



**Sacramento Academic & Vocational Academy:**

5330 Power Inn Road, Suites A-E, Sacramento, CA 95820 ■ (916)387-3063

3141 Dwight Road, Suite 400, Elk Grove, CA 95758 ■ (916) 428-3200

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**Principal**

Paul Haas

**Board of Trustees**

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Harry Block

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Dr. Cindy Petersen

**Gateway Community Charters**

5712 Dudley Boulevard, McClellan, CA 95652 ■ (916)286-5129

**Twin Rivers Unified School District**

5115 Dudley Boulevard, McClellan, CA 95652 ■ (916)566-1600

**Mission Statement**

It is the mission of the Sacramento Academic and Vocational Academy (SAVA) to provide high quality curriculum, instructional support, career exploration, and vocational courses for students in our community. SAVA creates a small school personalized setting, serving a full range of students, explicitly designed to foster the transition of students to the world of work. We accomplish this by:

- Emphasizing standards-based curriculum
- Providing parents and guardians with instructional guidance and support
- Identifying student instructional needs and providing personalized educational plans
- Assessing student learning style, modality and achievement
- Providing access to career opportunities including internships and job shadowing

It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place and then work to explore multiple pathways to meet the multiple challenges for our student population.

**Contact Information**

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact the Sacramento Academic and Vocational Academy at (916)387-3063.

**District & School Profile**

SAVA Sacramento Academic and Vocational Academy is a Gateway Community Charters charter school. Gateway Community Charters 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.

Sacramento Academic and Vocational Academy enrolls students in grades seven through twelve. Student demographics are illustrated in table 1. Sacramento Academic and Vocational Academy is a non-classroom based program with two campuses in Sacramento and Elk Grove.

Table 1: Student Enrollment

Group	Percentage
Number of Students	745
Black or African American	16.6%
American Indian or Alaska Native	2.1%
Asian	10.7%
Filipino	1.1%
Hispanic or Latino	47.4%
Native Hawaiian or Pacific Islander	0.8%
White	20.0%
Two Or More Races	0.9%
Socioeconomically Disadvantaged	76.4%
English Learners	21.6%
Students with Disabilities	0.3%

### Discipline & Climate for Learning

Students at Sacramento Academic and Vocational Academy are guided by specific rules and expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Sacramento Academic and Vocational Academy's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is reviewed during the enrollment process and orientation. The Parent/Student handbook is also available for download on the school website <http://sava.gcccharters.org>.

Table 2 illustrates the total Suspension and Expulsion cases for the last three years, as well as a 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. As a non-classroom based program limited student interactions create less frequent disciplinary issues.

Table 2: Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	10898	6864	6641
Suspension Rate	0.0%	0.0%	0.0%	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%

### **Student Recognition & Extracurricular Activities**

Students are encouraged to participate in the school’s additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Leadership Council
- Service Learning
- Teacher/Mentor Counseling
- Art Club
- Fire Tech Science
- Early Childhood Education
- Parenting Teens

Sacramento Academic and Vocational Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are selected to speak at graduation based on teacher nominations.

### **School Enrollment & Attendance**

Charter Schools, schools and school 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 Sacramento Academic and Vocational 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.

	2008-2009	2009-2010	2010-2011
7 <sup>th</sup>	9	5	5
8 <sup>th</sup>	21	22	16
9 <sup>th</sup>	209	165	42
10 <sup>th</sup>	169	173	68
11 <sup>th</sup>	157	159	155
12 <sup>th</sup>	126	193	458
Total Enrollment	691	717	745

### **School Leadership**

Leadership at Sacramento Academic and Vocational Academy is a responsibility shared between GCC administration, the principal, instructional staff, students, and parents. The GCC’s emphasis for its schools is to strive to create excellence through a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state standards.

Principal Paul Haas was hired in July of 2009 to provide both instructional and operational leadership. Mr. Haas has over 25 years of experience in education. Superintendent, Cindy Petersen Ed.D., has over 25 years experience as an educational leader, an administrator and classroom teacher. Principal Haas participates in regular one-on-one monthly meetings with the Superintendent as well as an additional monthly meeting with the CBO for collaborative budget review and management. As principal Mr. Haas also participates in twice monthly meetings with GCC administration and all principals to create an ongoing professional learning community. School site support includes: BTSA Support Providers, an Independent Study Compliance Coordinator, a Director of Categorical Programs, Director of Community Engagement and Development, Counselors, At Risk Youth Specialists, and an Academic and Assessment Coordinator. The staff also participates in weekly staff development and coordinated team meetings.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with Gateway Community Charter goals. Leadership teams include: School Site Council, Leadership Team, English Language Academic Committee, District English Learners Advisory Committee and Core Content Area Specialists.

