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2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

John Kovach, Principal

- Principal, Pathways Charter Academy



About Our School

Welcome to Pathways Charter Academy!

Pathways Charter Academy was established as a new charter and opened its doors in Sutter County in the fall of 2020. Pathways Charter Academy will complement other schools in the region by filling academic and social/emotional/behavioral support “holes” that currently exist. To accomplish our vision and mission, Pathways Charter Academy will provide a comprehensive multi-tiered systems of support approach through a flexible non classroom-based education structure as a foundation for serving students in grades 7-12 for the 20-21 school year. In following years, PCA will expand to include TK-12 and adults, ages 17 and older, who require or prefer an alternative educational setting for success.

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 (ILP). Through this process, students become educated and 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.

The administration and staff have high expectations for our students and strive to give them the opportunity to either return to the comprehensive high school or graduate from FRA. We strive to provide the caring, support and encouragement; but that choice is always theirs.

Principal's Comment

Dear Students, Parents and Friends,

As principal, it is my privilege to be a part of the students, staff, families and community of Pathways Charter Academy. PCA is an alternative education school that services grade seven through twelve within Sutter, Yuba and Colusa counties, and beyond. PCA offers a non-seat based program, standards based curriculum, direct teaching, and counseling for students. Our staff is conscientious, caring and supportive of all student's individual needs and circumstances.

We look forward to the upcoming school year. If we can be of any assistance to your student, please don't hesitate to give us a call, come see us, or send us an e-mail.

Respectfully,
John Kovach, Principal
Pathways Charter Academy

Contact

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

Phone: 530-822-2401

Email: pca@sutter.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Pathways Charter Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, Ca, 95993-8987
Phone Number	530-822-2401
Principal	John Kovach, Principal
Email Address	pca@sutter.k12.ca.us
Website	www.sutterpca.org/

County-District-School 51105120140152
(CDS) Code

Last updated: 1/8/2021

School Description and Mission Statement (School Year 2020–2021)

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".

Description: Pathways Charter Academy is a non-classroom based county community school operated by the Sutter County Office of Education. PCA provides the necessary 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 and the world. PCA enables students to become self-motivated, competent, and lifelong learners.

Mission: 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 and 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.

Last updated: 1/8/2021

Student Enrollment by Grade Level (School Year 2019–2020)

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

State Priority: Basic

Last updated: 1/9/2021

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

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

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential			1	35
Without Full Credential			0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0

Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Mathematics	Mathematics: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Science	Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
History-Social Science	History Social Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Foreign Language	Foreign Language: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Health	Health: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Visual and Performing Arts	Visual and Performing Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

The school achieved an overall ranking of 97% on the FIT assessment. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/8/2021

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: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Mens' Restroom- Slight paint peel next to light fixture. Work Order established
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary
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Last updated: 1/8/2021

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)		N/A		N/A	50%	N/A
Mathematics (grades 3-8 and 11)		N/A		N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Last updated: 1/8/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

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

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

*** STATE DATA HAS NOT LOAD YET***

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/8/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

When students enroll at Pathways Charter Academy, part of the intake process is to provide a thorough process where data is gathered through multiple means and assessments to gather as much information as possible when creating an Individual Learning Plan (ILP) for each student. Part of this intake includes a career inventory that helps guide students toward a career path that they are highly interested in pursuing. By combining data gathered through academic assessments, personal surveys, and career inventories, staff works with students and their families to identify strengths and areas for growth. PCA staff, counselors and Admin work with students to set goals and to identify any barriers that may hinder student progress. After identifying these barriers, staff identify resources such as transportation, child care, career guidance and mentors as well as many other resources to promote success. Students will then be guided towards 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 ROP/CTE courses available through the Sutter County Superintendent of Schools ROP program that serves the tri-county area of Sutter, Yuba, and Colusa counties. Students are able to participate in pathways that are relevant, high-demand, and high-interest careers. Sutter County ROP offers 15 Career Pathways where students are able to engage in high quality courses that empower students and provide opportunity for success after high school. Tri-County ROP provides courses both on site and in the community for students to pursue their career interests. Transportation is provided for students to get to their ROP courses as needed.

ROP/CTE courses in both Edgenuity online and our county ROP program are all standards based, state adopted, and taught by certified instructors.

The CTE advisory committee is made up of many individuals to help provide relevant opportunity for students at PCA.

The committee is made up of the following personnel:

Sutter County ROP Staff: Assistant Superintendent, Eric Pomeroy, Doug Criddle, and Andy Haas.

