

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Robert Tavonatti, Director

Principal, Pathways Charter

About Our School

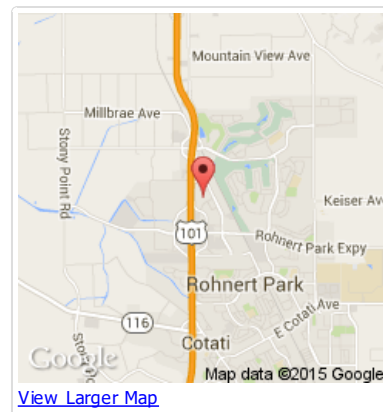
Pathways Charter School supports families who want to educate their children at home. We value the relationships we develop with families and believe that this is what distinguishes us from other schools.

Contact

150 Professional Center Dr., Ste. C
Rohnert Park, CA 94928

Phone: 707-585-6510

E-mail: robert.tavonatti@pathwayscharter.org



About This School

Contact Information - Most Recent Year

School	
School Name	Pathways Charter
Street	150 Professional Center Dr., Ste. C
City, State, Zip	Rohnert Park, Ca, 94928
Phone Number	707-585-6510
Principal	Robert Tavonatti, Director
E-mail Address	robert.tavonatti@pathwayscharter.org
Web Site	www.pathwayscharter.org
County-District-School (CDS) Code	49707306120588

District	
District Name	Harmony Union Elementary
Phone Number	(707) 874-3280
Web Site	www.harmony.k12.ca.us
Superintendent First Name	Stephen
Superintendent Last Name	Collins
E-mail Address	scollins@harmony.k12.ca.us

Last updated: 1/23/2015

School Description and Mission Statement (Most Recent Year)

Mission Statement and Description of the Educational Program

The mission of Pathways Charter School (Pathways or PCS) is to provide an individualized, home-based, independent study educational option to self-directed students from diverse backgrounds in grades K-12 living in five North Bay Area Counties. Pathways provides a rigorous, standards-based learning plan for our students which addresses individual student needs and interests through a team model approach that includes strong, active collaboration from the family. Our focus is to facilitate the growth of our students so that they will become lifelong learners, critical thinkers, able researchers, and cooperative learners by encouraging respect, community participation, self-expression, effective communication, and technological literacy.

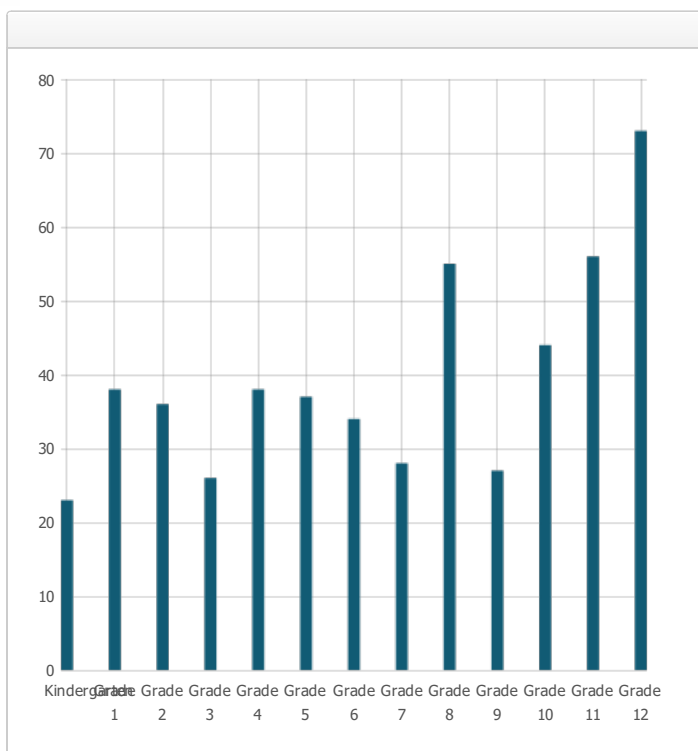
Value of Our Program: One Size Does Not Fit All

Students and staff at Pathways are guided by the overarching vision that all students require individual attention to their specific needs in instruction and delivery. Students in the lower grades (K-3) benefit from a wide variety of curricular options and the ability to work at their own pace, while upper elementary through secondary access regional support classes and individualized courses designed by their Independent Study Teacher. For all grades, Pathways embraces the concept of individualization and "differentiation" – highly reflective and personalized forms of education, which will enable Pathways graduates to acquire the skills necessary to become educated citizens in the 21st Century.

