

Pathways to College

School Accountability Report Card Reported Using Data from the 2016—17 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

 Principal, Pathways to College

About Our School

Pathways to College is a public charter school, educating students in grades TK-8. PTC is committed to educating all children, breaking down barriers and enable all students to successfully transition to secondary education and beyond. The motto for Pathways to College, "Focused on Individual Learners," is a philosophy focused on individual learners is necessary to ensure that students meet their academic goals. While PTC believes that students need a basic foundation in their learning, to prepare students with the college and career readiness skills necessary to be successful in an ever-changing, highly technological, rapidly developing global economy, it is believed that increased academic success occurs when basic skills are coupled with a highly interactive curriculum that is aligned to the CCSS. Pathways features a highly traditional, values-centered curriculum stressing basic skills and critical analysis. Instruction is aimed at providing opportunities for students outside the walls of the traditional classroom. PTC believes teachers must create learning that is relevant and challenging to students to deepen their complexity of thinking necessary to synthesize information from different resources and to evaluate and use a combination of skills to transfer learning to real world situations. Our commitment is to serve all students and ensure their academic success.

Contact

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A. Conditions of Learning

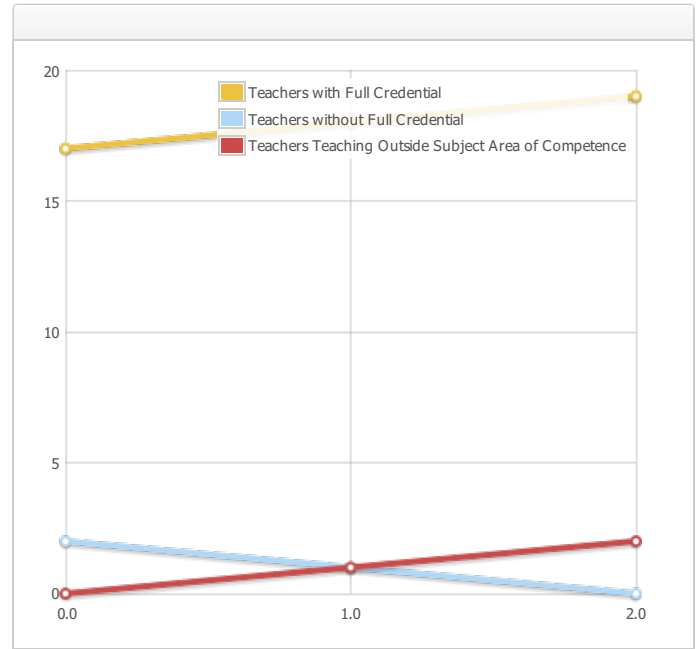
State Priority: Basic

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

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

Teacher Credentials

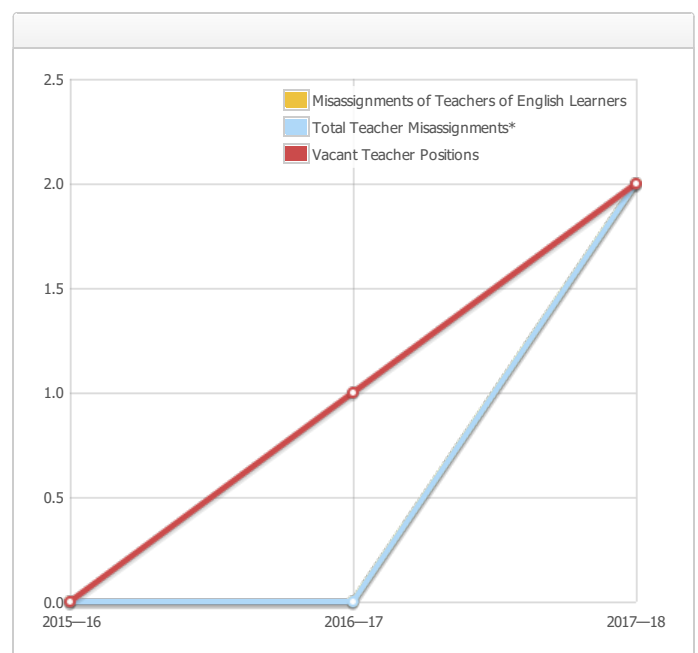
Teachers	School 2015—16	School 2016—17	School 2017—18	District 2017—18
With Full Credential	17	18	19	19
Without Full Credential	2	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	2	2



Last updated: 1/9/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015—16	2016—17	2017—18
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	1	2



Note: "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.

