

**Pathways Charter Academy**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

**Address:** 1895 Lassen Blvd.  
Yuba City, CA , 95993-  
8987

**Principal:** Chris Reyna, Principal

**Phone:** (530) 822-2401

**Grade** K-12  
**Span:**

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 and access to prior year reports, 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.

## 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).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

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## About This School

### Chris Reyna, Principal

📍 Principal, Pathways Charter Academy

### About Our School

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### Contact

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Pathways Charter Academy  
1895 Lassen Blvd.  
Yuba City, CA 95993-8987

Phone: (530) 822-2401

Email: [chrisr@sutter.k12.ca.us](mailto:chrisr@sutter.k12.ca.us)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Sutter County Office of Education
<b>Phone Number</b>	(530) 822-2900
<b>Superintendent</b>	Reusser, Tom
<b>Email Address</b>	<a href="mailto:tomr@sutter.k12.ca.us">tomr@sutter.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sutter.k12.ca.us">www.sutter.k12.ca.us</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Pathways Charter Academy
<b>Street</b>	1895 Lassen Blvd.
<b>City, State, Zip</b>	Yuba City, CA , 95993-8987
<b>Phone Number</b>	(530) 822-2401
<b>Principal</b>	Chris Reyna, Principal
<b>Email Address</b>	<a href="mailto:chrisr@sutter.k12.ca.us">chrisr@sutter.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sutterpca.org/">www.sutterpca.org/</a>
<b>County-District-School (CDS) Code</b>	51105120140152

*Last updated: 12/20/23*

## School Description and Mission Statement (School Year 2023–24)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS. SECTIONS REFERENCING PRIOR YEARS MAY BE LEFT BLANK OR MARED BY EITHER A "0" OR "N/A".

**Pathways Charter Academy (PCA) is a non-classroom-based county community charter school operated by the Sutter County Office of Education. PCA provides the foundation for students to become self-sufficient and caring adults who lead healthy lifestyles with social and emotional stability, enabling them to live successful lives as productive members of our community. PCA enables students to become self-motivated, competent, and lifelong learners.**

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**Mission Statement:**

**Pathways Charter Academy empowers students to take charge of their education and achieve success by connecting their individual needs, strengths, weaknesses, and interests to appropriate resources through a comprehensive individualized success plan that includes a rigorous and meaningful individualized learning plan. Students become educated, responsible citizens, critical problem-solvers, self-motivated, competent, and lifelong learners. This foundation enables our students to live successful, healthy, and stable lives as productive members of our community and the world.**

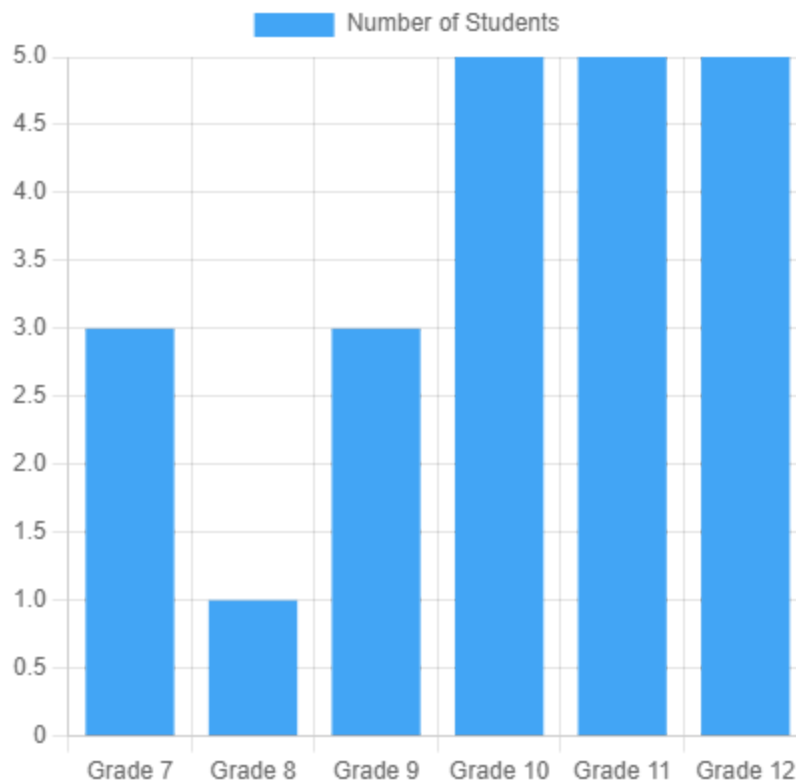
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*Last updated: 12/20/23*

