Pathways Charter Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

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

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

- For more information about SARC requirements 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.

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/.

About This School

Chris Reyna, Principal

 Principal, Pathways Charter Academy

Contact

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

Phone: (530) 822-2401
Email: chrisr@sutter.k12.ca.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Pathways Charter Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, CA , 95993-8987
Phone Number	(530) 822-2401
Principal	Chris Reyna, Principal
Email Address	chrisr@sutter.k12.ca.us
Website	https://www.pathwayscharteracademy.org/
Grade Span	K-12
County-District-School (CDS) Code	51105120140152

School Description and Mission Statement (School Year 2025–26)

Pathways Charter Academy (PCA) is a Non-Seat-Based Dashboard Alternative School Status (DASS) Charter School established in the 2020–2021 school year by the Sutter County Superintendent of Schools to cater to students requiring alternative educational programs. PCA stands out as an innovative program that delivers individualized educational services tailored to the needs of students in grades 7–12. The academy prioritizes a safe, challenging, and supportive environment where students are encouraged to take responsibility for their roles in local and global communities.

?PCA serves diverse students, including those at risk of expulsion, those who have been expelled, court- or probation-referred youth, and students who transfer voluntarily at their parents' request. The academy operates on an independent study model, offering a flexible, self-guided approach to learning. This model is ideal for students who demonstrate a high level of independence and can manage their educational goals under the supervision of credentialed teachers.

The program aligns with the County Office's established course of study, ensuring students receive the same values, skills, and knowledge as traditional classroom instruction. The written Master Agreement serves as a framework, clearly outlining each student's individualized academic pathway, fostering accountability, and defining goals for success. PCA's flexible schedule allows students to balance their education with other commitments, such as part-time work, dual enrollment in college courses, career technical education (CTE) programs, mentoring, and internships.

Mission Statement: At Pathways Charter Academy, we transform potential into purpose. By tailoring education to each student's unique strengths, we equip them with the critical thinking and resilience needed to thrive as healthy, productive members of our community.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 8	3
Grade 9	3
Grade 10	3
Grade 11	4
Grade 12	6
Total Enrollment	19
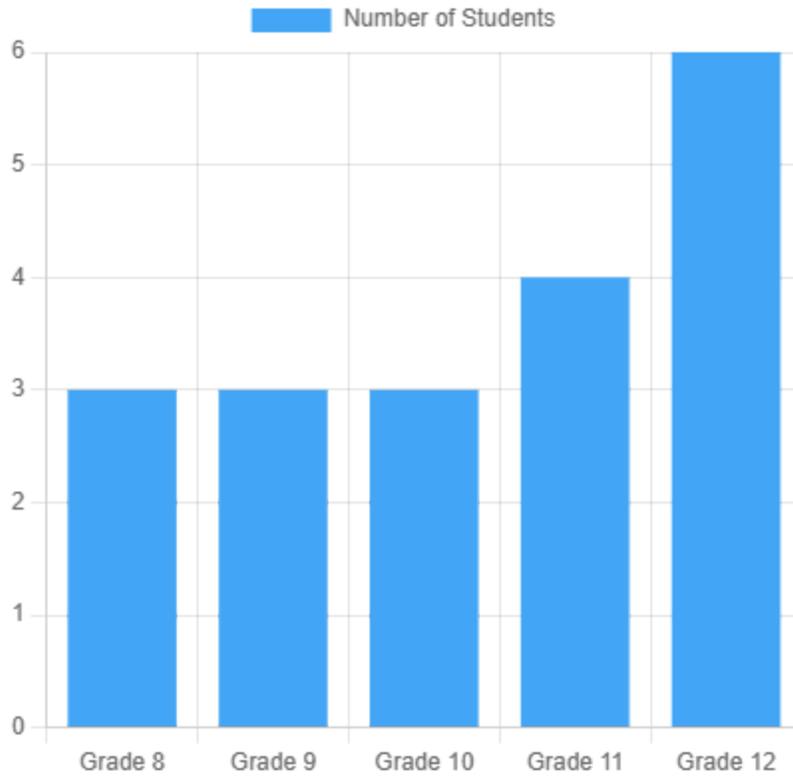
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	36.80%
Male	63.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.30%
Black or African American	5.30%
Filipino	0.00%
Hispanic or Latino	63.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	26.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.80%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	100.00%
Students with Disabilities	15.80%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

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	48.00%	28.80	55.95%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	5.81%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.60	1.20%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	51.00%	1.90	3.84%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.10	33.16%	15831.90	5.67%
Total Teaching Positions	1.00	100.00%	51.60	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.