**Teacher Assignment**

Sacramento Academic and Vocational Academy recruits and employs the most qualified credentialed teachers. Teacher misassignments 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 (Table 5). 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	29	31	39	1091
Without Full Credentials	0	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	4
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: NCLB Compliant Teachers

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	94.87%	5.13%
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. Collaboration time is often utilized for review of school-wide and student specific data to create intervention and support strategies to ensure ongoing student growth and success.

**Counseling & Support Staff**

It is the goal of Sacramento Academic and Vocational 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. The counselor to pupil ratio is 1:373. Table 7 lists the support service personnel available at Sacramento Academic and Vocational Academy.

Table 8: Counseling & Support Services Staff

	Number of Staff	Average Number of Students per Academic Counselor
Counselor	2	373
Parent Liaison	-	
Psychologist	1 (As Needed)	
Resource Specialist Program Teacher	1	
Speech and Language Specialist	1 (As Needed)	

**Parent Involvement**

Parents are encouraged to be active in their student’s educational process. At SAVA we welcome parents through parent nights, open houses, college fairs, and more. Parents are encouraged to join the School Site Council and ELAC. The school also benefits from several community partnerships, including Los Rios Community College, City of Sacramento and the Greater Sacramento Urban League.

## Curriculum Development

Curriculum development at Sacramento Academic and Vocational Academy revolves around the California State Content Standards and Frameworks. The writing and implementation of the school's curriculum is an ongoing process. Administrators, teachers, and a curriculum coach work collaboratively to align curriculum to ensure that all students either meet or exceed state proficiency levels.

As of 2010-11 SAVA is in the process of adopting A-G curriculum that meet the requirements and are approved for students wishing to attend a four year post secondary school including the California State University system or the University of California system. SAVA provides general education and cohort A-G classes that meet the California state requirements for high school graduation for students wishing to enter the community College system, the work force or a career technical trade school.

## Instructional Materials

Table 9 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
7 <sup>th</sup> -12 <sup>th</sup>	English/Language Arts	McDougal Littell	2007
7 <sup>th</sup> -12 <sup>th</sup>	History/Social Studies	AGS	2007
7 <sup>th</sup> -12 <sup>th</sup>	Mathematics	AGS	2007
7 <sup>th</sup> -12 <sup>th</sup>	Science	Glencoe	2007
7 <sup>th</sup> -12 <sup>th</sup>	Visual and Performing Arts	Pearson	2010

## School Facilities & Safety

Sacramento Academic and Vocational Academy consists of two separate sites with two computer labs in each and an open area for students.

School safety is a primary concern of Sacramento Academic and Vocational 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 August 2009. A school site representative participates on the Gateway Community Charters Safety Committee.

## 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](http://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 illustrates the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period. Table 11 shows the combined percentage of students scoring at

the Proficient and Advanced levels for English/Language Arts, Math, Science, and Social Studies by subgroup. For results on course specific tests, please see <http://star.cde.ca.gov>.

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	13%	14%	12%	38%	39%	40%	49%	52%	54%
Mathematics	3%	9%	15%	35%	40%	41%	46%	48%	50%
Science	7%	11%	8%	34%	39%	41%	50%	54%	57%
History/Social Science	5%	4%	8%	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	12%	15%	8%	8%
Male	9%	11%	10%	11%
Female	17%	19%	5%	4%
Black or African American	11%	11%	9%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	8%	14%	6%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	13%	19%	3%	6%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	15%	11%	17%	23%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	14%	13%	9%	9%
English Learners	3%	14%	3%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	-	-	-	-

*\*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

As summarized in Table 12, the Academic Performance Index (API) 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.