### Student Enrollment by Grade Level (School Year 2022–23)

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

Grade Level	Number of Students
Grade 7	3
Grade 8	1
Grade 9	3
Grade 10	5
Grade 11	5
Grade 12	5
Total Enrollment	22



Last updated: 12/20/23

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	36.40%
Male	63.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.10%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	45.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	40.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.60%
Foster Youth	4.50%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	81.80%
Students with Disabilities	18.20%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.30	45.33%	23.10	45.82%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.90	1.96%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	7.00	13.83%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	53.33%	4.90	9.72%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	14.40	28.63%	18854.30	6.86%
Total Teaching Positions	0.70	100.00%	50.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 12/20/23*



### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	48.00%	28.80	55.95%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	5.81%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.60	1.20%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	51.00%	1.90	3.84%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.10	33.16%	15831.90	5.67%
Total Teaching Positions	1.00	100.00%	51.60	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 12/20/23*

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

*Last updated: 11/2/23*

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.50
Total Out-of-Field Teachers	0.40	0.50

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?ELA: Grades 6-12 use Edgenuity Courseware and Reading w/ Relevance?	Yes	0
Mathematics	?Math: Grades 6-12 use Edgenuity Courseware?	Yes	0
Science	?Science: Grades 6-12 use Edgenuity Courseware?	Yes	0
History-Social Science	?History/Social Science: Grades 6-12 use Edgenuity Courseware?	Yes	0
Foreign Language	?Foreign Language: Grades 6-12 use Edgenuity Courseware?	Yes	0
Health	?Health: Grades 6-12 use Edgenuity Courseware?	Yes	0
Visual and Performing Arts	?Visual and Performing Arts: Grades 6-12 use Edgenuity Courseware?	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 12/20/23*

## School Facility Conditions and Planned Improvements

Pathways Charter Academy has achieved an overall 98% (Good) ranking on the Facility Inspection Tool (FIT) assessment. The indication is that the school is adequately maintained and in good repair with several non-critical deficiencies, which are isolated, resulting from minor wear and tear, and are being mitigated.?

*Last updated: 12/20/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2023

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

### Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Good
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*Last updated: 12/21/23*

## 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-**  
**administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	0%	8%	17%	21%	47%	46%
Mathematics (grades 3-8 and 11)	0%	8%	11%	11%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/8/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed**  
**state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	13	12	92.31%	7.69%	8.33%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	10	90.91%	9.09%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92.31%	7.69%	8.33%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	10	90.91%	9.09%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	--	--	0.00%	0.00%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

**Career Technical Education (CTE) Programs (School Year 2022–23)**

Students who enroll at Pathways Charter Academy must undergo an orientation process where they are assessed in multiple ways, and an Individual Learning Plan (ILP) is developed for each student. Part of this intake process is to gather information on what career paths students are interested in pursuing. Using assessment data and student interests, the counselor works with the students and their families to identify strengths and growth areas. The student will be guided toward the appropriate CTE courses that match their interests and goals.

Students at PCA have access to CTE courses through two avenues of study. One avenue is online through our adopted curriculum program, Edgenuity. Edgenuity provides a catalog of highly relevant CTE courses that empower students to explore their interests by engaging with 16 Career Clusters, 11 Career Pathways, and 17 Certification Pathways, including multi-year support for high-demand, high-interest careers and job certification readiness.