Last updated: 1/23/2015

Student Enrollment by Grade Level (School Year 2013-14)

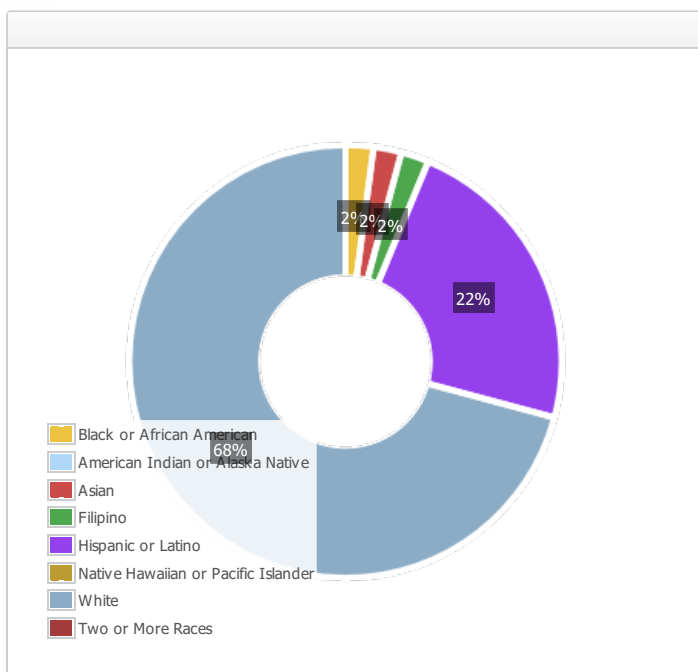
Grade Level	Number of Students
Kindergarten	23
Grade 1	38
Grade 2	36
Grade 3	26
Grade 4	38
Grade 5	37
Grade 6	34
Grade 7	28
Grade 8	55
Grade 9	27
Grade 10	44
Grade 11	56
Grade 12	73
Total Enrollment	515



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.8
Asian	2.5
Filipino	2.7
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	0.2
White	68.7
Two or More Races	0.0
Socioeconomically Disadvantaged	51.3
English Learners	2.1
Students with Disabilities	9.3



Last updated: 1/23/2015

A. Conditions of Learning

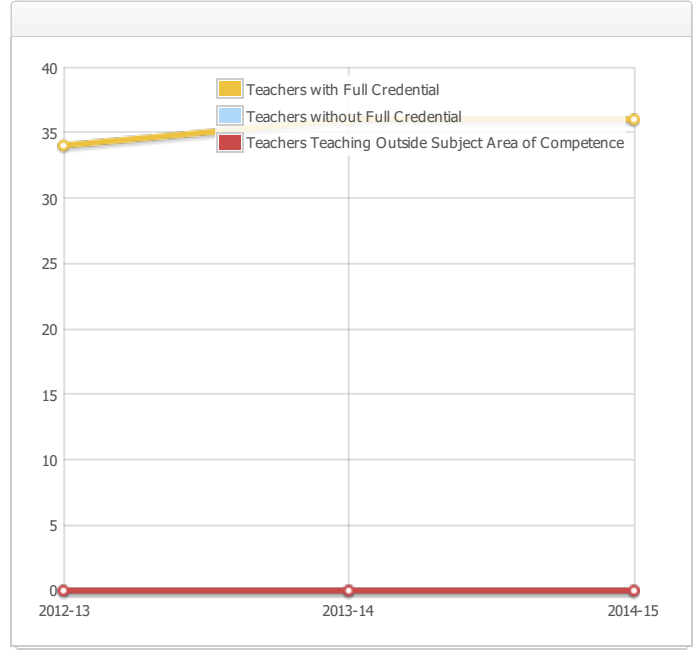
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

