



Community Outreach Academy (Elementary)
5637 Skvarla Avenue, McClellan, CA 95652 ■ (916)286-5170

Community Outreach Academy (Middle School)
5800 Bolivar Avenue, McClellan, CA 95660 ■ (916)286-1908

Principal

Larissa Gonchar
Anjam Khan

Board of Trustees

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Gateway Community Charters

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Twin Rivers Unified School District

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Mission Statement

Gateway Community Charters (GCC) and the Community Outreach Academy (COA) develop the academic talents of its students, while nurturing the appreciation and understanding of their rich cultural heritage and the place they take as citizens in our state and nation.

COA also provides a multicultural education, including curriculum representing the language and literature of their heritage, delivered in a supportive environment. The faculty develops the student's ability to apply these lessons as they contribute to our diverse community and maximize their social, academic, and personal development.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact the Community Outreach Academy at (916)286-5170 or the Middle School division (7-8 grades) at (916)286-1908.

District & School Profile

Community Outreach Academy is a Gateway Community Charters charter school. Gateway Community Charters (GCC) was created in April of 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving under-served and at-risk populations. Each of our schools has a unique mission and vision and has a track record of serving students within the charter school construct. Gateway Community Charters has a total of six charter schools with Twin Rivers Unified School District as the LEA/oversight agency.

Community Outreach Academy had a beginning enrollment of 1,185 students in grades kindergarten through eight for the 2010-11 school year. Student demographics are illustrated in the chart.

Table 1: Student Enrollment

Group	Percentage
Number of Students	1,185
Black or African American	0.1%
American Indian or Alaska Native	0.0%
Asian	0.8%
Filipino	0.0%
Hispanic or Latino	0.1%
Native Hawaiian or Pacific Islander	0.0%
White	98.7%
Two Or More Races	0.3%
Socioeconomically Disadvantaged	84.1%
English Learners	93.8%
Students with Disabilities	0.9%

Discipline & Climate for Learning

Community Outreach Academy fosters an atmosphere that is conducive to learning, both on campus and at school related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each year. Students and parents are informed of the rules and policies through the Discipline Handbook, student handbook, parent meetings, and letters that are sent home.

Table 2 illustrates the Suspensions and Expulsions total cases for the last three years, as well as percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted..

Table 2: Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	34	51	50	10898	6864	6641
Suspension Rate	3.7%	4%	1.7%	35.2%	22.0%	21.0%
Expulsions	0	0	0	64	52	26
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

School Enrollment & Attendance

Charter schools, schools and districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Community Outreach Academy. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students

are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem. Table 3 illustrates the enrollment trend by grade level for the past three school years.

Table 3

	2008-2009	2009-2010	2010-2011
K	118	129	161
1 st	100	133	144
2 nd	116	110	143
3 rd	132	120	123
4 th	101	140	127
5 th	103	111	142
6 th	80	110	118
7 th	89	91	128
8 th	81	86	99
Total Enrollment	920	1,030	1,185

Class Size

Average class sizes vary by grade level and subject area taught. Table 4 indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Table 4: Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
By Grade Level (Elementary)												
K	20	21	23.0	6	-	-	-	6	7	-	-	-
1	20	22	24.0	5	-	-	-	6	6	-	-	-
2	19	22	23.8	6	-	1	-	5	5	-	-	-
3	20	20	24.4	6	6	-	-	-	5	-	-	-
4	25	28	31.8	-	-	-	4	5	4	-	-	-
5	26	28	28.0	-	-	-	4	4	5	-	-	-
6	24	28	29.5	1	-	-	3	4	4	-	-	-
By Subject Area (Secondary)												
English	28.3	21.5	18.7	4	-	7	5	8	6	1	-	-
Mathematics	26.7	21.5	20.9	1	-	3	4	8	5	1	-	-
Science	28.3	21.5	23.2	-	-	2	3	8	4	1	-	-
Social Studies	26.7	21.5	22.7	-	-	3	4	8	6	1	-	-

School Leadership

Larissa Gonchar and Anjam Khan serve as co-principals. Principal Gonchar has served as the principal of Community Outreach Academy for the past five years. Her prior experience in education includes four years as a site principal and nine years as a vice principal at a Slavic School. Principal Khan has served in a variety of administrative roles over the last three years within Gateway Community Charters. Leadership at COA is a responsibility shared among GCC and site administration.

