

# Placer County Pathways Charter School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Placer County Pathways Charter School
<b>Street</b>	360 Nevada Street
<b>City, State, Zip</b>	Auburn, CA 95603
<b>Phone Number</b>	(530) 745-1328
<b>Principal</b>	Christina Fahlstrom/Andrew Wood
<b>Email Address</b>	cfahlstrom@placercoe.org/awood@placercoe.org
<b>School Website</b>	www.placercoe.org
<b>County-District-School (CDS) Code</b>	31 10314 0126904

## 2022-23 District Contact Information

<b>District Name</b>	Placer County Office of Education Pathways Charter School
<b>Phone Number</b>	(530) 889-8020
<b>Superintendent</b>	Gayle Garbolino-Mojica
<b>Email Address</b>	ggarbolino-mojica@placercoe.org
<b>District Website Address</b>	www.placercoe.org

## 2022-23 School Overview

Mission Statement: The Student Services Department will increase student achievement through meaningful and rigorous instruction for all students.

Situated in the Sierra Foothills, the Placer County Office of Education (PCOE) serves over 75,000 students in 16 school districts across Placer County. To serve the students of Placer County, PCOE provides an array of programs and services to meet student needs. This task is accomplished by providing high-quality, specialized programs for students, recruiting, retaining, and developing highly qualified staff, and monitoring fiscal accountability and expenditures.

The Placer County Pathways Charter School is located at multiple sites in Placer County. As a Placer County Office of Education school, Pathways Charter serves students in transitional kindergarten through twelve (TK-12).

The Pathways Charter School serves students in several distinct programs:

iLearn Academy is an Independent Study program serving families with children in TK-8 who choose to educate their children at home or in a hybrid program. iLearn teachers regularly collaborate with parents and students to provide a rigorous, standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to online learning, on-site classes, field trips, and school-wide events to promote community and connections with others. iLearn Academy typically serves 170-200 students at any one time. Demographic data: 21% Hispanic, 1% American Indian/Alaskan Native, 0% Asian, 1% Filipino, 0% Black/African American, 71% White, 4% Multiple, 2% Declined to State, 2% English Learners, 19% Special Education, 42% Socio-Economically Disadvantaged, 0% Foster Youth.

## 2022-23 School Overview

Intensive CARE (iCARE) is a WASC-accredited County Community School program serving seventh through twelfth graders who are expelled, referred by probation or the School Attendance Review Board (SARB), or placed by a parent. iCARE classes provide instruction in a small and supportive setting. In addition, students can access Career Technical Education options as they progress toward their learning goals. Academic and Career Counseling is provided to all students, and a broad course of study is available using a blended model of in-class instruction and online coursework. iCARE typically serves students for less than one year. The school-specific demographic data reported below was collected in October of 2022 and can be highly variable due to the transient nature of the student population. iCARE Community School typically serves 30-60 students at any one time. However, many students transfer in and out of the program throughout the school year. iCARE also provides a voluntary independent study option for students on probation, referred, expelled, or voluntarily placed by parents if appropriate. Demographic data: 35% Hispanic, 0% American Indian/Alaskan Native, 3% Asian, 5% Black/African American, 49% White, 8% Multiple, 9% English Learners, 21% Special Education, 54% Socio-Economically Disadvantaged, 4% Foster Youth.

The Come Back Program is a WASC-accredited independent study program specifically designed to address the academic needs of adult students who have not completed high school and who wish to obtain a high school diploma. The Come Back Program reaches students who have "dropped out," are not currently enrolled in any school, or face challenges that make daily attendance difficult. The Come Back Program educates students who have fallen behind in their studies, provides opportunities and resources to increase career/workforce readiness skills, provides individualized instruction, and assists students in earning a high school diploma. Demographic data: 39% Hispanic, 5% American Indian/Alaskan Native, 3% Asian, 2% Black/African American, 46% White, 5% Multiple, 0% Declined to State, 5% English Learners, 13% Special Education, 75% Socio-Economically Disadvantaged, 0% Foster Youth.

During the 2021-2022 school year, 482 students were served at Pathways Charter School.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	21
Grade 2	24
Grade 3	20
Grade 4	25
Grade 5	23
Grade 6	20
Grade 7	17
Grade 8	19
Grade 9	5
Grade 10	63
Grade 11	10
Grade 12	14
<b>Total Enrollment</b>	<b>278</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	57.6
American Indian or Alaska Native	1.4
Asian	1.1
Black or African American	1.1
Filipino	0.4
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.0
White	62.9
English Learners	4.0
Foster Youth	0.4
Homeless	4.7
Migrant	0.0
Socioeconomically Disadvantaged	45.7
Students with Disabilities	18.3

### 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>	12.00	69.39	23.80	54.91	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.20	2.93	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.30	30.55	7.50	17.47	12115.80	4.41
<b>Unknown</b>	0.00	0.00	10.60	24.63	18854.30	6.86
<b>Total Teaching Positions</b>	17.30	100.00	43.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	5.30	
<b>Total Out-of-Field Teachers</b>	5.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 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)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Placer County Office of Education held a public hearing on August 11, 2022. It determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment according to the settlement of Williams vs. the State of California.