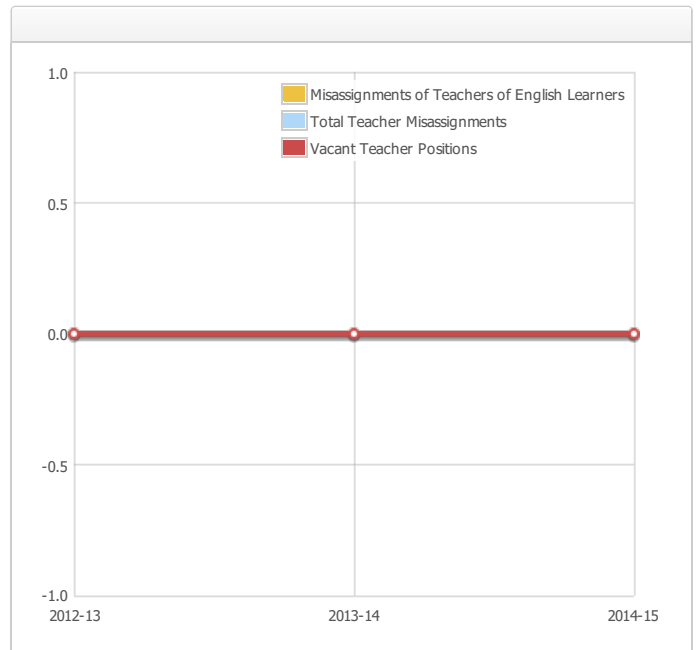
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	34	36	36	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	80	20
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District	80	20

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

School Facility Conditions and Planned Improvements - Most Recent Year

Pathways is a non-classroom based program. This section does not apply.

Last updated: 1/23/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	49	55	57	61	60	67	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/23/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	67
All Students at the School	57
Male	60
Female	53
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	
White	66
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	55
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52%	53%	54%	59%	60%	58%	54%	56%	55%
Mathematics	27%	28%	28%	39%	40%	38%	49%	50%	50%
History-Social Science	36%	28%	33%	38%	37%	38%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/23/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	6
Similar Schools	4	8	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/23/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	34	5	17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			-25
Native Hawaiian or Pacific Islander			
White	38	-5	26
Two or More Races			
Socioeconomically Disadvantaged		-13	-16
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/23/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	11.3
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

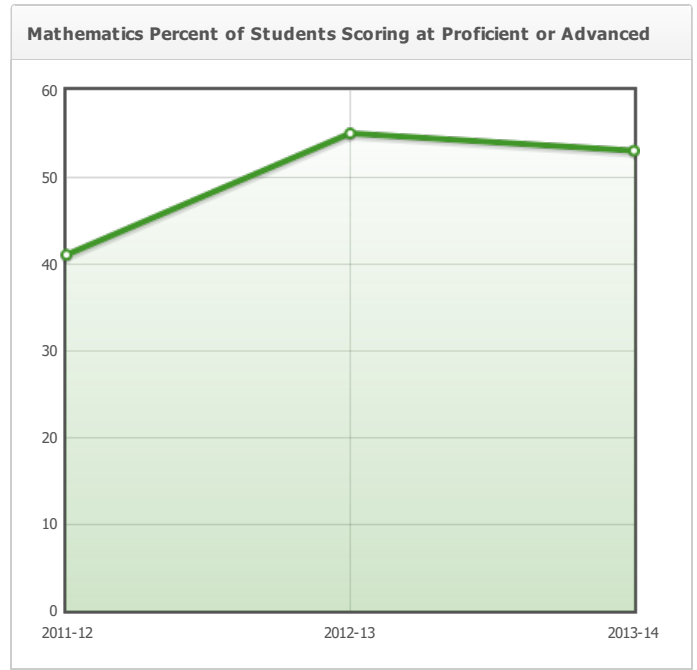
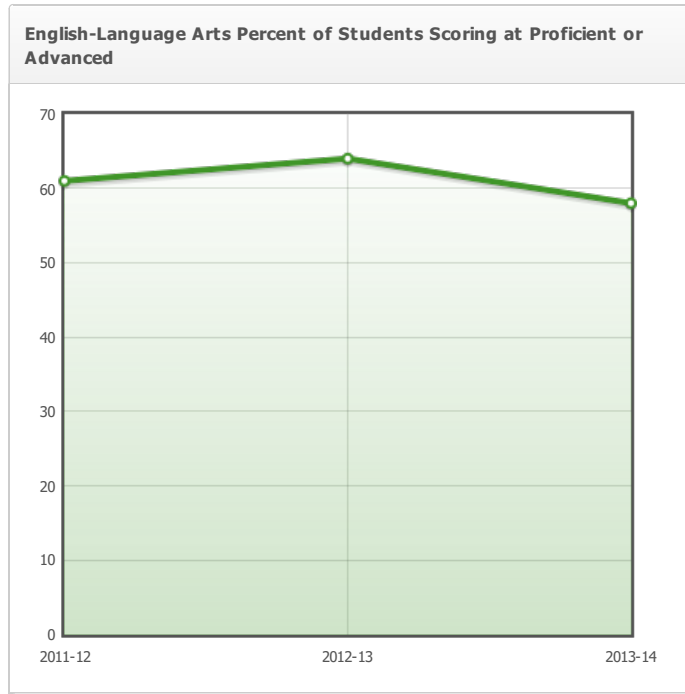
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	61%	64%	58%	61%	64%	58%	56%	57%	56%
Mathematics	41%	55%	53%	41%	55%	53%	58%	60%	62%

