

# Pathways Academy Charter School - Adult Education

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

#### 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### Mission Statement

Pathways Academy Charter School - Adult Education seeks to develop literate, educated thinkers and achievers who:

Respect themselves

Respect others

Pursue knowledge

Apply facts and theories to solve problems

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

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	18
Grade 10	38
Grade 11	42
Grade 12	81
<b>Total Enrollment</b>	<b>179</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62%
Male	36.9%
American Indian or Alaska Native	1.7%
Asian	1.1%
Black or African American	15.6%
Filipino	1.1%
Hispanic or Latino	50.8%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	8.4%
White	19%
English Learners	4.5%
Homeless	6.1%
Socioeconomically Disadvantaged	38.5%
Students with Disabilities	5.6%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.30	21.48	86.00	57.63	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.60	1.08	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	78.52	58.00	38.89	12115.80	4.41
<b>Unknown</b>	0.00	0.00	3.00	2.05	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.20	14.65	108.20	60.76	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.60	0.37	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	84.85	64.50	36.23	11953.10	4.28
<b>Unknown</b>	0.00	0.00	4.60	2.63	15831.90	5.67
<b>Total Teaching Positions</b>	1.90	100.00	178.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	1.60
<b>Total Out-of-Field Teachers</b>	1.10	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Edmentum 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.

Edmentum 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.

[www.edmentum.com](http://www.edmentum.com)

[www.edmentum.com/course-lists/](http://www.edmentum.com/course-lists/)

[www.edmentum.com/solutions/high-school](http://www.edmentum.com/solutions/high-school)

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 Edmentum 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum, 2022	Yes	0%
Mathematics	Edmentum, 2022	Yes	0%
Science	Edmentum, 2022	Yes	0%
History-Social Science	Edmentum, 2022	Yes	0%
Foreign Language	Edmentum, 2022	Yes	0%
Health	Edmentum, 2022	Yes	0%
Visual and Performing Arts	Edmentum, 2022	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				NA
<b>Interior:</b> Interior Surfaces				NA

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				NA
<b>Electrical</b>				NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				NA
<b>Safety:</b> Fire Safety, Hazardous Materials				NA
<b>Structural:</b> Structural Damage, Roofs				NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				NA

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	67	33	55	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	33	41	40	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	39	6	15.38	84.62	--
Female	25	5	20.00	80.00	--
Male	14	1	7.14	92.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	2	14.29	85.71	--
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	18	2	11.11	88.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	39	3	7.69	92.31	--
Female	25	1	4.00	96.00	--
Male	14	2	14.29	85.71	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	1	7.14	92.86	--
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	18	2	11.11	88.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	11.11	26.32	11.76	29.47	30.29

## 2022-23 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	100	18	18.00	82.00	11.11
Female	64	13	20.31	79.69	7.69
Male	35	4	11.43	88.57	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	1	7.69	92.31	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	11	22.00	78.00	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	3	14.29	85.71	--
White	12	2	16.67	83.33	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	7	20.59	79.41	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	1.68
2021-22 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.

## 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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.

#### 2023-24 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 provide input is communicated and available through input surveys, board meetings, and teacher/student/parent meetings

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.

The Pathways Academy Charter School - Adult Education's Educational Partner Advisory Committee's 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 Pathways Academy Charter School - Adult Education's Educational Partner Advisory Committee (EPAC) may:

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)

Suggestions for educational partner training topics and speakers

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

The Special Projects Coordinator, holds virtual EPAC meetings. All educational partners: Students, parents, staff, and school community members are invited to participate

EPAC Meeting Dates:

November 16, 2023 (EPAC Info, School Info/Plans, Survey Input)

December 6, 2023 (LCAP Input Survey, LCAP Mid-Year Report, School Accountability Report Card)

February 8, 2024 (LCAP Input Survey Results)

March 20, 2024 (LCAP Input)

May 15, 2024 (LCAP Input)

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	18.8	17.1	50.6	14.7	14.3	23.6	9.4	7.8	8.2
<b>Graduation Rate</b>	0	0	12.6	58.8	63.5	52.1	83.6	87	86.2

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

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	87	11	12.6
<b>Female</b>	55	7	12.7
<b>Male</b>	31	4	12.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	15	2	13.3
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	39	6	15.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	20	2	10.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	13	1	7.7
<b>Socioeconomically Disadvantaged</b>	59	7	11.9
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	12	2	16.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	414	359	265	73.8
Female	259	224	166	74.1
Male	148	129	95	73.6
Non-Binary	7	6	4	66.7
American Indian or Alaska Native	7	6	5	83.3
Asian	10	9	6	66.7
Black or African American	58	46	37	80.4
Filipino	2	2	0	0.0
Hispanic or Latino	215	190	139	73.2
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	25	24	19	79.2
White	88	73	52	71.2
English Learners	35	29	24	82.8
Foster Youth	1	1	1	100.0
Homeless	67	58	46	79.3
Socioeconomically Disadvantaged	235	211	165	78.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	24	18	75.0

### 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.11	0.37	0.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
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

## 2023-24 School Safety Plan

November 2023 - The Comprehensive School Safety Plan was last reviewed, updated and discussed with the school faculty. The Comprehensive School Safety Plan will likely be approved by the governing board December 13, 2023. The Comprehensive School Safety Plan may be viewed on request.

[https://www.pathwaysadulthoodeducation.org/static/media/uploads/2023\\_school\\_safety\\_plan.docx.pdf](https://www.pathwaysadulthoodeducation.org/static/media/uploads/2023_school_safety_plan.docx.pdf)

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	2	16		
Mathematics	2	11		
Science	2	10		
Social Science	2	19		

## 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	0
Mathematics	6	37	0	0
Science	7	36	0	0
Social Science	7	64	8	2

## 2022-23 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	0

## 2022-23 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.

Title	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	1.4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$19,358	\$867	\$18,491	\$61,899
District	N/A	N/A		\$61,073
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	94.9	-16.5

## Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,681	\$47,616
Mid-Range Teacher Salary	\$68,330	\$75,580
Highest Teacher Salary	\$95,002	\$100,485
Average Principal Salary (Elementary)	\$0	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$142,140	\$157,977
Percent of Budget for Teacher Salaries	24.65%	27.82%
Percent of Budget for Administrative Salaries	4.16%	5.78%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Teachers are provided with professional development growth opportunities. The use of the full suite of Google tools to improve student engagement, interaction and collaboration training was provided. Vector Solutions Training, July 2023 - September 2023: Vector Solutions Training K - 12: Cybersecurity, Drug Free Workplace; Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Prevention. Comprehensive School Safety Plan reviewed and shared with staff November 2023. The Comprehensive School Safety Plan will likely be approved by the school board December 13, 2023.

## Professional Development

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, 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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10