Students at PCA also have access to CTE courses available through the Sutter County Superintendent of Schools CTE programs that serve the tri-county area of Sutter, Yuba, and Colusa counties. Students can participate in relevant pathways, high-demand, high-interest careers. Sutter County CTE offers 15 Career Pathways where students can engage in high-quality courses that empower them and allow them to succeed after high school. Tri-County CTE provides on-site and community courses for students to pursue their career interests.

*Last updated: 1/8/24*



**Career Technical Education (CTE) Participation (School Year 2022–23)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/8/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/8/24*

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 2022–23)  
Percentage of Students Participating in each of the five Fitness Components

Percentages are not calculated and double dashes (--) appear in the table 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.

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	26%	26%	0%	19%	19%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.  
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 12/20/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Parents are encouraged to participate in all aspects of their child's education. Parents attend the orientation meeting with the Principal, school counselor, and probation officer to discuss appropriate

placement, the status of credits, the course of study, and expectations for attendance and behavior. The Principal and the teaching staff communicate with parents via phone calls, parent square, email, and in person with parents to report on student progress. Parents are invited to activities on campus, including assemblies, breakfasts, graduations, and classroom visits. Furthermore, parents are strongly encouraged to contact PCA staff to share concerns, ask questions, or conference with teachers.

Parents are encouraged to engage with PCA's site council to review documents and provide input on programs, needs assessments, and funding. Diligent efforts are ongoing to form additional parent committees as required. Due to our transient student population, forming parent committees is challenging. Efforts are being made to obtain parent input during initial and orientation meetings and by the Principal and staff throughout students' tenure. During the orientation, parents are encouraged to participate in PCA by identifying times and activities they are interested in or their children show interest.

State Priority: Pupil Engagement

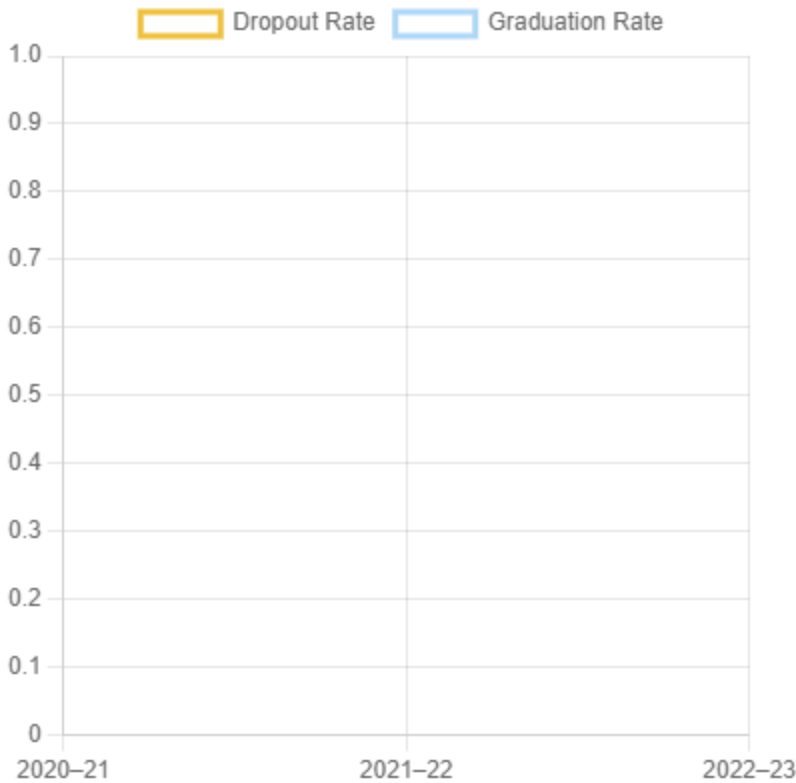
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate			--	22.20%	29.70%	37.0%	9.4%	7.8%	8.2%
Graduation Rate			--	28.90%	29.70%	26.1%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/8/24

