



Pathway Community Day School

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

Nick Hustedde, Principal

nhustedde@centralusd.k12.ca.us

pcds.centralunified.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

www.centralunified.org

District Governing Board

Mr. Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

District Administration

Andrew G. Alvarado

Superintendent

Mr. Kelly Porterfield

**Assistant Superintendent, Chief
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,
Educational Services**

Mr. Jack Kelejian

**Assistant Superintendent, Human
Resources**

Mrs. Andrea Valadez

**Administrator, Special Education &
Support Services**

Mr. Paul Birrell

Director, 7-12 & Adult Education

Dr. Tami Boatright

Director, K-8 Education

School Description

The Vision of Pathway Community Day School is to provide all students with a positive, structured environment focused on behavioral and academic improvement, where students can learn and practice skills to promote their success in secondary school, college, career and the community at large. The Mission of the school is to serve the At-Risk Youth of Central Unified School District.

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

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 <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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	2
Grade 10	8
Grade 11	4
Grade 12	5
Total Enrollment	24

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	37.5
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	50.0
Native Hawaiian or Pacific Islander	0.0
White	12.5
Socioeconomically Disadvantaged	87.5
English Learners	8.3
Students with Disabilities	45.8
Foster Youth	37.5

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			
Pathway Community Day School	16-17	17-18	18-19
With Full Credential	5	5	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	727
Without Full Credential	◆	◆	20
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pathway Community Day School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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. 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson: My Perspective (9-11) Adopted 2016-17 California State University Expository Reading, Writing and Course Adopted 2012-13 Hampton Brown: Edge Adopted 2014-15 Pearson Literature Adopted 2016-17 AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005 McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: Sept. 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12
	Houghton Mifflin: Pre-Calculus Adopted 2006-07
	Houghton Mifflin - Calculus Adopted 2009-2010
	Carnegie - Integrated Math 1 Adopted 2014-2015
	Carnegie - Integrated Math 2 Adopted 2015-2016
	Carnegie Learning Integrated Math 3 Adopted 2016-2017
	Pearson Education - Trigonometry Adopted 2009-2010
	W.H. Freeman and Co - Senior Math Adopted 2009-2010
	W.H. Freeman - Practice of Statistics Adopted 09-10
	Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05
	InnovEd - Enhanced Math Class (online only) Adopted 2016-17
	AP Math WH Freeman - Practice of Statistics 2009-2010
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: Sept. 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	W.H. Freeman & Co.- Botany Adopted 2007-2008
	McGraw-Hill - Zoology Adopted 2007-2008
	McDougal Littell - Biology Adopted 2007-2008
	Perrson Prentice Hall - Physics Adopted 2007-2008
	Prentice Hall - Chemistry Adopted 2007-2008
	Holt, Rinhart & Winston - Environmental Science Adopted 2007-2008
	McGraw-Hill - Earth Science Adopted 2007-2008
	John Wiley & Sons - Anatomy & Physiology Adopted 2007-2008
	Thomson/Delmar - Agriscience Adopted 2009-10
	Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05
	AP Science Pearson - AP Biology 2012-2013
	Pearson - AP Psychology 2010-2011
	Houghton Mifflin - AP Chemistry 2007-2007
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0%	

Textbooks and Instructional Materials
Year and month in which data were collected: Sept. 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>McDougal Littell - World Geography Adopted 2006-2007</p> <p>Glencoe - United States Government Adopted 2006-2007</p> <p>McDougal Littell - Modern World History Adopted 2006-2007</p> <p>Holt, Rinehart & Winstron - American Anthem Adopted 2006-2007</p> <p>Glencoe - Economics Adopted 2006-2007</p> <p>Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12</p> <p>Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Social Science Pearson Education - Government In America 2006-2007</p> <p>Houghton Mifflin - The American Pageant 2006-2007</p> <p>McGraw Hill - Traditions and Encounters 2006-2007</p> <p>McGraw Hill - Macro Economics</p>
Foreign Language	<p>EMC/Paradigm - Que Chevere! 1,2,3,4 Adopted 2016-2017</p> <p>EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016</p>
Health	<p>Glencoe McGraw Hill - Health Adopted 2004-2005</p> <p>Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17</p>

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

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. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At Pathway Community Day School, repairs completed or planned include repair of interior surfaces (ceiling tiles, rubber molding), electrical (ballast, switch). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/16/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	5.0	0.0	40.0	44.0	48.0	50.0
Math	11.0	0.0	28.0	31.0	37.0	38.0

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.

Note: ELA and 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	20	76.92	0.00
Male	17	12	70.59	0.00
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	17	13	76.47	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	17	77.27	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	**	**	**
9	**	**	**

* 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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	16	11	68.75	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	17	12	70.59	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	16	76.19	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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.

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 2018-19)

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 holds regularly scheduled events including quarterly awards, Back to School and Open House, the Pathway Car Show as well as quarterly SSC meetings. Translation services are available for parents attending meetings.

Parent Involvement Contact Person: Nick Hustedde, nhustedde@centralusd.k12.ca.us

Parent Involvement Phone Number: (559) 487-1201

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.

School Safety Plan

The Site Emergency Response Plan is reviewed annually by Pathway staff and the review date for this year took place during August of 2018. 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. The School Site Council approved the Plan on October 9, 2018.

Key Elements of the Site Emergency Response Plan for Pathway include taking a proactive position in school safety by fostering positive relationships with students. The school's 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 scheduled earthquake and lock down 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	2015-16	2016-17	2017-18
Suspensions Rate	51.3	64.9	49.4
Expulsions Rate	3.8	0.0	1.2
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.25
Counselor (Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.11
Nurse	0.10
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	6

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	3.0	4.0	3.0	7	6	8						
Mathematics	2.0	3.0	2.0	4	4	5						
Science	5.0	3.0	5.0	4	5	4						
Social Science	3.0	3.0	2.0	7	7	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 addresses 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. 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 monthly professional development. Teaching staff also meets regularly and targets 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

A fulltime 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$68,510.51	\$369.02	\$68,141.49	\$64,503.07
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			152.4	-8.0
Percent Difference: School Site/ State			142.0	-21.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pathway Community Day School	2014-15	2015-16	2016-17
Dropout Rate	--	58.3	--
Graduation Rate	--	25.0	--
Central Unified School District			
2014-15	2015-16	2016-17	
Dropout Rate	7.6	8.8	6.0
Graduation Rate	84.4	82.9	85.8
California			
2014-15	2015-16	2016-17	
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	4.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	86.8	88.7
Black or African American	0.0	82.8	82.2
American Indian or Alaska Native	0.0	71.4	82.8
Asian	0.0	85.5	94.9
Filipino	0.0	80.0	93.5
Hispanic or Latino	100.0	87.4	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	0.0	88.0	92.1
Two or More Races	0.0	91.7	91.2
Socioeconomically Disadvantaged	100.0	87.8	88.6
English Learners	0.0	43.0	56.7
Students with Disabilities	0.0	54.3	67.1
Foster Youth	0.0	41.7	74.1

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 <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.