



# Pathway Community Day School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Central Unified School District

4605 North Polk Ave.

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[www.centralunified.org](http://www.centralunified.org)

### 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

Mr. Mark G. Sutton

**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

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	3
Grade 8	3
Grade 10	2
Grade 11	8
Grade 12	3
Total Enrollment	19

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	21.1
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0
White	5.3
Two or More Races	10.5
Socioeconomically Disadvantaged	100
English Learners	10.5
Students with Disabilities	42.1
Foster Youth	26.3

## 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	15-16	16-17	17-18
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pathway Community Day School	15-16	16-17	17-18
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.

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

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. 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Pearson: My Perspective (9-11) Adopted 2016-17</p> <p>California State University Expository Reading, Writing and Course Adopted 2012-13</p> <p>Hampton Brown: Edge Adopted 2014-15</p> <p>Pearson Literature Adopted 2016-17</p> <p>AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005</p> <p>McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12</p> <p>Houghton Mifflin: Pre-Calculus Adopted 2006-07</p> <p>Houghton Mifflin - Calculus Adopted 2009-2010</p> <p>Carnegie - Integrated Math 1 Adopted 2014-2015</p> <p>Carnegie - Integrated Math 2 Adopted 2015-2016</p> <p>Carnegie Learning Integrated Math 3 Adopted 2016-2017</p> <p>Pearson Education - Trigonometry Adopted 2009-2010</p> <p>W.H. Freeman and Co - Senior Math Adopted 2009-2010</p> <p>W.H. Freeman - Practice of Statistics</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: Sept. 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Adopted 09-10</p> <p>Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05</p> <p>InnovEd - Enhanced Math Class (online only) Adopted 2016-17</p> <p>AP Math WH Freeman - Practice of Statistics 2009-2010</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>W.H. Freeman &amp; Co.- Botany Adopted 2007-2008</p> <p>McGraw-Hill - Zoology Adopted 2007-2008</p> <p>McDougal Littell - Biology Adopted 2007-2008</p> <p>Perrson Prentice Hall - Physics Adopted 2007-2008</p> <p>Prentice Hall - Chemistry Adopted 2007-2008</p> <p>Holt, Rinhart &amp; Winston - Environmental Science Adopted 2007-2008</p> <p>McGraw-Hill - Earth Science Adopted 2007-2008</p> <p>John Wiley &amp; Sons - Anatomy &amp; Physiology Adopted 2007-2008</p> <p>Thomson/Delmar - Agriscience Adopted 2009-10</p> <p>Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Science Pearson - AP Biology 2012-2013</p> <p>Pearson - AP Psychology 2010-2011</p> <p>Houghton Mifflin - AP Chemistry 2007-2007</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>
History-Social Science	<p>McDougal Littell - World Geography Adopted 2006-2007</p> <p>Glencoe - United States Government</p>

Textbooks and Instructional Materials Year and month in which data were collected: Sept. 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Adopted 2006-2007</p> <p>McDougal Littell - Modern World History Adopted 2006-2007</p> <p>Holt, Rinehart &amp; 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 Pagaent 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.

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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Damaged and stained ceiling tiles. Rubber molding is loose.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Ballast is out. Light switch not turning on.

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
	Good	Fair	Poor	
<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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	6	5	39	40	48	48
<b>Math</b>		11	26	28	36	37

\* 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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	--	6	41	41	60	56

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.

**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
<b>All Students</b>	23	17	73.9	5.9
<b>Male</b>	20	14	70.0	7.1
<b>Hispanic or Latino</b>	12	9	75.0	11.1
<b>Socioeconomically Disadvantaged</b>	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 2016-17 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
<b>All Students</b>	21	19	90.48	5.26
<b>Male</b>	16	14	87.5	7.14
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	15	88.24	6.67
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2016-17 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
All Students	21	19	90.48	10.53
Male	16	14	87.5	14.29
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	6.67
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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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, 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's staff and the review date for this year took place during September of 2017. 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 September 21, 2017.

Key Elements of the Site Emergency Response 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 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	2014-15	2015-16	2016-17
Suspensions Rate	37.0	51.3	64.9
Expulsions Rate	1.4	2.5	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		50

### 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)	0.33
Psychologist	0.60
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	76

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	4	4	3	10	5	7						
Mathematics	4	3	2	5	6	4						
Science	6	5	5	3	4	4						
Social Science	4	6	3	6	6	7						

\* 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 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

\* 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/).

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$34,778.75	\$110.73	\$34,668.02	\$73,364.51
District	♦	♦	\$7,671.24	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			351.9	5.4
Percent Difference: School Site/ State			427.4	-5.7

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Pathway Community Day School	2013-14	2014-15	2015-16
Dropout Rate	60	100	58.3
Graduation Rate	20	0	25
Central Unified School District	2013-14	2014-15	2015-16
Dropout Rate	10.5	7.6	8.8
Graduation Rate	81.29	84.38	82.9
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	20
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	66.67	81.68	87.11
Black or African American	0	74.29	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	89.19	94.42
Filipino	0	100	93.76
Hispanic or Latino	0	81.35	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	0	78.82	90.99
Two or More Races	0	71.43	90.59
Socioeconomically Disadvantaged	100	48.48	63.9
English Learners	0	51.16	55.44
Students with Disabilities	66.67	88.37	85.45
Foster Youth	0	53.85	68.19

#### 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.