Last updated: 1/9/2018

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

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ReadyGEN - 2016 myPerspectives - 2016 Step up to Writing - 2016 iLit Reading Comprehension Program - 2015	Yes	0.0 %
Mathematics	enVision Math	Yes	0.0 %
Science	Discovery Education	Yes	0.0 %
History-Social Science	History Alive!	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health		Yes	0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

Pathways to College leases its facilities from HUSD. PTC Staff clean offices, classrooms, bathrooms, lunchroom, and grounds on a daily basis to ensure a safe and sanitary environment. The facilities are serviced by A + C Termite and Pest Solutions each month to prevent infestations. The facilities are adequately maintained by HUSD, including roofs, HVACS, lighting, plumbing, doors, ramps, and the playground and parking lot black tops. The buildings, while old, are in fair condition. Ramps have been examined for safety but are in poor condition. The black top playground and parking lot was resurfaced in the summer of 2017.

Last updated: 1/9/2018

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC are routinely serviced by HUSD.
Interior: Interior Surfaces	Fair	Carpets are routinely cleaned and floors are waxed. Flooring in the cafeteria, one of the second grade classrooms and one 1st grade classrooms was replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	HUSD provides pest control on a monthly basis to prevent infestation
Electrical: Electrical	Good	Up to par
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Buildings are old but functional
Safety: Fire Safety, Hazardous Materials	Good	No hazards
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Blacktop/parking lot was resurfaced in the summer of 2017. Playground cracks are filled in as needed.

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/16/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016—17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015—16	2016—17	2015—16	2016—17	2015—16	2016—17
English Language Arts / Literacy (grades 3-8 and 11)	40%	32%	34%	33%	48%	48%
Mathematics (grades 3-8 and 11)	24%	22%	21%	21%	36%	37%

Note: 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.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016—17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	204	100.00%	31.86%
Male	121	121	100.00%	30.58%
Female	83	83	100.00%	33.73%
Black or African American	24	24	100.00%	16.67%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	138	138	100.00%	32.61%
Native Hawaiian or Pacific Islander	--	--	--	
White	32	32	100.00%	40.63%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	188	188	100.00%	30.32%
English Learners	59	59	100.00%	27.12%
Students with Disabilities	33	33	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016—17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	204	100.00%	21.57%
Male	121	121	100.00%	23.14%
Female	83	83	100.00%	19.28%
Black or African American	24	24	100.00%	12.50%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	138	138	100.00%	18.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	32	32	100.00%	40.63%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	188	188	100.00%	19.68%
English Learners	59	59	100.00%	18.64%
Students with Disabilities	33	33	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/9/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014—15	2015—16	2014—15	2015—16	2014—15	2015—16
Science (grades 5, 8, and 10)	38.0%	28.0%	36.0%	33.0%	56%	54%

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

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

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

Last updated: 1/9/2018

Career Technical Education (CTE) Programs (School Year 2016—17)

N/A

Last updated: 1/9/2018

Career Technical Education (CTE) Participation (School Year 2016—17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/9/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016—17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015—16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016—17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 1/9/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017—18)

PTC seeks to continue building a communication system and opportunities between parents and the school, especially with ELL. In order to do this, committees are created and workshops are held on a continual basis providing parents opportunities to engage in student achievement. The PAC (Parent Advisory Committee) is the most recently approved committee comprised solely of Pathways parents that directly comes up with activities and events for the school among many other roles. Parents/guardians are also invited to each regularly scheduled monthly board meetings and all emergency board meetings. Parents are advised via connect-ed calls, the school website and posted on-site for the public to view within appropriate timeline. Monthly Koffee Klatch meetings are held at the school specifically for room parents and staff members but all parents are advised of meetings and welcome to attend. These meetings provide opportunities for parents to receive information about events going on in the school and a platform for them to ask questions and bring their concerns to Administration. 19 parents attended the first meeting with 15 being the average amount of parents in attendance. Eight parents attended the last Koffee Klatch meeting. Translation was also provided for these meetings. The P.A.L.S. (Parents Administrators Learners Staff) meeting is a monthly meeting that brings parents together to help other families in the school, raise money for the school and create, plan and execute fun events for students. 15 parents attended the first meeting and 16 parents attended the last meeting. Announcements about parent/guardian meetings were included in weekly classroom letters, fliers, connect-ed calls and the school website.

