

Placer County Pathways Charter School

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	Placer County Pathways Charter School
Street	360 Nevada Street
City, State, Zip	Auburn, CA 95603
Phone Number	(530) 745-1328
Principal	Shanna Parker and Andrew Wood
Email Address	sparker@placercoe.org awood@placercoe.org
School Website	www.placercoe.org
Grade Span	
County-District-School (CDS) Code	31 10314 0126904

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Mission Statement: The Student Services Division 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, a non-classroom-based charter, is located at multiple sites in Placer County. As a Placer County Office of Education school, Pathways Charter School serves students in transitional kindergarten through grade twelve (TK-12). Pathways Charter completed the charter renewal process in 2025 for a five-year term, which expires on June 30, 2030.

Pathways Charter School serves students in several distinct programs:

Pathways iLearn Academy is an independent study program that serves families with children in grades TK-8 who choose to educate their children using a traditional or hybrid independent study model. iLearn Academy believes that independent study can be a viable educational alternative. iLearn teachers collaborate with parents and students to provide a rigorous, common core standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to web-based learning, on-site enrichment classes, field trips, and school-wide events, promoting community and connections with others. iLearn Academy typically serves 200 students annually.

Pathways iCARE is a county community school program serving seventh through twelfth graders who are probation-referred, have been expelled, or have been voluntarily placed by a parent. iCARE offers a small classroom setting with individualized instruction and support, as well as a voluntary independent study option. Additionally, students can enroll in Career Technical Education (CTE) classes and courses that offer college credit. These high school classes offer an integrated curriculum for students who thrive in experiential learning environments. Lessons are engaging and prepare students for a specific career pathway and entrance into community college. All instructors integrate standards with real-world applications to develop

2025-26 School Description and Mission Statement

relevant learning. Pathways iCARE is accredited by the Western Association of Schools and Colleges (WASC). Pathways iCARE typically serves 100 students annually.

The Come Back Program is a voluntary, independent study program specifically designed to address the academic needs of students aged 17 to adult who wish to earn a high school diploma. The Come Back Program supports students who have dropped out, are not currently enrolled in any school, or face barriers that make daily attendance challenging. The Come Back Program educates students who are credit deficient, provides opportunities and resources to enhance career and workforce readiness skills, offers individualized instruction, and supports students in achieving a high school diploma. The Come Back Program is WASC-accredited and typically serves 160 students annually.

Pathways Charter School has a highly variable student enrollment. The 2024-2025 Stability Rate for Pathways Charter School was 54.5% (226 out of 415 students). The 2024-2025 Stability Rate increased by 3.5%. Students have a stable enrollment during the academic year if their enrollment record is a minimum of 245 consecutive calendar days at the same school without exiting, as reported by Data Quest. In comparison, the 2023-2024 Placer County stability rate is 92.3%, and the statewide stability rate is 91%. Additionally, the highly variable student enrollment and low student numbers result in significant fluctuations in metrics from year to year.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	19
Grade 2	17
Grade 3	23
Grade 4	23
Grade 5	22
Grade 6	23
Grade 7	21
Grade 8	26
Grade 9	4
Grade 10	80
Grade 11	9
Grade 12	2
Total Enrollment	293

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.3
Non-Binary	0.3
American Indian or Alaska Native	1
Asian	0.3
Black or African American	1.4
Hispanic or Latino	29
Two or More Races	6.1
White	62.1
English Learners	4.8
Homeless	10.6
Socioeconomically Disadvantaged	51.9
Students with Disabilities	18.1

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)	9.1	53.42	21.7	51.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.9	40.55	10.9	26.01	11953.1	4.28
Unknown/Incomplete/NA	1	5.97	8.7	20.89	15831.9	5.67
Total Teaching Positions	17	100	41.9	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)	11.3	59.87	27.7	67.56	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.5	6.08	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	2.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.3	38.96	9.5	23.14	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.16	0.3	0.78	14303.8	5.15
Total Teaching Positions	18.8	100	41	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)	9.7	49.54	23.9	58.56	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	2.45	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	3	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.9	50.25	11.7	28.86	12112.8	4.34
Unknown/Incomplete/NA	0	0.1	1	2.5	13705.8	4.91
Total Teaching Positions	19.7	100	40.8	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	6.90	7.3	9.9
Total Out-of-Field Teachers	6.90	7.3	9.9

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

Placer County Office of Education held a public hearing on August 14, 2025. The Board 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

11/2025

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	K-6th: McGraw Hill, Wonders, 2016 4th-12th: Houghton Mifflin Harcourt, Journey and Collections, 2016 9th-12th: Cyber High, 2010	0
Mathematics	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	0
Science	K-8th: Amplify, 2022 9th-12th: Stemsscopes, 2021 9th-12th: Cyber High, 2010	0
History-Social Science	K-5th: California Studies Weekly, 2022 6th-12th: TCI, 2022 9th-12th: Cyber High, 2010	0
Foreign Language	9th-12th: Cyber High, 2010	0
Health	9th-12th: Cyber High, 2010	0

Visual and Performing Arts	9th-12th: Cyber High, 2010	0
Science Laboratory Equipment (grades 9-12)	Science First Mobile Lab Station Stemscopes, 2021	0

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

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

6/2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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)	67	61	61	58	47	48
Mathematics (grades 3-8 and 11)	57	52	52	47	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	156	155	99.36	0.64	61.29
Female	71	70	98.59	1.41	74.29
Male	85	85	100.00	0.00	50.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	114	114	100.00	0.00	62.28
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	2.56	44.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	35.14

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	156	155	99.36	0.64	52.26
Female	71	70	98.59	1.41	52.86
Male	85	85	100.00	0.00	51.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	114	114	100.00	0.00	55.26
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	2.56	39.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	27.03

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)	54.9	53.57	44	51	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	56	56	100.00	0.00	53.57
Female	30	30	100.00	0.00	56.67
Male	26	26	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	53.66
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

2024-25 Career Technical Education Programs

Placer County Pathways Charter School offers Career Technical Education (CTE) courses. The classes offered were related to the Information and Communication Technologies (ICT) and Business and Finance Pathways.

