Pathways Academy Charter School - Adult Education
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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@pathwayscharterschool.org
School Website	https://pathwayscharterschool.org/
Grade Span	9 - 12
County-District-School (CDS) Code	37-754160139451

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Pathways Academy Charter School is an accredited, online high school for students 16 and older authorized by the Warner Unified School District. It offers a flexible, personalized, and self-paced learning environment using the Edgenuity curriculum, with students able to access coursework 24/7 and receive support from highly qualified teachers and counselors through live virtual meetings. The program includes college and career counseling and leads to a high school diploma.

Mission Statement
Our mission is to provide a high-quality education within a fully virtual, flexible environment that empowers students ages 16 and above to earn their high school diploma at no cost. Through personalized support and strong community partnerships we equip students with the skills and knowledge needed to achieve their academic and career goals.

Vision Statement
We envision a future where every student, regardless of age, background, or circumstance, has the opportunity to succeed through education. By fostering lifelong learning, career readiness, and personal growth, we strive to remove barriers to academic achievement and empower individuals to build a brighter future for themselves, their families, and their communities.

Pathways Principles of Excellence
Authentic: The ability to maintain integrity in a transparent and genuine way.
Growth-Mindset: Being open to and implementing feedback in order to improve and make change. It takes time and requires adaptability and consistency. It actively seeks to improve the self and the whole.
Proactive: Seeking guidance in an engaging and attentive manner.Anticipating useful action with initiative by seeking guidance, problem solving, and prioritizing important tasks that have the potential to affect the organization.
Productive: Actively producing quality, efficient, meaningful results.
Solutions-Oriented: Seeking ways to solve issues that occur without complaint or sidestepping problems. Individuals that embody this concept are often geared towards problem solving, creating common goals among co-workers, and striving to overcome challenging situations.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	95
Grade 10	289
Grade 11	168
Grade 12	85
Total Enrollment	637

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	60.6
Male	38.1
Non-Binary	1.3
American Indian or Alaska Native	1.3
Asian	1.1
Black or African American	11.9
Filipino	0.2
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8
White	26.5
English Learners	7.7
Foster Youth	1.4
Homeless	10.8
Socioeconomically Disadvantaged	48.8
Students with Disabilities	8.2

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.

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)	0.2	14.65	108.2	60.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.6	0.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	84.85	64.5	36.23	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.6	2.63	15831.9	5.67
Total Teaching Positions	1.9	100	178.2	100	279044.8	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.

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)	0.4	13.22	149.1	73.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	0.49	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3	86.49	47.4	23.42	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.1	2.54	14303.8	5.15
Total Teaching Positions	3.4	100	202.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	0.6	7.77	175.7	75.76	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.2	0.13	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.3	92.23	47.6	20.56	12112.8	4.34
Unknown/Incomplete/NA	0	0	7.2	3.11	13705.8	4.91
Total Teaching Positions	7.9	100	231.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	3	7.3
Total Out-of-Field Teachers	1.60	3	7.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Edgenuity curriculum is our board approved 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 Edgenuity 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.

Curriculum selection is a collaborative process that starts with credentialed teachers and students discussing individual needs. Guided by grade level state standards, the teacher creates a personalized education plan that includes curriculum tailored to the student's specific learning style and academic level.

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.

For more information on the Edgenuity Curriculum, Course Lists, Credit Recovery, College and Career Readiness, Special Education Portfolio, Multilingual Solutions, Social and Emotional, Supplemental and Intervention, please visit https://www.imaginelearning.com/solutions/core-curriculum/

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, 2024	0%
Mathematics	Edgenuity, 2024	0%
Science	Edgenuity, 2024	0%
History-Social Science	Edgenuity, 2024	0%
Foreign Language	Edgenuity, 2024	0%
Health	Edgenuity, 2024	0%
Visual and Performing Arts	Edgenuity, 2024	0%
Science Laboratory Equipment (grades 9-12)	Edmentum, 2022	0%

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

School Facility Conditions and Planned Improvements

Pathways Academy Charter School program is virtual, therefore, there is no school facility.