State Priority: Pupil Engagement

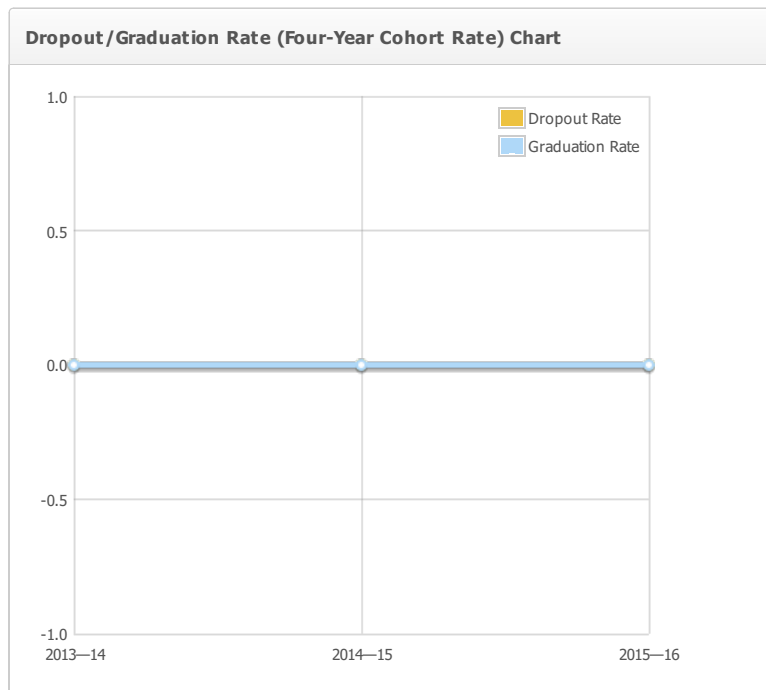
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2013—14	School 2014—15	District 2013—14	District 2014—15	State 2013—14	State 2014—15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	87.1%	87.2%	81.0%	82.3%

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.0%	0.0%	9.7%
Graduation Rate	0.0%	91.0%	83.8%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/9/2018

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Student Group	School	District	State
All Students	--	93.1%	87.1%
Black or African American	--	91.2%	79.2%
American Indian or Alaska Native	--	83.3%	80.2%
Asian	--	88.2%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	93.6%	84.6%
Native Hawaiian or Pacific Islander	--	70.0%	86.6%
White	--	92.3%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	97.6%	85.5%
English Learners	--	81.7%	55.4%
Students with Disabilities	--	81.1%	63.9%
Foster Youth	--	--	--