Note: 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.



Last updated: 1/23/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	42%	23%	35%	47%	38%	16%
All Students at the School	42%	23%	35%	47%	38%	16%
Male	55%	18%	27%	35%	52%	13%
Female	29%	29%	43%	59%	23%	18%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	33%	42%	25%	62%	23%	15%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	45%	14%	41%	37%	47%	17%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43%	24%	33%	43%	39%	17%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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.

Last updated: 1/23/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Since we serve families who educate their children at home, all parents are directly involved with the education of their children.

State Priority: Pupil Engagement

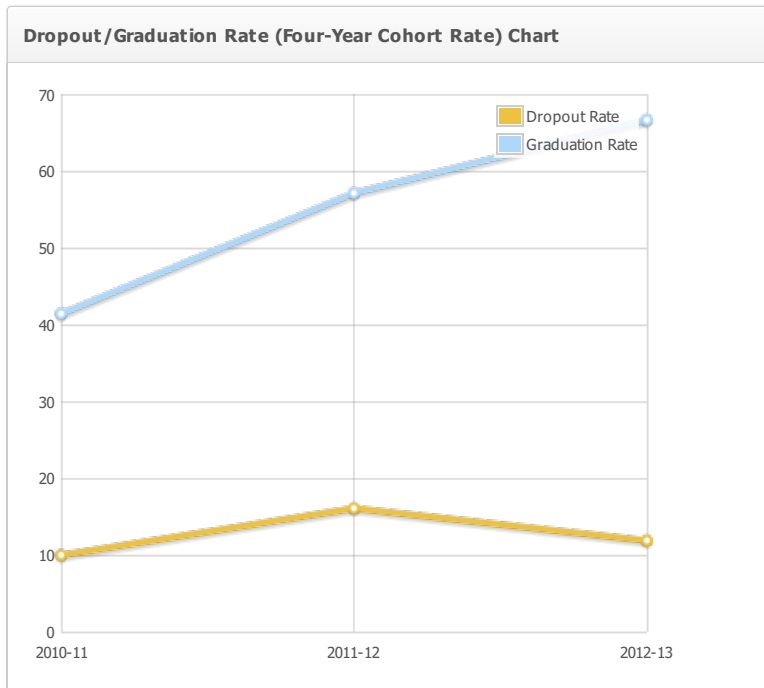
Last updated: 1/23/2015

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.0	16.1	11.9				14.7	13.1	11.4
Graduation Rate	41.43	57.14	66.67				77.14	78.87	80.44