Teacher Preparation and Placement (School Year 2022–23)

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	40.37%	17.10	35.69%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	2.08%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	20.20	42.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	59.63%	2.70	5.62%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	6.90	14.46%	14303.80	5.15%
Total Teaching Positions	1.00	100.00%	48.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	0.10	16.85%	21.60	43.26%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.50	7.16%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	17.20	34.54%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	83.15%	2.70	5.48%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	4.70	9.52%	13705.80	4.91%
Total Teaching Positions	0.80	100.00%	50.00	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.50	0.6	0.70
Total Out-of-Field Teachers	0.50	0.6	0.70

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

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	ELA: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Mathematics	Math: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Science	Science: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
History-Social Science	History: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Foreign Language	Foreign: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Health	Health: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Visual and Performing Arts	VAPA: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Pathways Charter Academy has achieved an overall 98% (Good) ranking on the Facility Inspection Tool (FIT) assessment. The indication is that the school is adequately maintained and in good repair, with non-critical deficiencies, which are isolated, resulting from minor wear and tear, and are being mitigated.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
     2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
     3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	0%	0%	18%	21%	47%	48%
Mathematics (grades 3-8 and 11)	0%	0%	11%	14%	35%	37%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	7	63.64%	36.36%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	7	63.64%	36.36%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: 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.

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.

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

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)	--	--	0.00%	7.14%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Career Technical Education (CTE) Programs (School Year 2024–25)

Students who enroll at Pathways Charter Academy must complete an orientation process in which they are assessed in multiple ways, and an Individual Learning Plan (ILP) is developed for each student. Part of this intake process is to gather information on what career paths students are interested in pursuing. Using assessment data and students' interests, the counselor works with students and their families to identify strengths and areas for growth. The student will be guided to appropriate CTE courses aligned with their interests and goals through an online career interest survey from Xello and an online program.

Students at PCA have access to CTE courses through two pathways. One is online through our adopted curriculum program, Edgenuity. Edgenuity offers a catalog of highly relevant CTE courses that help students explore their interests through 16 Career Clusters, 11 Career Pathways, and 17 Certification Pathways. It offers multi-year support for high-demand, high-interest careers and job certification readiness.

Students at PCA also have access to CTE courses available through the Sutter County Superintendent of Schools' CTE programs, which serve the tri-county area of Sutter, Yuba, and Colusa counties. Students can participate in relevant pathways and high-demand, high-interest careers. Sutter County CTE offers 15 Career Pathways, with high-quality courses that empower students and help them succeed after high school. Tri-County CTE offers on-site and community courses to help students pursue their career interests.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	13
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 of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

Parent/Student Orientation Meeting with Principal

Parent Advisory Committee

Teacher/Parent Meeting

Back to School

Parent Community Fair

Individual Education Plan/504 Meetings

Panorama Survey

Parent/School Counselor Meeting

Graduation Ceremony

Email/Text/Phone Communication

State Priority: Pupil Engagement

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

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

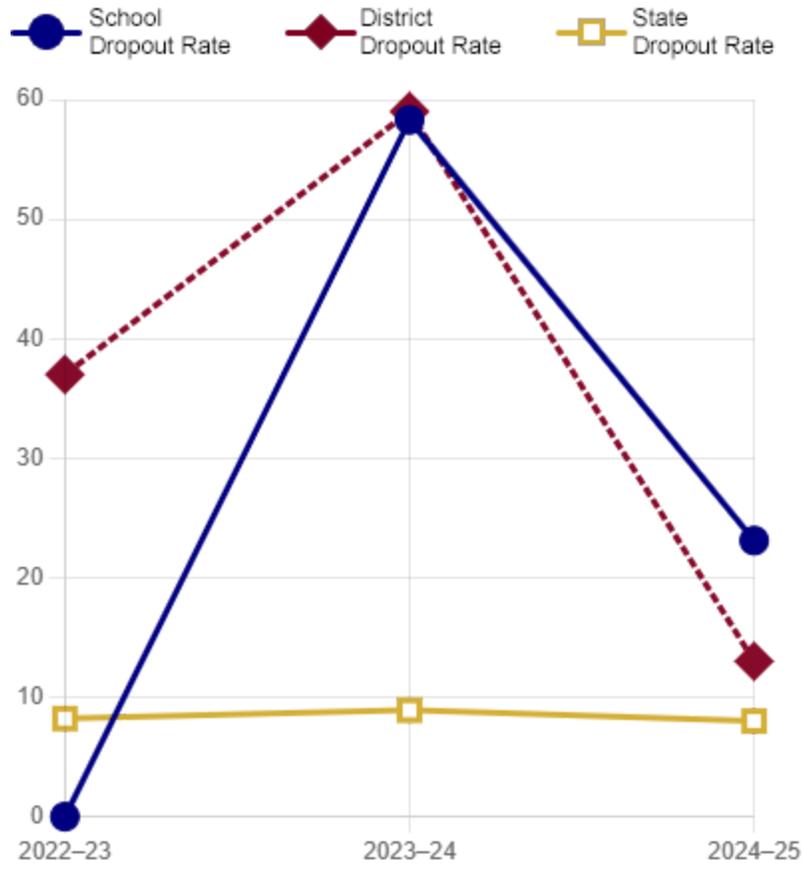**Graduation Rate and Dropout Rate (Four-Year Cohort Rate)**