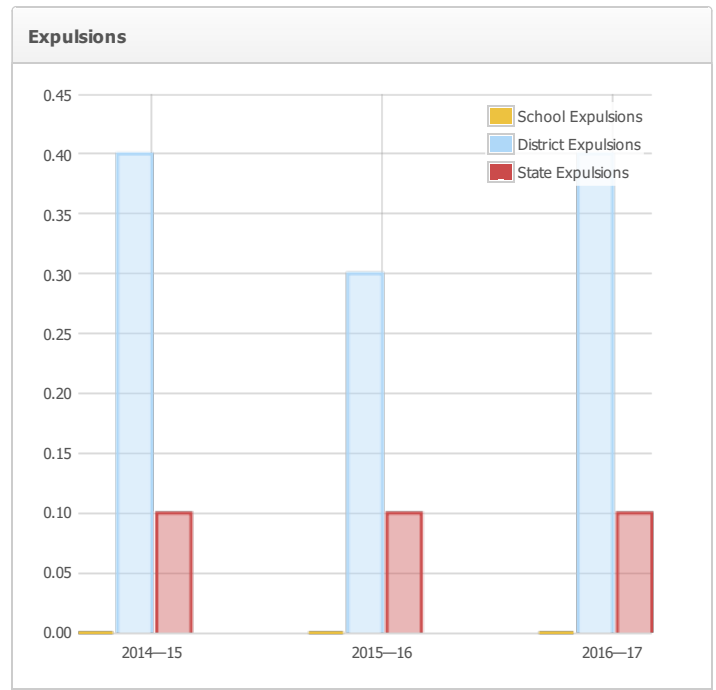
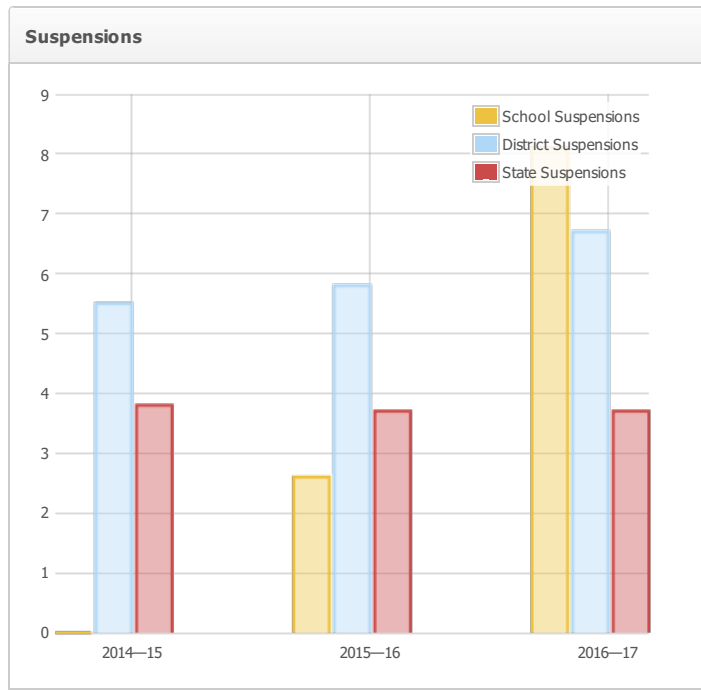
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17
Suspensions	--	2.6%	8.1%	5.5%	5.8%	6.7%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017—18)

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (Senate Bill 187 requirements). To assist our school in complying with these requirements, Pathways to College Charter has adopted the Model Safe School Plan, Emergency Procedures (02-01-05) for use as a template in the preparation of emergency procedures for each of the District Schools. The emergency management teams and procedures outlined in the plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California. The plan presents specific procedures to be used in preparing for, and responding to, school emergencies. This plan is posted in the front office.

Last updated: 1/9/2018

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014—15				2015—16				2016—17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	1	2	0	21.0	1	2	0	19.0	3	6	0
1	23.0	0	2	0	19.0	1	1	0	18.0	2	4	0
2	21.0	1	1	0	23.0	0	2	0	8.0	8	2	0
3	21.0	1	1	0	13.0	2	1	0	11.0	7	0	0
4	15.0	1	1	0	14.0	2	1	0	8.0	10	2	0
5	17.0	1	1	0	11.0	2	1	0	7.0	10	2	0
6	17.0	10	0	0	9.0	11	0	0	9.0	18	3	0
Other	0.0	0	0	0	9.0	5	0	0	0.0	0	0	0

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

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014—15				2015—16				2016—17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.0	5	0	0	9.0	5	0	0	5.0	8	0	0
Mathematics	15.0	3	0	0	9.0	5	0	0	5.0	5	0	0
Science	18.0	2	1	0	10.0	4	0	0	8.0	5	0	0
Social Science	18.0	3	0	0	9.0	5	0	0	8.0	5	0	0

* 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.

Last updated: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016—17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015—16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$75337.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/16/2018

Types of Services Funded (Fiscal Year 2016—17)