Last updated: 1/23/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	113	113	84
Black or African American	300	300	75
American Indian or Alaska Native	100	100	77
Asian	133	133	92
Filipino			92
Hispanic or Latino	105	105	80
Native Hawaiian or Pacific Islander			84
White	108	108	90
Two or More Races			89
Socioeconomically Disadvantaged	75	75	82
English Learners	100	100	53
Students with Disabilities	133	133	60

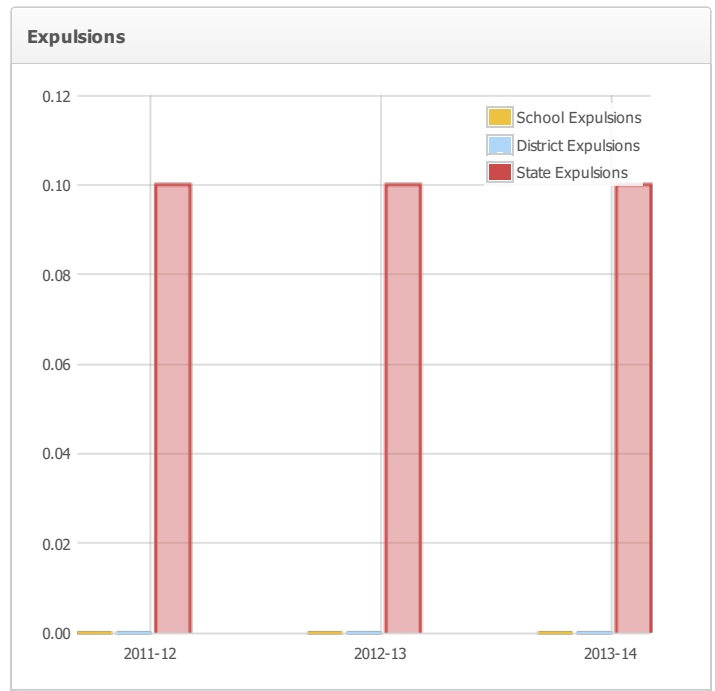
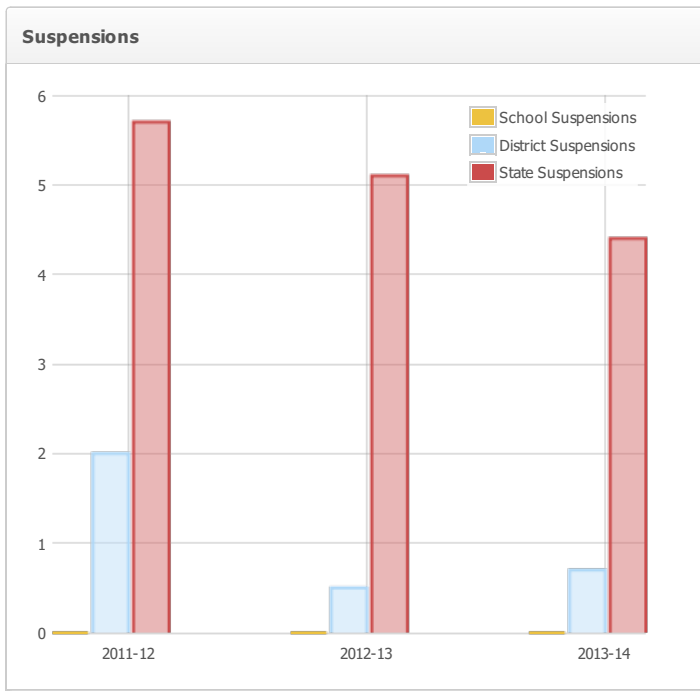
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	2.00	0.50	0.70	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/23/2015

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.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2.0	13	0	0	2.0	17			2.0	14		
1	1.6	17	0	0	2.0	10			2.0	18		
2	2.6	15	0	0	2.0	16			2.0	16		
3	2.2	18	0	0	2.0	13			2.0	15		
4	2.1	15	0	0	2.0	19			2.0	17		
5	1.5	19	0	0	2.0	16			2.0	22		
6	2.7	14	0	0	2.0	20			2.0	20		
Other	0.0	1	0	0								

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

Last updated: 1/23/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	200.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.5	N/A
Other		N/A

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

* 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.

