Disabilities	25	100	78

### Career Technical Education Programs

Pathway does not have CTE classes at this time.

### DataQuest

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

### Internet Access

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