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
Graduation Rate	--	41.7%	46.2%	26.1%	33.3%	50.0%	86.2%	86.4%	87.5%
Dropout Rate	--	58.3%	23.1%	37.0%	59.0%	13.0%	8.2%	8.9%	8.0%

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

Graduation Rates
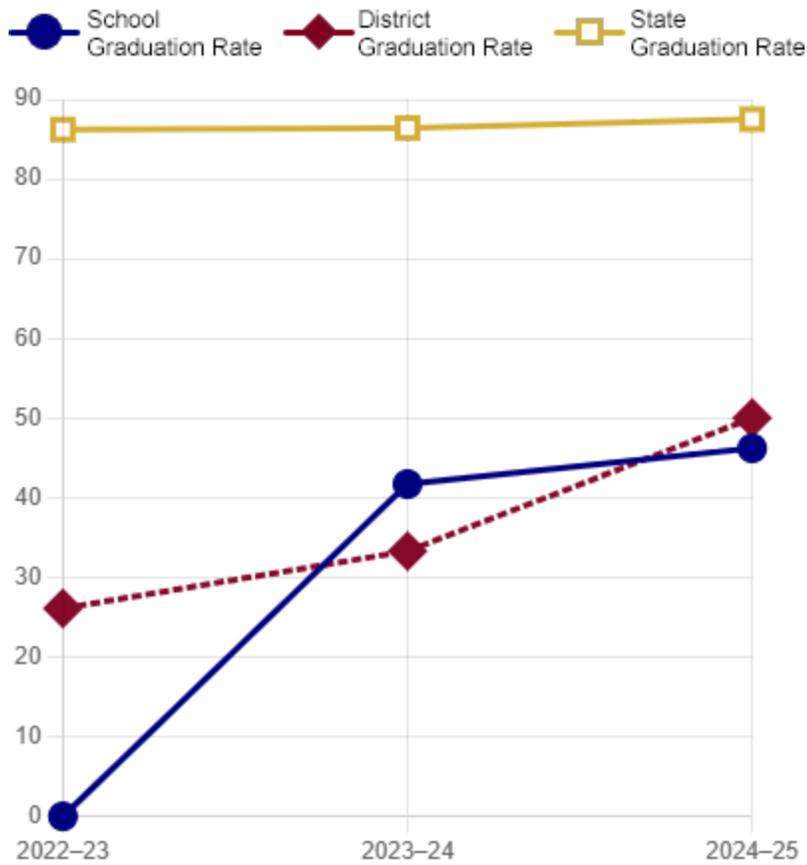
Dropout Rates

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	6	46.2%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	12	5	41.7%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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 student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	41	31	16	51.6%
Female	13	12	5	41.7%
Male	28	19	11	57.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	19	9	47.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	--	--	--
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	40	30	16	53.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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

Rate	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
Suspensions	0.00	0.00	9.76	8.70	0.00	9.43	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.76%	0.00%
Female	7.69%	0.00%
Male	10.71%	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	12.50%	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	18.18%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	10.00%	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.

School Safety Plan (School Year 2025–26)

The Pathways Charter Academy (PCA) Safety Plan, reviewed in November 2025 and adopted by the Sutter County Superintendent of Schools Safety Committee, is a comprehensive framework for managing and responding to emergencies during school hours. The safety plan emphasizes preparedness, a structured response, and recovery to protect students' and staff members' lives, safety, and property.

Key Objectives:

1. **Life and Property Protection:** The foremost goal of the safety plan is to safeguard the well-being of students, staff, and the school environment during emergencies.

2. **Mission-Specific Guidance:** The safety plan provides PCA-specific guidance to personnel, ensuring clarity in roles and responsibilities across all stages of emergency management—preparedness, response, and recovery.

3. **Emergency Preparedness Mission Statement:** It articulates PCA's commitment to maintaining readiness, swiftly addressing emergencies, and recovering efficiently.

4. **Emergency Operations Centers (EOC):** The safety plan identifies primary and alternate EOC locations and pre-planned command post sites, ensuring flexibility and coordination during emergencies.

5. **Critical Facilities:** It outlines the locations of essential infrastructure within the school, streamlining resource allocation and crisis management.

6. **Timely Recovery:** A critical focus is placed on business continuity and rapid restoration of services to minimize disruption.

7. **Resumption of Activities:** The safety plan prioritizes the swift return to normal outdoor school activities to foster a sense of normalcy and stability.