Pathways Charter Academy Principal, John Kovach

Sutter County Superintendent of School Staff: Superintendent Tom Reusser, Assistant Superintendent Brian Gault

Community members, industry representatives and mentors from the tri-county area.

Last updated: 1/11/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

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

Measure	CTE Program Participation
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Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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: 1/8/2021

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

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/8/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/8/2021

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 2020–2021)

Parents are encouraged to participate in all aspects of their child's education. Parents attend the orientation meeting with the principal or school counselor to discuss appropriate placement, status of credits, course of study, and expectations for attendance and behavior. The Principal and staff regularly meet with parents to report on student progress through written and oral communication. Parents are invited to activities on campus including assemblies, breakfasts, graduations, and visits to the classrooms. Parents are strongly encouraged to contact PCA staff to share concerns, ask questions, or conference with teachers.

PCA's site council reviews documents and provides input on items such as programs, needs assessments and funding. Diligent efforts are ongoing to form additional parent committees as needed. Due to the highly transient nature of our student population, the formation of parent committees is challenging. Efforts are 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 in which they are interested or in which their children show interest.

If parents would like to participate in any committees or school activities, please contact John Kovach at 530-822-2400.

Last updated: 1/11/2021

State Priority: Pupil Engagement

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

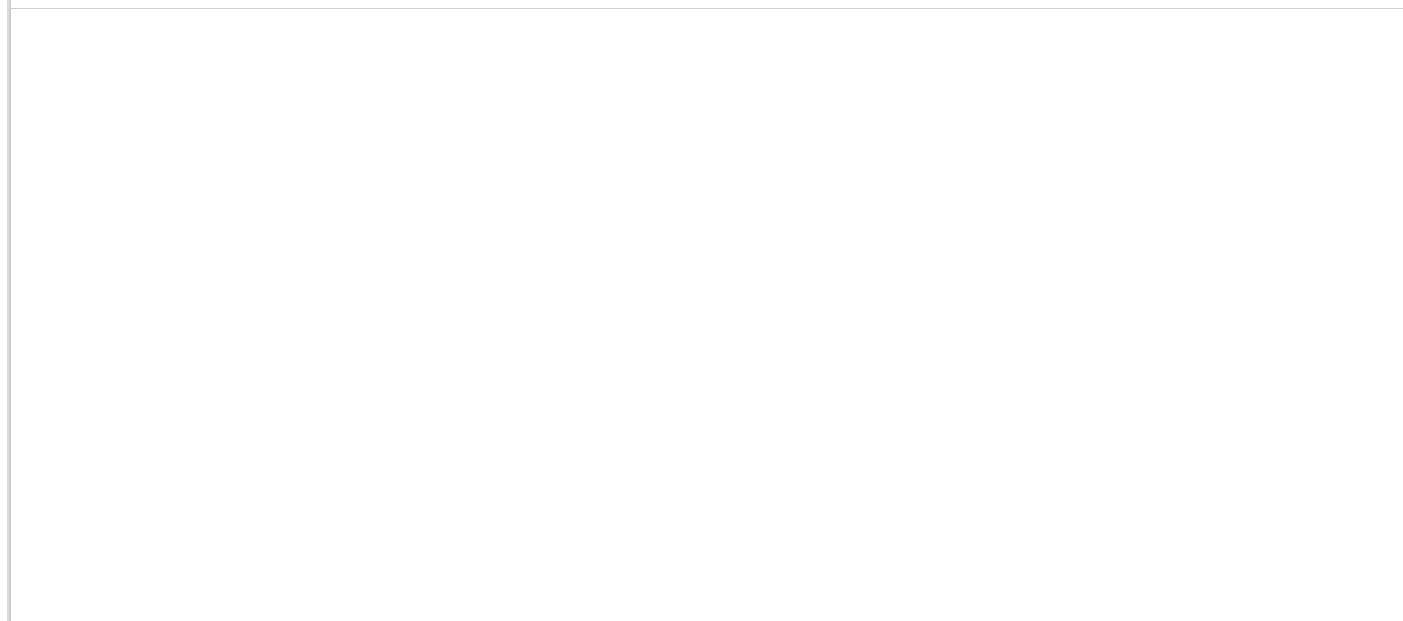
- High school dropout rates; and
- High school graduation rates

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	19.60%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	24.30%	29.20%	32.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/8/2021

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	--	--
School 2018–2019	--	--
District 2017–2018	--	--
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

Because PCA and FRA share the same staff, are at the same address and share similar populations, the PCA Safety Plan is a shared plan between Pathways Charter Academy and Feather River Academy which was reviewed and revised in 2020 by a Safety Committee comprised of parents, staff, and administration. The Safe School Plan was presented to the Board of Directors and staff in the spring of 2020. The plan will be updated and present for PCA in the spring of 2021.

