

Pathways Academy Charter School - Adult Education

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Pathways Academy Charter School - Adult Education
Street	26025 Newport Rd., Suite F205
City, State, Zip	Menifee, CA 92584
Phone Number	619-371-5017
Principal	Jarom Luedtke
Email Address	jluedtke@pathwaysacademy.education
School Website	https://www.pathwaysadulthoodeducation.org/
Grade Span	
County-District-School (CDS) Code	37-754160139451

2024-25 District Contact Information

District Name	Pathways Academy Charter School - Adult Education
Phone Number	619-371-5017
Superintendent	Jarom Luedtke, Executive Director
Email Address	jluedtke@pathwaysacademy.education
District Website	https://www.pathwaysadulthoodeducation.org/

2024-25 School Description and Mission Statement

<p>Mission Statement</p> <p>Pathways Academy Charter School - Adult Education seeks to develop literate, educated thinkers and achievers who:</p> <ul style="list-style-type: none"> Respect themselves Respect others Pursue knowledge Apply facts and theories to solve problems
--

2024-25 School Description and Mission Statement

Participate productively in the economy and their communities
Become motivated and able to learn for a lifetime

Pathways Academy Charter School - Adult Education will pursue this vision with a philosophy of:
Hiring, supporting, and continuously training a high-quality faculty and administration
Working cooperatively with staff, students, and client agencies
Tailoring education programs to meet each student's needs
Assessing students on an ongoing basis
Holding ourselves accountable for producing positive outcomes

To achieve our objectives, Pathways Academy Charter School - Adult Education will:
Market our school as broadly as possible to attract talented faculty and staff
Create program-improvement teams among our staff, our students, and our client agencies
Develop Student Achievement Plans for each of our students
Employ innovative real-time assessment instruments to measure student needs and progress
Monitor our success in improving student competencies—awarding achievement and correcting deficiencies.

Our Core Values

Sustainable Quality - Our program has the flexibility to create customizable learning for any student, no matter their past experience in traditional education, with a strong foundation of award winning educator experience

Individualized Learning - Students of all backgrounds find themselves learning like never before as they are supported and guided by our education expertise to find the best program for their needs and goals

Integrity - Founded by educators, our programs are held to the highest standards of financial and curriculum excellence so that students thrive

Innovation for Every Student - The uniqueness of every student is matched by our diverse array of programs that are always innovating and pushing forward for the betterment of student learning

Collaborative Partners - We strengthen relationships between families, programs, authorizer, and the community to create a learning environment that supports everyone

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	50
Grade 10	53
Grade 11	86
Grade 12	122
Total Enrollment	311

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63
Male	35.4
Non-Binary	1.6
American Indian or Alaska Native	1
Asian	1
Black or African American	13.5
Filipino	0.3
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	1.6
Two or More Races	5.1
White	19.3
English Learners	5.8
Foster Youth	1
Homeless	12.2
Socioeconomically Disadvantaged	41.8
Students with Disabilities	11.6

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.

2020-21 Teacher Preparation and Placement

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	21.48	86.00	57.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	1.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	78.52	58.00	38.89	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	3.00	2.05	18854.30	6.86
Total Teaching Positions	1.40	100.00	149.30	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.

2021-22 Teacher Preparation and Placement

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)	0.20	14.65	108.20	60.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.60	0.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	84.85	64.50	36.23	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	4.60	2.63	15831.90	5.67
Total Teaching Positions	1.90	100.00	178.20	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.

2022-23 Teacher Preparation and Placement

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	13.22	149.10	73.55	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.49	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	86.49	47.40	23.42	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	5.10	2.54	14303.80	5.15
Total Teaching Positions	3.40	100.00	202.70	100.00	277698	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.10	1.60	3
Total Out-of-Field Teachers	1.10	1.60	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	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	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Edgenuity curriculum is our online program, which is state standards aligned, A-G approved and Common Core aligned. An extensive curriculum review of the major online vendors determined that Edmentum was the best fit for our program. We consistently review the market and make comprehensive decisions based on standards alignment and resources. We also survey students and parents annually for feedback.

Edgenuity is our board-approved selected core curriculum for our online program. For more information, current course lists and video demonstration, please visit the following links.