Superintendent Cindy Petersen Ed.D. has over 25 years experience as an educational leader, administrator and classroom teacher. The school receives support which includes Director of Categoricals, Academic and Assessment Coordinator, Director of Community Engagement and Development, and BTSA Support Providers. The faculty and staff also participate in various grade level teams and leadership teams.

Teacher Assignment

Community Outreach Academy recruits and employs the most qualified credentialed teachers.

Teacher misassignments (Table 6) reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Table 5: Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	45	47	53	1091
Without Full Credentials	1	0	0	12
Working Outside Subject	0	0	0	14

Table 6: Misassignments/Vacancies

	08-09	09-10	10-11
Misassignments of Teachers of English Language Learners	0	0	1
Total Missassignment of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Table 7 indicates the percentage of Core Academic Courses taught by NCLB compliant teachers.

Table 7: NCLB Compliant Teachers

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	98.11%	1.89%
District	90.6%	9.4%
High Poverty Schools in District	90.6%	9.4%
Low Poverty Schools in District	N/A	N/A

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and GCC policies. All teachers are formally evaluated annually and are informally observed on a regular basis.

Each teacher is evaluated annually via a performance pay system. The assessment of performance is completed by themselves, their administrator, and a peer. Criteria for the evaluation are based upon the California Standards for the Teaching Profession. Using a rubric for evaluation, teachers have the opportunity to earn performance pay based upon observable quality teaching performance.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school offers five staff development days annually and holds weekly collaboration meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Friday afternoon collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.

Counseling & Support Staff

It is the goal of Community Outreach Academy to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Both a counselor and a Parent Liaison work with parents and the community to support students. Table 8 lists the support service personnel available at Community Outreach Academy.

Table 8: Counseling & Support Services Staff

	Number of Staff	Average Number of Students per Academic Counselor
Counselor	0.5	221
Parent Liaison	1	
Psychologist	1 (As Needed)	
Resource Specialist Program Teacher	1 (As Needed)	
Speech and Language Specialist	1 (As Needed)	

Parent Involvement

Community Outreach Academy continues to build solid relationships between the school and the home. Parents play an important role in COA through active participation and involvement in the Parent Teacher Organization and Title 1/School Site Council. Community Outreach Academy offers parent nights and skill building workshops to give parents tools to help their child succeed. Parents are also strongly encouraged to attend parent teacher conferences at all grade levels. A Parent Liaison also helps reach out to parents and involve them in supporting students.

Curriculum Development

All core curriculum development at Community Outreach Academy revolves around the California State Content Standards and Frameworks. The school has a curriculum coach who supports curriculum, instruction, and assessment at COA. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers work with the Curriculum Coach to align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials

The table displays information about the quality and currency of the standards-aligned textbooks and other instructional materials used at the school.

Table 9: Gateway Community Charters Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-6 th	English/Language Arts	Houghton Mifflin	2004
7 th -8 th	English/Language Arts	McDougal Littell	2004
K-8 th	Foreign Language	Zakoruzhnikova	2004
K-6 th	History/Social Science	McGraw-Hill	2004
7 th -8 th	History/Social Studies	Holt	2007
8 th	Mathematics	McDougal Littell	2002
K-6 th	Mathematics	Scott Foresman	2008
7 th -8 th	Science	Glencoe/McGraw Hill	2007
K-6 th	Science	Scott Foresman	2004

School Facilities & Safety

Community Outreach Academy consists of 34 classrooms split between three different school sites on the former McClellan Air Force Base in Sacramento County. Additionally, 7th-8th grades are located on a Middle School on a separate school site two miles away. The COA Middle School consists of 10 classrooms.