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Since PCA opened in 20/21 a four-year cohort does not exist.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	44	38	32	84.2%
Female	17	15	11	73.3%
Male	26	23	21	91.3%
Non-Binary	1	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	2	2	100.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	19	17	14	82.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	22	18	15	83.3%
English Learners	5	4	4	100.0%
Foster Youth	1	1	1	100.0%
Homeless	1	1	1	100.0%
Socioeconomically Disadvantaged	37	31	26	83.9%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	7	6	6	100.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/8/24*

## 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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.38%	0.00%	1.09%	8.91%	8.70%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.17%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/8/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/8/24*



**School Safety Plan (School Year 2023–24)**

Because Pathways Charter Academy (PCA) and Feather River Academy (FRA) share staff, serve a similar population of students, and are located on the same campus, they share a safety plan designated for both sites, which was reviewed and revised in 2023 by a Safety Committee comprised of County Office of Education staff, and PCA administration. The Safe School Plan was presented to the Safety Committee and the school staff in January 2023. The Plan will be updated and submitted to PCA in February of 2023. This Plan aims to provide a framework for school staff to organize the school and community resources to respond to and manage emergencies while the school is in session.

The main objectives of this Plan are to:

1. Protect the life, safety, and property of students and staff.
2. Provide Pathways Charter Academy mission-specific instructions to personnel relative to emergency preparedness, response, and recovery operations.
3. Articulate a Pathways Charter Academy mission statement concerning emergency preparedness, response, and recovery operations.
4. Identify the location and layout of the primary and alternate emergency operations centers (EOC) for Pathways Charter Academy. Additionally, provide locations for pre-plan command post locations.
5. Identify the location of critical facilities.
6. Provide for timely business recovery and restoration of services following a disaster or emergency.
7. Facilitate the resumption of normal outdoor school activities promptly.

The emergency management teams and procedures outlined in this Plan are consistent with both the STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) developed by the State of California and the NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) designed by the U.S. Department of Homeland Security. This Plan presents standardized procedures to prepare for and respond to school emergencies.

*Last updated: 12/20/23*

## 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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	6		
Mathematics	1.00	5		
Science	2.00	4		
Social Science	2.00	12		

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	4		
Mathematics	1.00	3		
Science	1.00	5		
Social Science	2.00	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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	13	0	0
Mathematics	2.00	9	0	0
Science	2.00	12	0	0
Social Science	2.00	15	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: 1/8/24*

### Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	110

\* 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: 1/8/24*

### Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Nurse	0.05
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

\* 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: 1/8/24*

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$31717.00	\$3794.00	\$27922.00	\$93070.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 12/5/23*