Edgenuity Core Curriculum: <https://www.imaginelearning.com/solutions/core-curriculum/>

Edgenuity California Course Lists: <https://www.imaginelearning.com/pdf-viewer/?file=https://www.imaginelearning.com/wp-content/uploads/2022/10/EDG-Course-List-California.pdf#zoom=auto&pagemode=none>

Edgenuity Solutions: Credit Recovery, College and Career Readiness, Special Education Comprehensive Portfolio, Multilingual Solutions to support students developing English proficiency, Social and Emotional, Supplemental and Intervention <https://www.imaginelearning.com/solutions/>

Curriculum selection is a collaborative process that begins with our credentialed teachers and students discussing the particular needs of the individual student. The teacher creates an education plan—including the curriculum—that are tailored to the student’s learning style, level and preferred educational philosophy, within the guidelines of state standards.

The Edgenuity curriculum is designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the teacher and school counselor, to spend more intensive time and effort in specific areas of need. Additionally, student needs are identified through ongoing assessments to inform and guide appropriate and effective intervention strategies.

Year and month in which the data were collected

October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, 2024	Yes	0%
Mathematics	Edgenuity, 2024	Yes	0%
Science	Edgenuity, 2024	Yes	0%
History-Social Science	Edgenuity, 2024	Yes	0%
Foreign Language	Edgenuity, 2024	Yes	0%
Health	Edgenuity, 2024	Yes	0%
Visual and Performing Arts	Edgenuity, 2024	Yes	0%

Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%
---	-----	-----	----

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

School Facility Conditions and Planned Improvements

Pathways Academy Charter School—Adult Education program is virtual, therefore, there is no facility.

Year and month of the most recent FIT report

NA

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
-----------	------	------	------

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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	12	53	45	46	47
Mathematics (grades 3-8 and 11)	33	5	40	35	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	83	63.36	36.64	12.05
Female	76	47	61.84	38.16	12.77
Male	54	35	64.81	35.19	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	49	59.04	40.96	10.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	16	66.67	33.33	12.50
English Learners	13	7	53.85	46.15	--
Foster Youth	--	--	--	--	--
Homeless	13	7	53.85	46.15	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	48	65.75	34.25	10.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	84	64.12	35.88	4.76
Female	76	48	63.16	36.84	4.17
Male	54	35	64.81	35.19	5.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	50	60.24	39.76	4.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	16	66.67	33.33	6.25
English Learners	13	7	53.85	46.15	--
Foster Youth	--	--	--	--	--
Homeless	13	7	53.85	46.15	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	49	67.12	32.88	6.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.11	4.55	11.76	12.31	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	44	58.67	41.33	4.55
Female	41	22	53.66	46.34	4.55
Male	34	22	64.71	35.29	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	33	64.71	35.29	6.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	22	70.97	29.03	4.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Pathways Academy Charter School - Adult Education partners with local Workforce Innovation and Opportunity Act (WIOA) offices to provide students with vocational training in conjunction with a high school diploma. Upon completion of their vocational training and high school requirements, graduates are poised to be competitive applicants in high-demand fields of employment.

Students enrolled in WIOA programming receive:
 Personal and professional development,
 Life skills training, Leadership development,
 Career Center resources available, Staff support,
 Networking with local employers and community members.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	116
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	.65
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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 Level	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
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Pathways Academy Charter School - Adult Education serves students that are 16 years old or older; therefore, all involvement is through the students. In the case of minor students being enrolled in the school, parents are involved in their enrollment and in the support of their academic achievement. We strengthen relationships between families, programs, authorizers, and the community to create a learning environment that supports everyone. Opportunities for students and families to participate and

2024-25 Opportunities for Parental Involvement

provide input is communicated and available through input surveys, school social media page, and teacher/student/parent meetings

The Pathways Academy Charter School - Adult Education's Educational Partner Advisory Committee's (EPAC) role is to provide input and assistance to school administrators and educators relating to the school's plans, programs and services in order to help the school attain its goal of providing each student with the best education possible. The Educational Partner's engagement and partnership seeks to provide input to nurture relationships, build trust, to support student learning and positive outcomes by developing and providing a student-centered learning environment:

Assist by providing input on the educational priorities of the school based on achievement data

Offer input on a variety of school topics (school climate, social-emotional learning, special education, attendance)

Provide a communication link between the school and the community

Provide input on the concerns of students, parents, and community members and assist in developing solutions

Educational Partner Advisory Committee (EPAC) meeting dates, times, and zoom access is communicated by teacher communication and on the school social media. The EPAC agenda and minutes are posted on the school website (<https://pathwaysadulthoodeducation.org/resources-community-information/the-pacsae-educational-partner-advisory-committee/>)

The Special Projects Coordinator holds virtual Educational Partner and English Learner Committee meetings. All educational partners: Students, parents, staff, and school community members are invited to participate and give input.