The purpose of this Plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations 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 guidance to personnel relative to emergency preparedness, response, and recovery operations
3. Articulate a Pathways Charter Academy mission statement with regard to 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 in a timely manner

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) developed by the U.S. Department of Homeland Security. This Plan presents specific standardized procedures to be used in preparing for, and responding to, school emergencies.

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 2017–2018)

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

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32 * 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.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32 * 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.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32

Number of Classes * 33+

* 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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

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

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

*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: 1/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

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

*** NEED DISTRICT DATA ***

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

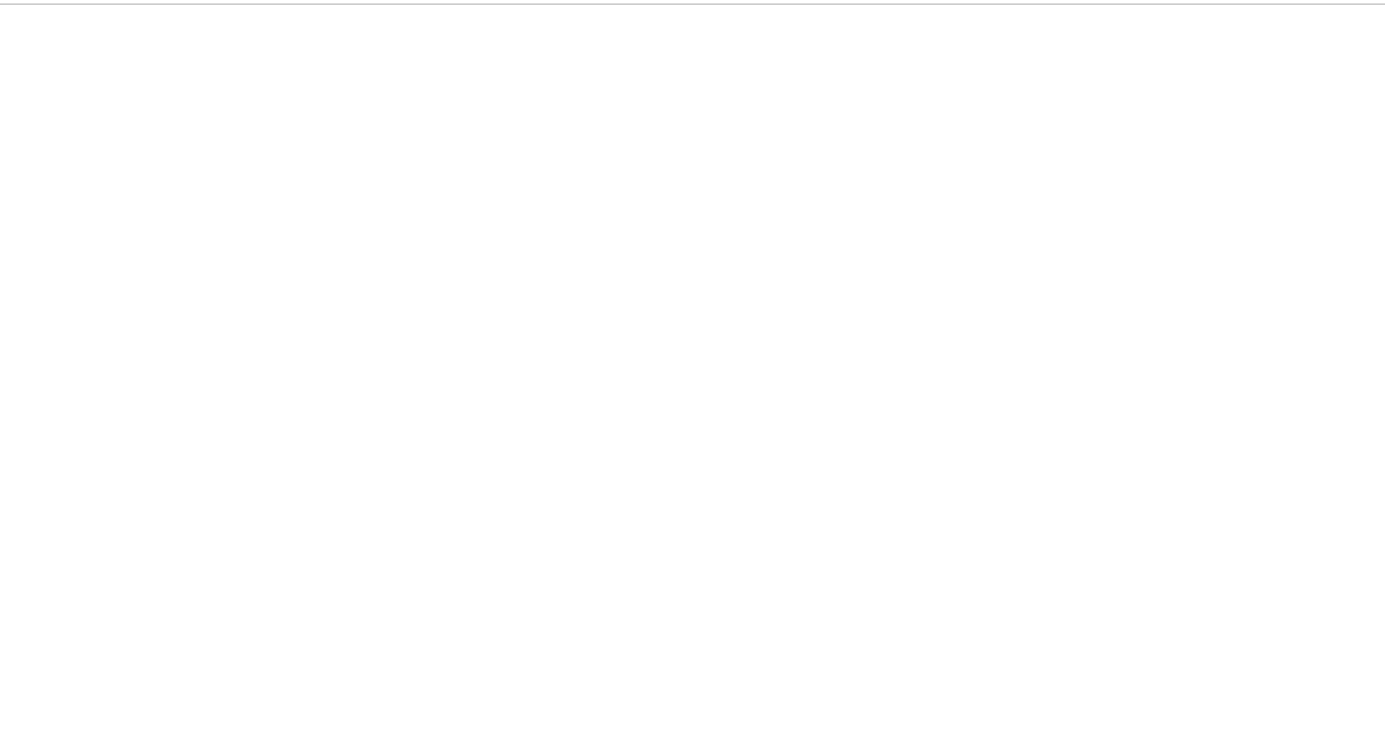
PATHWAYS CHARTER ACADEMY(PCA) DID NOT OPEN UNTIL THE 2020-2021 SCHOOL YEAR, SO THERE IS NO DATA AVAILABLE FOR PRIOR YEARS.

*** NEED DISTRICT & STATE DATA ***

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

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

Percent of Students in AP Courses --

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

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

Last updated: 1/8/2021

Professional Development

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

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement			15

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814