Information and Communication Technologies Pathway:

Introduction to Information and Communication Technologies - Introduction

Intermediate Systems Programming - Concentrator

Advanced Systems Programming - Capstone

Business Management Pathway:

Introduction to Business and Finance - Introduction

Intermediate Business Management Communication Technologies - Concentrator

Intermediate Business Management Technologies - Concentrator

Advanced Business Management Enterprise and Project Management - Capstone

Placer County Pathways Charter also offers a CTE course in Arts, Media, and Entertainment and a Career Exploration course.

Sierra College and Golden Sierra Job Training Agency provide real-world connections and job opportunities. Students participate in field trips to Sierra College. Students complete Career Interest Inventories. Meetings with parents/students

2024-25 Career Technical Education Programs

regarding educational goals, college applications, and financial aid are held. Pathways Charter School programs provide personal assistance through the college application process.

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.

2024-25 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	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	11.58
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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 5	100%	100%	100%	100%	100%
Grade 7	100%	95%	95%	95%	91%--
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.

2025-26 Opportunities for Parental Involvement

Placer County Pathways Charter School gathers parent feedback and encourages participation in school activities, including the Parent Advisory Committee (PAC) and a Parent Teacher Organization. PAC 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. Parent Teacher Organization meetings, also held monthly, coordinate site activities and fundraisers for various school events. Families are invited to participate in the California Healthy Kids Survey, the PBIS School Climate Survey, other online surveys, structured in-person LCAP feedback sessions, and individual and small group interviews.

Families of all students, including English Learners and Special Education students, were also given frequent opportunities throughout the year to provide feedback during individual meetings with site administrators. Pathways Charter does not have enough English Learners to require a formal ELAC.

Pathways Charter regularly communicates with parents and families via ParentSquare, and parents 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 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	18.3	29.4	23.9	23.6	32.1	26	8.2	8.9	8
Graduation Rate	61.7	51.5	65.7	54.2	46.4	63	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/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	67	44	65.7
Female	36	25	69.4
Male	29	17	58.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	25	12	48.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	24	80.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	29	18	62.1
Socioeconomically Disadvantaged	61	40	65.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	9	64.3

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/acqrinfo.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	404	361	68	18.8
Female	176	158	29	18.4
Male	227	202	39	19.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	124	108	27	25.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	25	8	32.0
White	233	216	28	13.0
English Learners	23	19	7	36.8
Foster Youth	--	--	--	--
Homeless	57	46	16	34.8
Socioeconomically Disadvantaged	233	202	60	29.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	73	17	23.3

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions 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
2.38	1.45	2.48	1.53	1.89	1.54	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
0.24	0	0	0.15	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	2.48	0.00
Female	1.70	0.00
Male	3.08	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	4.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.72	0.00
English Learners	8.70	0.00
Foster Youth	0.00	0.00
Homeless	3.51	0.00
Socioeconomically Disadvantaged	3.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.41	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

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 Safety Committee, reviewed in consultation with law enforcement and first responders, and approved by the County Superintendent of Schools by March 1 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 during an emergency, disaster, or crisis.

Placer County Pathways Charter School's 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.

2022-23 Elementary 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 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	10	1	0	0
1	15	1	0	0
2	20	1	0	0
3	16	1	0	0
4	16	1	0	0
5	9	3	0	0
6	12	12	0	0
Other	6	4	0	0

2023-24 Elementary 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 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	8	1	0	0
1	12	1	0	0
2	19	1	0	0
3	20	1	0	0
4	20	1	0	0
5	20	1	0	0
6	9	12	6	0
Other	5	3	0	0

2024-25 Elementary 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 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	19	1		
1	16	1		
2	16	1		
3	20	1		
4	20	1		
5	20	1		
6	12	6	6	
Other	5	3		

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	2	55	1	0
Mathematics	3	30	1	0
Science	4	19	1	0
Social Science	3	41	1	0

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	2	61	2	
Mathematics	3	42	2	
Science	4	22	2	
Social Science	3	29	2	

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	2	54		
Mathematics	2	45		
Science	4	24		
Social Science	2	57		

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	590

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

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	\$19,232.00	\$7,629.00	\$11,603.00	\$96,382.00
District	N/A	N/A	\$8,538.00	
Percent Difference - School Site and District	N/A	N/A	30.4	14.6
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	7.4	

Fiscal Year 2024-25 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.

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		
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		

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0
Where there are student course enrollments of at least one student.	

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 Standards, Positive Behavior Interventions and Supports (PBIS), Academic Interventions, Board-adopted curriculum, and lesson design. 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

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4