All students, including English language learners, are given individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to take home. Books and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks the most current available in the school. All teachers review materials approved for use by the State, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. Before adoption, all recommended materials are available for parent examination at the district office. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

7/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-6th: McGraw Hill, Wonders, 2016 4th-12th: Houghton Mifflin Harcourt, Journey and Collections, 2016 9th-12th: Cyber High, 2010	Yes	0
<b>Mathematics</b>	K-5th: McMillan McGraw-Hill, My Math Premium System, 2015 6th-8th: McMillan McGraw-Hill, CA Middle School Math, 2015 6th-12th: College Preparatory Mathematics (CPM), 2014 9th-12th: Cyber High, 2010	Yes	0
<b>Science</b>	K-8th: Amplify, 2022 9th-12th: Stemsopes, 2021 9th-12th: Cyber High, 2010	Yes	0
<b>History-Social Science</b>	K-5th: Houghton Mifflin, 2008 4th-12th: Holt, 2008 1st-6th: Harcourt, 2008 9th-12th: Cyber High, 2010	Yes	0
<b>Foreign Language</b>	9th-12th: Cyber High, 2010	Yes	0
<b>Health</b>	9th-12th: Cyber High, 2010	Yes	0
<b>Visual and Performing Arts</b>	9th-12th: Cyber High, 2010	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Science First Mobile Lab Station Stemsopes, 2021	Yes	0

## School Facility Conditions and Planned Improvements

The Placer County Office of Education (PCOE) makes great efforts to ensure all its school sites are clean, safe, and functional. To ensure these goals and objectives are met, PCOE employs custodial & maintenance staff or contracts with partner districts for nightly cleaning services and routine maintenance of all facilities it owns, leases, or operates. Each facility is inspected yearly on or about July 1st of each school year. Regular maintenance of HVAC, electrical, painting, plumbing, grounds, and general building upkeep are planned according to industry standards and specifications. A work order ticketing system is available for staff to submit repair and safety items that need to be addressed.

Year and month of the most recent FIT report

9/16/2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

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

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	45	N/A	34	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	41	N/A	28	N/A	33

## 2021-22 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
<b>All Students</b>	146	143	97.95	2.05	44.76
<b>Female</b>	54	53	98.15	1.85	54.72
<b>Male</b>	92	90	97.83	2.17	38.89
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	30	29	96.67	3.33	41.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	104	103	99.04	0.96	44.66
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	61	60	98.36	1.64	35.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	31	29	93.55	6.45	24.14

## 2021-22 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
<b>All Students</b>	146	143	97.95	2.05	40.56
<b>Female</b>	54	53	98.15	1.85	41.51
<b>Male</b>	92	90	97.83	2.17	40.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	30	29	96.67	3.33	34.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	104	103	99.04	0.96	39.81
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	61	60	98.36	1.64	31.67
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	31	29	93.55	6.45	24.14

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	36.36	20	6.67	0	28.5	29.47

## 2021-22 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
<b>All Students</b>	51	50	98.04	1.96	20
<b>Female</b>	17	17	100	0	17.65
<b>Male</b>	34	33	97.06	2.94	21.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	12	12	100	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	31	96.88	3.12	22.58
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	22	22	100	0	4.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Placer County Pathways Charter School offers three Career Technical Education (CTE) courses. The classes offered were related to the Information Communication Technology (ICT) Pathway.

Exploring Computer Science – Students create posters and PowerPoint presentations to demonstrate understanding. Oral presentations of their work are also required. Students use various computer tools and websites to complete assignments.

Computer Programming - Solving Applied Problems - Students go on a field trip to Parallax, a local robotics and electronics company. Students use technology in the classroom as well. The classes have 3D printers and a small CNC routing machine to create physical models.

Exploratory Career Technical Education class - Students participate in a job/resume unit. Students learn about their personalities, careers that best suit them, and college exploration. Students learn how to develop resumes, including creating a resume using action words. Students also learn to create an effective cover letter and participate in mock interviews. Post-interview activities are also explicitly taught.

Financial literacy is also part of the CTE curriculum. Students learn about personal finance, including credit card usage, credit scores, applications, budgeting, car loans, mortgages, various insurance policies offered, estate planning, stocks, and investment opportunities.

Sierra College and Golden Sierra Job Training Agency provide real-world connections and job opportunities. Field trips are provided to Sierra College, American River College, CSU Sacramento, and UC Davis. Students complete career Interest Inventories. Meetings with parents/students regarding educational goals, college applications, and financial aid are held. Pathways Charter School programs provide personal assistance through the college application process. The students annually attend a career technical education conference at Sierra College, where students can experience college programs.