COA Elementary school operates in three sites in the McClellan Business Park, the main school building contains 10 classrooms, library, parent center, administrative office, principal's office, and a gym. School safety is a primary concern of Community Outreach Academy. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. The safety plan was updated and reviewed with staff in the fall of 2010. A school site representative participates on the Gateway Community charters Safety Committee. Visitors to the school must first check in at the front office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Table 10 shows the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science and History/Social Studies for the most recent three-year period, is shown. Table 11 shows the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Historical/Social Studies by subgroup.

Table 10: California Standards Test (CST)

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English/Language Arts	46%	47%	52%	38%	39%	40%	49%	52%	54%
Mathematics	59%	55%	62%	35%	40%	41%	46%	48%	50%
Science	37%	51%	58%	34%	39%	41%	50%	54%	57%
History/Social Science	28%	56%	58%	25%	27%	29%	41%	44%	48%

**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.*

Table 11: California Standards Test (CST) Subgroups

Subject	English/Language Arts	Mathematics	Science	History/Social Studies
All Students in the District	40%	41%	41%	29%
All Students at the School	52%	62%	58%	58%
Male	46%	60%	56%	71%
Female	42%	2%	19%	24%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	-	-	-	-
Asian	0%	0%	0%	0%
Filipino	-	-	-	-
Hispanic or Latino	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-
White	52%	62%	58%	57%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	49%	60%	56%	58%
English Learners	37%	55%	38%	35%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

**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.*

Academic Performance Index

The Academic Performance Index (API), summarized in Table 13, is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Table 12: Academic Performance Index Growth by Student Group- Three Year Comparison

Group	Actual API Change 2008-2009	Actual API Change 2009-2010	Actual API Change 2010-2011
All Students at the School	24	17	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	25	16	18
Two or More Races	N/D		
Socioeconomically Disadvantaged	34	8	15
English Learners	18	16	15
Students with Disabilities			

*Note: “N/D” means that no data were available to the CDE or LEA to report.

Table 13: Academic Performance Index Growth by Student Group- 2011 Growth API Comparison

Group	2011 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	831	809	18,302	726	4,683,676	778
Black or African American	1		2,770	663	317,856	696
American Indian or Alaska Native	0		150	672	33,774	733
Asian	7		1,919	761	398,869	898
Filipino	0		231	819	123,245	859
Hispanic or Latino	0		7,155	713	2,406,749	729
Native Hawaiian or Pacific Islander	0		307	712	26,953	764
White	817	810	4,994	764	1,258,831	845
Two or More Races	2		553	739	76,766	836
Socioeconomically Disadvantaged	717	798	15,054	716	2,731,843	726
English Learners	770	799	6,696	709	1,521,844	707
Students with Disabilities	18	561	2,328	557	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in Table 14.

Table 14: Adequate Yearly Progress (AYP)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate- English-Language Arts	Yes	Yes
Met Participation Rate- Mathematics	Yes	Yes
Met Percent Proficient- English-Language Arts	No	No
Met Percent Proficient- Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program

Charter schools, schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Table 15: Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in PI		47
Percent of Schools Identified for PI		83.9%

Physical Fitness

In the spring of each year, Community Outreach Academy is required by the state to administer a physical fitness test to all students in fifth grade and seventh grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas and the results are summarized in Table 16. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Table 16: Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	30.00%	32.50%	27.50%
7 th	16.40%	32.80%	44.80%

Expenditures & Services Funded

Prior to fiscal year 2008–09, funds for 38 categorical programs were restricted to specific purposes. Per *EC* Section 42605, these funds are now unrestricted. Schools may use the funds to provide services under the pre-flexed programs or for other education purposes or programs. Gateway Community Charters utilizes these funds for educational costs for each of our schools. In addition to general state funding, Community Outreach Academy receives state and federal funding for the following categorical funds and other support programs:

- Title 1
- Title 1 ARRA
- Title II
- Title III-LEP
- Title III-Immigrant
- Charter School Facilities Grant
- CSR
- SFSF
- Education Jobs
- State Lottery
- State Lottery, Instructional Materials
- ASES

Data Sources

Data within the SARC was produced by Gateway Community Charters, provided by Twin Rivers Unified School District through COA’s MOU services with them for testing, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Additional data was provided by the schools’ ZOOM: Data Director program and Aeries student information system.