Alignment with Established Systems:

The PCA Safety Plan is aligned with California's **Standardized Emergency Management System (SEMS)** and the U.S. Department of Homeland Security's **National Incident Management System (NIMS)**. This ensures that procedures and response strategies align with state and national standards, facilitating effective coordination with external agencies and resources.

Features:

- **Standardized Procedures:** The safety plan outlines explicit, systematic procedures for preparing for and responding to emergencies, ensuring consistency and reliability.
- **Collaboration and Coordination:** The safety plan fosters a unified approach to managing crises by leveraging school and community resources.

- **Focus on Restoration:** Emphasizing quick recovery, the safety plan underscores the importance of promptly resuming school operations and outdoor activities after an emergency.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	13	0	0
Mathematics	2.00	9	0	0
Science	2.00	12	0	0
Social Science	2.00	15	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	4		
Mathematics	6.00	4		
Science	3.00	7		
Social Science	3.00	9		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5.00	4		
Mathematics	3.00	6		
Science	3.00	6		
Social Science	2.00	8		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	62.5

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.20
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18274.00	$1909.00	$16365.00	$130262.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

- **State-Adopted Curriculum:** Core academic instruction is delivered through the Edgenuity online platform, providing a flexible, engaging learning environment.
- **Broad Instructional Offerings:** Core subjects such as English and Math, as well as Science, Social Studies, Social Skills, Career Technical Education (CTE), elective courses, and intervention programs.
- **Small Class Sizes and Aides:** PCA offers small class sizes to provide individualized attention. Additionally, three instructional aides work directly with students, offering targeted interventions, academic support, and assistance in planning and goal-setting.
- **Technology Integration:** Classrooms are equipped with Chromebooks, interactive TVs, and audio/visual tools, ensuring that students have access to modern, engaging instructional resources.
- **State Assessments:** PCA students participate in district and state-mandated assessments, ensuring they meet the same academic standards as other students in Sutter County.
- **Professional Development for Staff:** Our educators are dedicated to continuous improvement through professional development. They receive training in tools and programs such as Edgenuity, PLC (Professional Learning Communities), Google Classroom, GoGuardian, and blended learning strategies, enabling them to better support student success.
- **Attendance and Engagement Focus:** Recognizing that attendance is crucial to academic achievement, PCA employs a .20 FTE student attendance and

outreach. This dedicated role focuses on improving attendance, increasing student engagement, and ensuring students remain connected to their learning journey.

- **Art:** Art provides students with opportunities to develop creativity, critical thinking, and technical skills through hands-on experiences across media such as drawing, painting, digital art, and mixed media. Students learn to express their ideas, emotions, and perspectives while building problem-solving skills and attention to detail.

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Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49811.00	--
Mid-Range Teacher Salary	$85943.00	--
Highest Teacher Salary	$122074.00	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
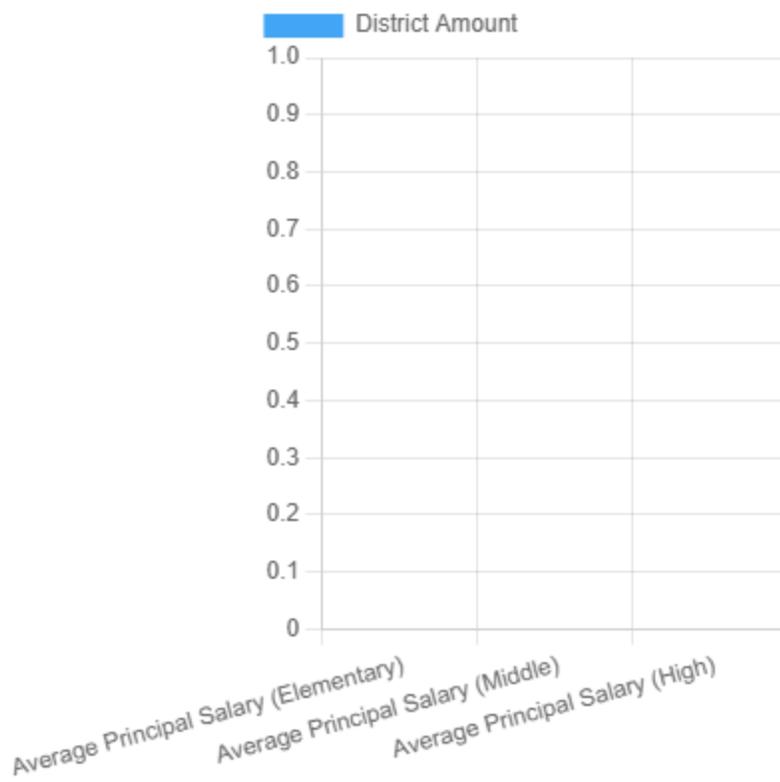
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	4
Science	4
Social Science	4
Total AP Courses Offered*	17

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	22	26	26