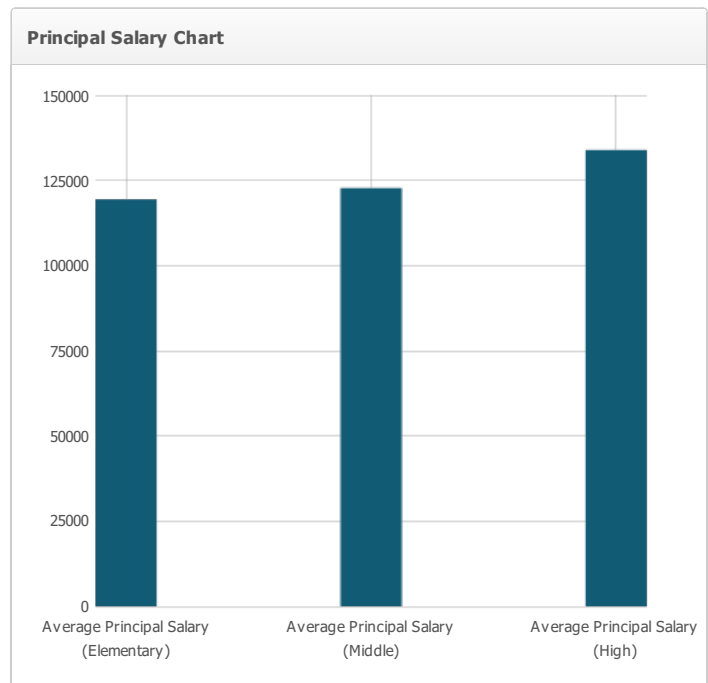
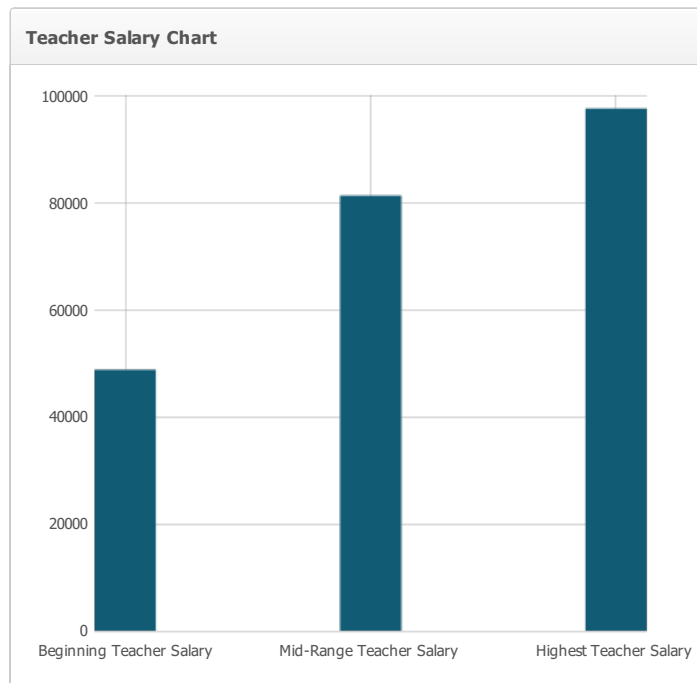
PTC incorporates Response to Intervention (RTI) which provides support to struggling learners. Support is provided with increasing levels of intensity to accelerate students' rate of learning. RTI support staff incorporate strategies and procedures designed to supplement, enhance, and support RTI instruction either in small groups or in one-on-one situations depending on the needs of the individual student. RTI at PTC incorporates several types of intervention strategies to cultivate the different academic levels and learning styles of students. Some of the computer-based intervention programs from which progress monitoring occurs include Read Naturally Live, Accelerated Math, Accelerated Reading, ReadTheory, Write to Learn, and iLit. Other strategies and methodologies include Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Peer Assisted Learning Strategies, Project-Based Learning, Cooperative Learning, Nonlinguistic Representations and Graphic Organizers, etc.

Last updated: 1/16/2018

Teacher and Administrative Salaries (Fiscal Year 2015—16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,748	\$47,808
Mid-Range Teacher Salary	\$81,246	\$73,555
Highest Teacher Salary	\$97,496	\$95,850
Average Principal Salary (Elementary)	\$119,424	\$120,448
Average Principal Salary (Middle)	\$122,727	\$125,592
Average Principal Salary (High)	\$133,904	\$138,175
Superintendent Salary	\$195,170	\$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2018

Advanced Placement (AP) Courses (School Year 2016—17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/9/2018

Professional Development

PTC encourages professional development focused on helping teachers to improve their instructional practices in ways that respond to the students' knowledge and skill needs. Through well-defined professional development, teachers are continuously trained on a variety of instructional strategies to support all learners especially English Language Learners, low performing students, and SPED students. Professional development includes understanding Common Core State Standards and effective implementation of research based teaching strategies. Professional development is also used as a time for teachers to collaborate with peers as well as to disaggregate and analyze data. With improved knowledge, skills, and abilities, teachers and staff members are better able to address the individual and unique academic and behavioral needs of all students. It is PTC's goal to provide teachers and staff with professional development opportunities that enable them to learn and apply new effective instructional strategies, and collaboratively refine themselves to help better meet individual student needs.

Last updated: 1/16/2018