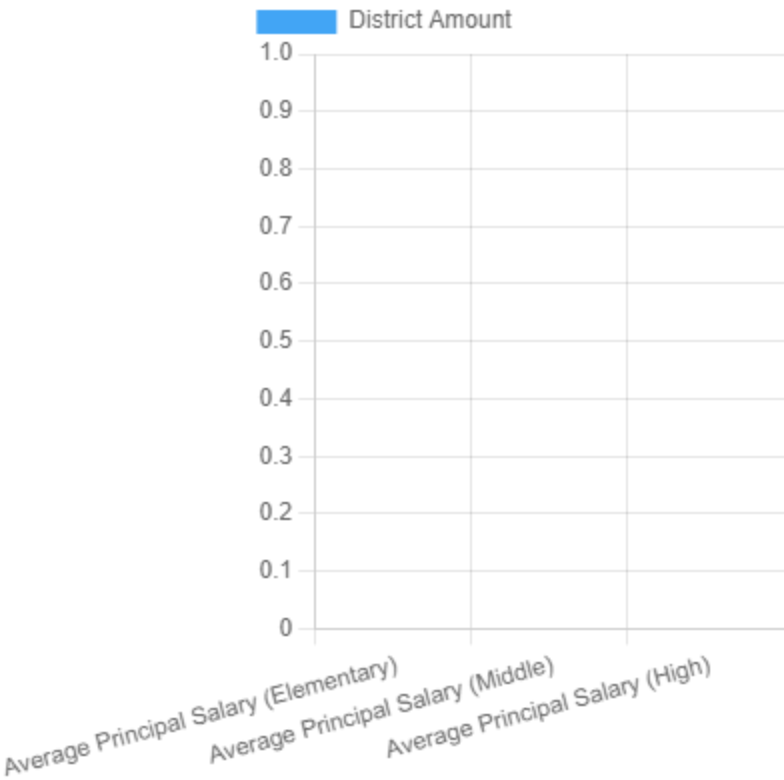
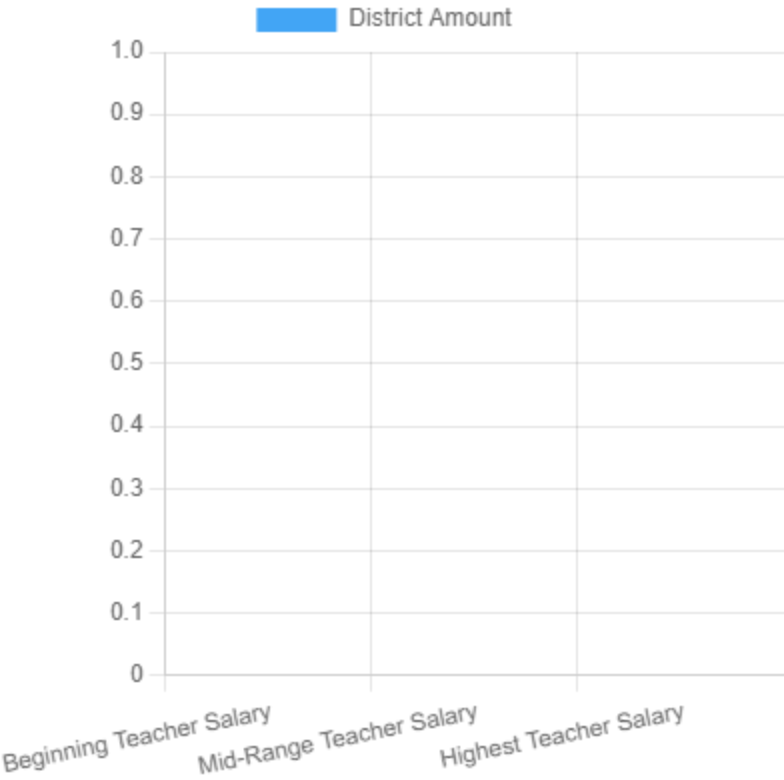
**Types of Services Funded (Fiscal Year 2022–23)**

null

*Last updated:***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$0.00	\$0.00
Mid-Range Teacher Salary	\$0.00	\$0.00
Highest Teacher Salary	\$0.00	\$0.00
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$0.00
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$0.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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



Last updated: 12/21/23

**Advanced Placement (AP) Courses (School Year 2022–23)****Percent of Students in AP Courses 0 %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

*Last updated: 1/8/24*

**Professional Development**

For the 2021-2022 PCA, Staff are participating in Professional Learning Communities and Positive Behavior Intervention and Supports Professional Development days. Starting in the 2022-2023 school year, PCA staff will join in Restorative Practices and Best Teaching Strategies professional development.

<b>Measure</b>	<b>2021– 22</b>	<b>2022– 23</b>	<b>2023– 24</b>
Number of school days dedicated to Staff Development and Continuous Improvement	17	22	26

*Last updated: 12/21/23*