Year and month of the most recent FIT report	N/A

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	12	27	45	49	47	48
Mathematics (grades 3-8 and 11)	5	12	35	40	35	37

2024-25 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	137	118	86.13	13.87	27.12
Female	72	59	81.94	18.06	28.81
Male	63	57	90.48	9.52	22.81
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	85	73	85.88	14.12	24.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	33	86.84	13.16	39.39
English Learners	11	9	81.82	18.18	--
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	65	87.84	12.16	29.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	15.38

2024-25 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	137	116	84.67	15.33	12.07
Female	72	57	79.17	20.83	10.53
Male	63	57	90.48	9.52	14.04
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	85	72	84.71	15.29	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	33	86.84	13.16	15.15
English Learners	11	9	81.82	18.18	--
Foster Youth	--	--	--	--	--
Homeless	16	12	75.00	25.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	64	86.49	13.51	14.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	23.08

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.55	14.63	12.31	19.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	83	89.25	10.75	14.63
Female	64	59	92.19	7.81	13.79
Male	27	22	81.48	18.52	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	50	90.91	9.09	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	18	90.00	10.00	22.22
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	38	86.36	13.64	8.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

2024-25 Career Technical Education Programs

Pathways Academy Charter School 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	422
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	1.73
Graduates Who Completed All Courses Required for UC/CSU Admission	0.3

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.

2024-25 California Physical Fitness Test Participation Rates

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	0	0	0	0	0

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.

2025-26 Opportunities for Parental Involvement

Pathways Academy Charter School serves students that are 16 years old or older; therefore, all involvement is mostly 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. To strengthen relationships with our educational partners to create a learning environment that supports everyone, we communicate opportunities for students and families to participate and provide input

2025-26 Opportunities for Parental Involvement

through the LCAP input survey. The LCAP input survey allows our educational partners to provide anonymous feedback regarding our school's services. Through their reviewing of our current educational program, actions and services, we can identify key strengths and areas for improvement. Student/parent/teacher and Educational Partner Input meetings offer additional opportunities for engagement to provide direct input and engage in the planning process. Through these collaborative efforts, the engagement of our student/parent/teacher/partner members we are able to work together to build a comprehensive plan that effectively meets the unique needs of every student we serve.

The Pathways Academy's Educational Partner Input Meeting's (EPIM) role is to provide input 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:

Educational Partner Input Meeting (EPIM) agendas and minutes are posted on the school website. For those that were unable to attend the meetings, the online agendas and minutes offer an additional opportunity to ask questions and provide input.
2025-2026 EPIM Mtg Dates and Topics:
February 2025: LCAP Input Survey Results, Comprehensive Support and Improvement (CSI), LCAP Input
March 2025: LCAP Input, LCAP Mid-Year Update, CSI, Tiered Re-Engagement, CAASPP Testing, Counselor Webinars
May 2025: LCAP Input, LCAP Draft, Mission and Vision Statements Input, CAASPP Testing Update, Counseling Department Update/Student of the Month
September 2025: Uniform Complaint Procedures, School Safety Plan, IXL Assessment Implementation, Communication with Teachers, School Staff, Counselors, and Administration; WASC Mid-Cycle Review and Input: Prioritized Areas for Growth; Counseling Department Services, The Importance of Course Completion an Attendance; Translation Needs and Services, Student of the Month
November 2025: Educational Partner Input Survey review and input, School Accountability Report Card, WASC Mid-Cycle Review Input, LCAP Mid-Year Update, English Learner Master Plan, Tiered Reengagement, Student Services Department; Counselor Webinars: Opportunities for Parents and Students, Graduation Requirements
January 2026: Educational Partner Input Survey: January 9th - 29th, LCAP Input and Positive School Survey, CSI and Differentiated Assistance Overview and Input; WASC Mid-Cycle Review and Input: Prioritized Areas for Growth, Finalized School Accountability Report Card
February 2026: Educational Partner LCAP and Positive School Input Survey Results, LCAP Input, WASC Mid-Cycle Review Update, LCAP Mid-Year Report
March 2026: LCAP Draft, LCAP Input, CSI in LCAP, Differentiated Assistance Plan, CAASPP Testing, Counseling Department Update, WASC Accreditation Update
May 2026: LCAP Input, LCAP, Budget Overview for Parents, Local Indicators, CAASPP Testing Update, Counseling Department Update