EPAC and ELAC Meeting Dates:

November 14, 2024 School Safety Plan; Uniform Complaint Procedures; Communication with Teachers, School Staff, School Counselors, and Administration; Graduation Requirements, The Importance of Course Completion/Attendance, Interventions/Support and Counseling Services, Translation Needs and Services

December 11, 2024 LCAP Input Survey, School Accountability Report Card Update, English Learner Master Plan input

February 8, 2025 LCAP Input Survey Results, Comprehensive Support and Improvement [CSI], Testing Information, Counselor Webinars

March 20, 2025 LCAP Input/CSI, Testing, Counselor Webinars

May 15, 2025 LCAP Input, LCAP Draft, Testing Information

C. Engagement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	17.1	50.6	26.4	14.3	23.6	20.4	7.8	8.2	8.9
Graduation Rate	0	12.6	4.5	63.5	52.1	29.9	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	311	14	4.5
Female	157	7	4.5
Male	151	7	4.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	27	1	3.7
Filipino	--	--	--
Hispanic or Latino	166	5	3.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	4	25.0
White	85	4	4.7
English Learners	37	1	2.7
Foster Youth	11	1	9.1
Homeless	60	1	1.7
Socioeconomically Disadvantaged	238	12	5.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	43	3	7.0

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	985	736	409	55.6
Female	580	434	246	56.7
Male	396	296	159	53.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	--	--	--
Black or African American	109	88	55	62.5
Filipino	--	--	--	--
Hispanic or Latino	593	439	249	56.7
Native Hawaiian or Pacific Islander	13	--	--	--
Two or More Races	47	42	20	47.6
White	190	132	66	50
English Learners	106	81	48	59.3
Foster Youth	24	16	15	93.8
Homeless	115	96	59	61.5
Socioeconomically Disadvantaged	474	370	223	60.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	73	46	63

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.

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0	0.37	0.41	0	3.17	3.60	3.28
Expulsions	0.00	0.00	0	0.00	0.00	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

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	00

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.

2024-25 School Safety Plan

November 13, 2024 - The Comprehensive School Safety Plan was last reviewed, updated and discussed with the Educational Partner Advisory Committee and the English Learner Advisory Committee. The Comprehensive School Safety Plan was approved by the governing board December 10, 2024. The staff will be trained on the approved school safety plan on January 30, 2025. The Comprehensive School Safety Plan may be viewed on request.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	47		
Mathematics	4	36		
Science	5	36		
Social Science	6	50		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	60	2	
Mathematics	6	37		
Science	7	36		
Social Science	7	64	8	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	91		
Mathematics	4	71		
Science	4	54		
Social Science	4	95		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	311

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,613	\$1,256	\$10,357	\$65,731
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-3.9	-17.9

Fiscal Year 2023-24 Types of Services Funded

Pathways Academy Charter School - Adult Education is a non-classroom based independent study charter school program that provides students with guidance in academics and social-emotional support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$50,757
Mid-Range Teacher Salary		\$75,693
Highest Teacher Salary		\$105,687
Average Principal Salary (Elementary)		\$121,443
Average Principal Salary (Middle)		\$132,509
Average Principal Salary (High)		\$133,106
Superintendent Salary		\$167,660
Percent of Budget for Teacher Salaries	27%	26%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
-----------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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 Where there are student course enrollments of at least one student.	0

Professional Development

To ensure continued delivery of instruction to every student at Pathways Academy Charter School - Adult Education and to ensure the health and safety of the entire school community PACSAE staff participates in a variety of professional development and staff training. Following are a few examples:

Teachers are provided with professional development growth opportunities in the use of the full suite of Google tools to improve student engagement, interaction and collaboration,

Vector Solutions Training, July 2024 - September 2024: Vector Solutions Training K - 12: Cybersecurity, Drug Free Workplace;

Professional Development

Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Prevention.

Comprehensive School Safety Plan reviewed and shared with our educational partners for input on November 13, 2024. The Comprehensive School Safety Plan was approved by the school board December 10, 2024. Staff will be training on the approved safety plan January 30, 2025.

Workplace Violence Plan training: Initial training: 6/20/24, Annual: 1/30/25.

Professional development and team building topics are presented at team meetings: Students Experiencing Homelessness: Awareness and Understanding; Special Education: the Role and Responsibilities of All Employees in California Public Schools. School leadership participates in Webinars with CDE, EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB Foster Care services to stay current with changes in guidelines, information and legal requirements.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10