

Pathways Charter Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1895 Lassen Blvd. Yuba City, CA , 95993-8987	Principal:	John Kovach, Principal
Phone:	(530) 822-2401	Grade Span:	K-12

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.

About This School

John Kovach, Principal

Principal, Pathways Charter Academy

About Our School



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. Pathways Charter Academy is a non seat based county community charter school that services students in grades seven through twelve within Sutter, Yuba and Colusa counties. Pathways Charter Academy offers an individualized learning plan that includes a standards based curriculum, ROP/CTE class options, direct teaching, computer based options, and counseling for students. Our staff is conscientious, caring and supportive of all students 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](tel:(530)822-2401)
Email: johnk@sutter.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Reusser, Tom
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2021—2022)

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	johnk@sutter.k12.ca.us
Website	https://www.pathwayscharteracademy.org/
County-District-School (CDS) Code	51105120140152

School Description and Mission Statement (School Year 2021—2022)

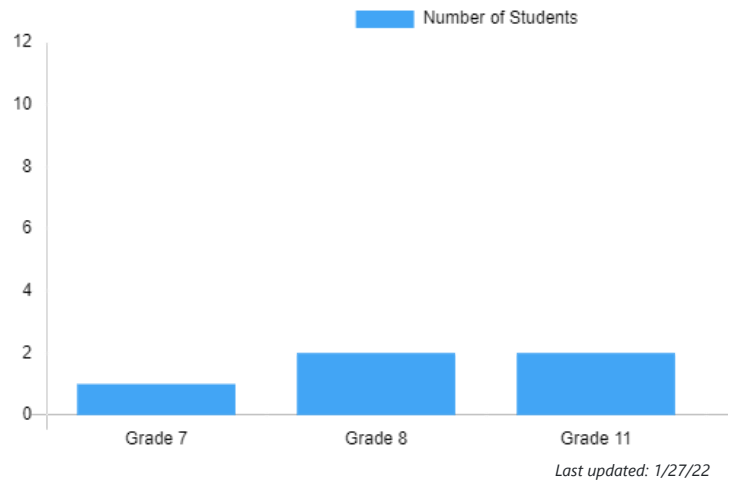
Pathways Charter Academy is a non-classroom based county community school operated by the Sutter County Office of Education. PCA provides the necessary foundation for students to become self-sufficient and caring adults who lead healthy lifestyles with social and emotional stability, enabling them to 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: 1/27/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	1
Grade 8	2
Grade 11	2
Grade 12	12
Total Enrollment	17



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	35.30%
Male	64.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.90%
Black or African American	5.90%
Filipino	0.00%
Hispanic or Latino	29.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.90%
White	41.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.80%
Foster Youth	0.00%
Homeless	5.90%
Migrant	0.00%
Socioeconomically Disadvantaged	88.20%
Students with Disabilities	5.90%

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—2021)

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)	0.3	45.3	23.1	45.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	0.9	2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7	13.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	53.3	4.9	9.7	12115.8	4.4
Unknown	0	0	14.4	28.6	18854.3	6.9
Total Teaching Positions	0.7	100	50.6	100	274759.1	100

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 to 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:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0.4
Total Out-of-Field Teachers	0.4

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity Courseware	Yes	0%
Mathematics	Edgenuity Courseware	Yes	0%
Science	Edgenuity Courseware	Yes	0%
History-Social Science	Edgenuity Courseware	Yes	0%
Foreign Language	Edgenuity Courseware	Yes	0%
Health	Edgenuity Courseware	Yes	0%
Visual and Performing Arts	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: 1/27/22

School Facility Conditions and Planned Improvements

The school achieved an overall ranking of 100% or "exemplary" on the FIT assessment. All systems were 100% "in good repair."

Last updated: 1/27/22

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 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Exemplary
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Last updated: 1/27/22

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 [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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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 completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/27/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
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	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/27/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
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	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/27/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	--	N/A	--	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/27/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

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	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/27/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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 4-step career inventory through a program called Virtual Job Shadow 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 Administration 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, 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 Ahlers, 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: 1/27/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
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: 1/27/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/27/22

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 2020—2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/27/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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.

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
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	19.60%	22.20%	34.90%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	32.60%	28.90%	23.30%	84.50%	84.20%	83.60%

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

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

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>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	19	19	17	89.5
Female	6	6	5	83.3
Male	13	13	12	92.3
American Indian or Alaska Native	1	1	1	92.3
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	6	6	5	83.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	8	8	7	87.5
English Learners	2	2	2	100.0
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	16	16	15	93.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	2	2	2	100.0

Last updated:

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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	16.36%	1.09%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	8.01%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/27/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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 2021 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 2021. The plan will be updated and presented for PCA in the spring of 2022.

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.

Last updated: 1/27/22

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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* 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 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* 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 2020—2021)

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

Last updated: 1/27/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.5

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* 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.