Last updated: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,767	\$674	\$7,323	N/A
District	N/A	N/A	N/A	\$63,574
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$57,931
Percent Difference – School Site and State	N/A	N/A	187.00%	0.99%

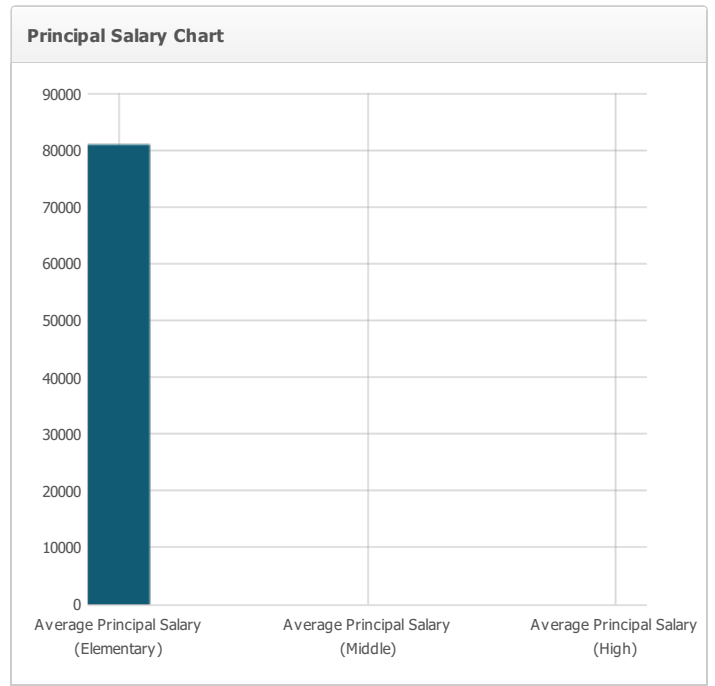
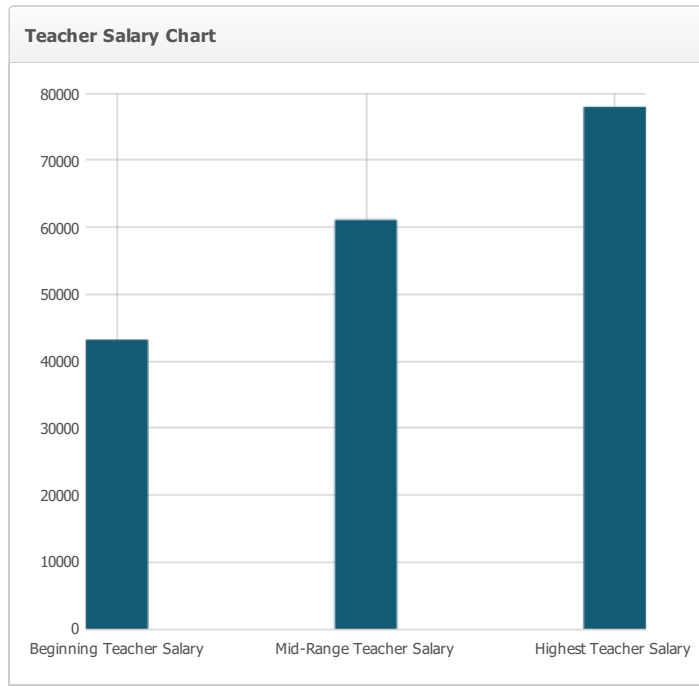
Note: Cells with N/A values do not require data.

Last updated: 1/23/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,177	\$38,970
Mid-Range Teacher Salary	\$61,094	\$56,096
Highest Teacher Salary	\$77,943	\$71,434
Average Principal Salary (Elementary)	\$80,955	\$91,570
Average Principal Salary (Middle)	\$00	\$97,460
Average Principal Salary (High)	\$00	\$99,544
Superintendent Salary	\$40,011	\$107,071
Percent of Budget for Teacher Salaries	29.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

There are four days of in-service per year. Major focus has been on implementation of Common Core.

Last updated: 1/23/2015