As part of students' IEPs, students participate in career awareness, exploration, and preparatory activities in school and community-based settings. Work experiences are provided through the Workability program, and students participate in various on-the-job training experiences. Job coaching is provided during this process. Transition plans are developed to help students transition to post-secondary education and career opportunities.

The primary representative on the regional CTE advisory committee is Tina Angell. Industries represented are related to Information, Communication, and Technology.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	87.5%	87.5%	87.5%	87.5%	87.5%
Grade 7	84%	89%	89%	89%	89%
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.

#### 2022-23 Opportunities for Parental Involvement

Placer County Pathways Charter School gathers parent feedback and encourages participation in school activities and the School Site Council. Parents are asked to provide input through meetings with educational partners and by participating in the California Healthy Kids Survey annually as part of the Local Control Accountability Plan (LCAP) development. School Site Council meetings are held monthly and include parent/guardian and community member involvement and decision-making that directly impacts materials, services, and supports at each site. Parents also receive regular feedback from school staff, including teachers, a school psychologist/social worker, an academic counselor, and a student support practitioner.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		12.9	22.4		18	25.2		8.9	7.8
Graduation Rate		50	50		48.6	46.8		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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
All Students	98	49	50.0
Female	31	16	51.6
Male	66	32	48.5
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	27	8	29.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	56	30	53.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	14	7	50.0
Socioeconomically Disadvantaged	78	38	48.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	17	8	47.1



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	413	72	17.4
Female	174	160	23	14.4
Male	285	250	49	19.6
American Indian or Alaska Native	8	6	1	16.7
Asian	6	6	2	33.3
Black or African American	10	8	3	37.5
Filipino	2	2	0	0.0
Hispanic or Latino	123	111	29	26.1
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	30	24	3	12.5
White	279	252	34	13.5
English Learners	22	20	7	35.0
Foster Youth	6	4	0	0.0
Homeless	26	19	5	26.3
Socioeconomically Disadvantaged	275	245	56	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	81	9	11.1

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.10	1.37	2.45
Expulsions	0.22	0.12	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.22	0.52	0.58	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.00	0.00
Male	0.35	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	0.81	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	0.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Placer County Pathways Charter Schools have an updated and approved Comprehensive Safe School Plan in accordance with Superintendent Policy 0450 to fulfill the requirements of California Education Code 32280 through 32289. In compliance with BS 187, the plan is reviewed and revised annually for each school site by the School Site Council/School Safety Committee, reviewed in consultation with law enforcement and first responders, and approved by the County Superintendent of Schools by March 1, of every year. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing the Incident Command System (ICS). Each document is prepared for employees to use at specific school sites in the event of an emergency, disaster, or crisis.

Placer County Pathways Charter School's School Site Councils/School Safety Committees update the site-specific Emergency Plan at the beginning of each school year. The site-specific Emergency Plan includes the site safety plan, Placer County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) Emergency First Aid Guidelines for California Schools. Placer County Pathways Charter Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation and Emergency Supply Kits for use during lockdowns or shelter-in-place situations. In addition, Placer County Pathways Charter School nurses work with staff & parents/guardians of students with special needs to provide medical emergency kits following Individualized School Health Plans.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
1	10	1		
2	20	1		
3	23		1	
4	19	1		
5	21		1	
6	11	7		
Other	7	1		

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
1	15	1		
2	17	1		
3	15	1		
4	19	1		
5	19	1		
6	14	7		
Other	11	3		

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	19	1		
2	18	1		
3	17	1		
4	19	1		
5	8	3		
6	19	7		
Other	8	3		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	15	1	
Mathematics	14	5	1	
Science	11	6	1	
Social Science	11	7	1	

## 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	4	11		
Mathematics	5	9		
Science	5	8		
Social Science	6	7		

## 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	2	49		
Mathematics	3	26		
Science	3	18		
Social Science	2	43		

## 2021-22 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	278

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,566	\$298	\$11,268	\$85,312
District	N/A	N/A	\$7,385	
Percent Difference - School Site and District	N/A	N/A	41.6	-7.1
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	52.3	-9.3

## 2021-22 Types of Services Funded

State and Categorical Programs:

- State Lottery funds are used for instructional materials, supplemental support, and student services.

Federal Categorical Programs:

- Title I Part A funds supplement academic instruction and intervention for Socio-Economically Disadvantaged students.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2021-22 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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

PCOE provides four annual professional development days and monthly professional development opportunities.

Current professional development includes technology support and professional development related to the Common Core State Standards, Positive Behavior Interventions and Supports (PBIS), Cultural Competency, and Universal Design for Learning.

Professional Development related to understanding the English Learner Development Standards lesson design and delivery is provided. Individual instructional coaching is provided to each teacher. Local assessment results are utilized to plan professional development and inform instructional change. New teachers receive support through the Teacher Induction Program.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4