Types of Services Funded (Fiscal Year 2020–2021)

Programs and supports provided by PCA to support and assist students fall under two guidelines: academic support and behavior support.

Academic Supports:

Upon enrollment in PCA, each student is assessed for current skill level in reading, writing, and math. Students also work with admin and school counselors as well as intervention specialist to identify and set goals for the student. Academic assessments administered in the Renaissance learning program, Agent and through teacher assessments provide data. Students participate in academic instruction that is delivered by use of state adopted curriculum in our Edgenuity online curriculum. In addition to English Language Arts and Math, students also receive instruction in social studies, science, social skills, electives courses, CTE courses and intervention programs. In addition to teacher providing a small classroom setting which increases academic support, FRA hired two instructional aides to support all students in academics, planning and goal setting. PCA students are able to utilize the para educators as another resource in academic achievement and relationship building. These instructional aides are integral in providing targeted interventions to all students.

To support the academic program, a variety of technology is utilized in the PCA instructional program, including chromebooks, Internet access, Interactive "SMART " boards, and audio/video outputs. PCA students participate in the same district and state mandated assessments required for all students in Sutter County. Staff participates in professional development to support students in their academics. They participate in professional development for Edgenuity, PLC training, Aeries, GoGuardian, Google classroom and offerings from the Sutter County Superintendent of Schools CIA department.

PCA has access to a full time student attendance and outreach coordinator to increase attendance and improve engagement.

Behavioral Supports:

Students' academic instruction is but a part of their daily learning. Social and Emotional supports are also provided. Students' behavioral progress is assessed daily through our PBIS program which is implemented by all staff. For any student who does not progress in meeting expectations through regular classroom support, an individual Behavior Support Plan may be developed and implemented. SSO has hired and designated a full time counseling position and intervention specialist to focus on various social emotional supports, substance abuse intervention programs, counseling and family supports. Staff participates in professional development for PBIS as well as social emotional support programs to provide the best assistance for students and their families.

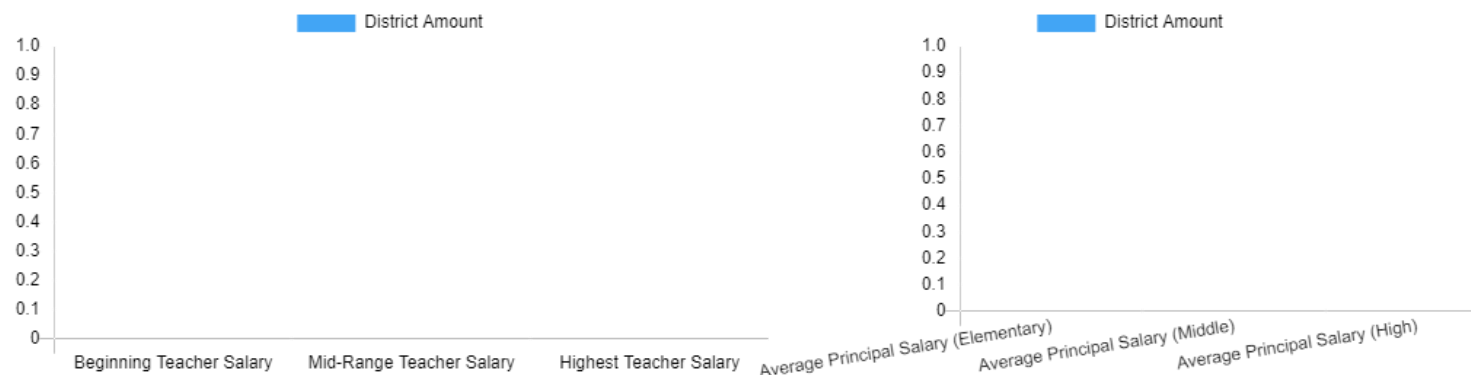
To promote school safety, the Student Support and Outreach office employs a full-time probation officer from the county juvenile probation program to support students at PCA, FRA and across the county.

Last updated: 1/27/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

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/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/27/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement		15	17

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	147	68	46.26	53.74	5.88
Female	40	19	47.50	52.50	15.79
Male	107	49	45.79	54.21	2.04
American Indian or Alaska Native	--	--	--	--	--
Asian	17	10	58.82	41.18	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	38	55.07	44.93	7.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	14	29.79	70.21	0.00
English Learners	28	16	57.14	42.86	6.25
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	56	45.90	54.10	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	140	65	46.43	53.57	6.15

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	147	64	43.54	56.46	4.69
Female	40	18	45.00	55.00	11.11
Male	107	46	42.99	57.01	2.17
American Indian or Alaska Native	--	--	--	--	--
Asian	17	10	58.82	41.18	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	35	50.72	49.28	2.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	13	27.66	72.34	0.00
English Learners	28	15	53.57	46.43	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	52	42.62	57.38	5.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	140	61	43.57	56.43	4.92

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/27/22