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	50.6	26.4	21.9	23.6	20.4	18.9	8.2	8.9	8
Graduation Rate	12.6	4.5	34.2	52.1	29.9	46.5	86.2	86.4	87.5

2024-25 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	389	133	34.2
Female	203	63	31.0
Male	180	67	37.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	35	15	42.9
Filipino	--	--	--
Hispanic or Latino	220	68	30.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	25	10	40.0
White	87	35	40.2
English Learners	54	14	25.9
Foster Youth	18	3	16.7
Homeless	91	24	26.4
Socioeconomically Disadvantaged	328	104	31.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	66	18	27.3

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1585	1257	523	41.6
Female	929	742	314	42.3
Male	643	504	207	41.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	12	7	58.3
Asian	22	20	9	45.0
Black or African American	174	136	57	41.9
Filipino	--	--	--	--
Hispanic or Latino	863	664	267	40.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	80	62	25	40.3
White	417	356	153	43.0
English Learners	153	128	57	44.5
Foster Youth	44	31	20	64.5
Homeless	189	145	84	57.9
Socioeconomically Disadvantaged	829	668	298	44.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	151	119	58	48.7

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

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.41	0.56	0.19	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The Pathways Academy Charter School Comprehensive Safety Plan (CSP) is in accordance with (EC)35294.6 in maintaining a school safety plan relevant to the needs and resources of our school. In accordance with (EC) 32282, Pathways Academy Charter School's CSP includes child abuse reporting procedures, routine and emergency disaster procedures, policies for suspension and expulsion, procedures to notify teachers of dangerous students, discrimination and harassment policy, hate crime reporting procedures, and procedures for providing a safe and orderly environment conducive to learning at our school.
In accordance with SB153 (EC)32282, Pathways Academy Charter School included an Instructional Continuity Plan (ICP) with procedures for pupil engagement, communication and instructional and mental health student support.

Pathways Academy is an independent study program and students do not come to a site; however, in the event students are in our care during any disaster i.e. earthquakes, fire, natural disaster, or harmful threat, our school personnel will follow the safety protocol and procedures of the facility they are visiting.
In the event of an emergency, staff will also follow the safety procedures of the facility they are visiting.

Comprehensive School Safety Plan:
Last reviewed and updated: September 3, 2025: Educational Partner Input Meeting.
Governing board approval: September 9, 2025 (consent item 6.3).
Staff training: September 11, 2025, staff meeting.
Violence in the Workplace Prevention Plan staff training: February 19, 2026, staff meeting.
Availability: Both plans are available for viewing upon request.

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

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	33		
Mathematics	6	11		
Science	5	16		
Social Science	7	24		

2024-25 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	115.19

2024-25 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)	2.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$14,466	$1,415	$13,051	$80,187
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	19.1	1.9

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		$54,773
Mid-Range Teacher Salary		$78,981
Highest Teacher Salary		$117,337
Average Principal Salary (Elementary)		$128,425
Average Principal Salary (Middle)		$137,947
Average Principal Salary (High)		$138,809
Superintendent Salary		$176,162
Percent of Budget for Teacher Salaries	25.89%	24.71%
Percent of Budget for Administrative Salaries	2.87%	5.91%

2024-25 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 and to ensure the health and safety of the entire school community our staff participates in a variety of professional development and staff training. Following are a few examples:
Use of the full suite of Google tools to improve student engagement, interaction and collaboration,
Vector Solutions Training, July 2025, K - 12: Cybersecurity, Drug Free Workplace; Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Prevention.
Workplace Violence Plan training: Initial training: 6/20/24, Annual: 2/13/25, 2/19/26.
Pathways Principles of Excellence: Growth Mindset, 8/14/25; Proactive, 9/11/25;
Comprehensive School Safety Plan reviewed and shared with our educational partners for input on 9/03/25. Staff School Safety Plan Overview Training: 9/11/25. School Board Approval of Safety Plan 9/9/25 (consent item 6.3).
10/09/25 - 10/11/25: WASC Strategic Planning, IXL, Postsecondary Planning/Grad Plan, Supporting our Pathways Citizen: Foster Youth, EL, SPED, Homeless, Age and Education History, Student Notes, Mission & Vision; Culturally Responsive Interactions.
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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10