SAVA is an Alternative School Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the

Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Table 12: Academic Performance Index (API)

	School	District	State
All Students	594	726	778
Black or African American	584	663	696
Asian	645	761	898
Hispanic or Latino	582	713	729
White	586	764	845
Socioeconomically Disadvantaged	565	716	726
English Learners	524	709	707

### 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 13.

Table 13: Adequate Yearly Progress (AYP)

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

### Federal Intervention Program

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 14: Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in PI (2010-11)	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, Sacramento Academic and Vocational Academy is required by the state to administer a physical fitness test to all students in seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. 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 15: Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7 <sup>th</sup>	25.00%	25.00%	15.00%
9 <sup>th</sup>	50.00%	19.00%	4.80%

### California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law.

The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Table 16 displays the percent of students achieving at the Proficient or Advanced level for the past three years. Table 17 displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

Table 16: California High School Exit Examination Results for All Grade Ten Students- Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English Language-Arts	20%	20%	15%	35%	34%	34%	52%	54%	59%
Mathematics	12%	9%	12%	37%	34%	35%	53%	54%	56%

Table 17: California High School Exit Examination Grade Ten Results by Student Group- Most Recent Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66%	21%	13%	65%	25%	10%
All Students at the School	85%	14%	1%	88%	12%	0%
Male	87%	13%	0%	86%	14%	0%
Female	82%	16%	2%	90%	10%	0%
Black and African American	86%	14%	0%	90%	10%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	88%	12%	0%	76%	24%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	90%	8%	2%	92%	8%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	44%	45%	0%	73%	27%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	84%	15%	2%	88%	12%	0%
English Learners	90%	10%	0%	84%	16%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Educational Services	0%	0%	0%	0%	0%	0%

*\*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.*

### **Completion of High School Graduation Requirements**

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, Table 18 displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Table 18: Completion of High School Graduation Requirements

Group	Graduating Class of 2011		
	School	District	State
All Students	31%	78.0	N/D
Black or African American	16%	71.0	N/D
American Indian or Alaska Native	-	70.0	N/D
Asian	21%	84.0	N/D
Filipino	-	0.0	N/D
Hispanic or Latino	33%	77.0	N/D
Native Hawaiian or Pacific Islander	-	77.0	N/D
White	36%	84.0	N/D
Two or More Races	-	63.0	N/D
Socioeconomically Disadvantaged	26%	75.0	N/D
English Learners	28%	77.0	N/D
Students with Disabilities	-	76.0	N/D

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

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.

### Dropout & Graduation Rates

Sacramento Academic and Vocational Academy believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: student services through our counseling department, next skills institute, and career courses that help keep kids engaged in school.

### Alternative School Dropout Rates

SAVA has a heart and a mission to serve the at-risk/at-promise students of Sacramento County. The charter school participates as an Alternative School Accountability Model school and has a high mobility throughout the year. Sacramento Academic and Vocational Academy is committed to serving all students who request service no matter the time of year or their past challenges. Often SAVA begins the year with approximately 400 students and will have provided services for some 1400 students in some form throughout the school year.

Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools. Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM).

The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools, such as SAVA, may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. Calculating dropout rates for schools with a high volume of short term students may

result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time.

It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

Table 19: Dropout and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-Year)	0.0	46.4	30.6	0.0	9.5	10.6	4.9	5.7	4.6
Graduation Rate	58.12	53.85	47.00	70.53	76.69	78.28	80.21	78.59	80.44

### Career Technical Education Participation

SAVA’s career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at SAVA have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

SAVA offers the following Career Technical Education courses:

- Career 1
- Careers 2
- Work Experience
- Work Place Skills
- Auto Tech

Table 20 displays information about participation in the school’s Career Technical Education (CTE)

Table 20: Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	888
Percent of pupils completing a CTE program and earning a high school diploma	18.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

### UC/CSU Course Completion

Students at Sacramento Academic and Vocational Academy are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. SAVA core classes are currently undergoing the process to meet the A-G requirements.

Approved Courses include:

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11

- English Language Arts 12
- Algebra 1
- Algebra 2
- Biology
- American Government
- US History
- World History
- Economics

Table 21: Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	97.9%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the “A-G requirements.”

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of “C” or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

### 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, SAVA receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title I ARRA
- Title II
- Title III-LEP
- Title III-Immigrant
- SFSF
- Education Jobs

- State Lottery
- State Lottery, Instructional Materials

**Data Sources**

Data within the SARC was produced by Gateway Community Charters, provided by Twin Rivers Unified School District through SAVA's MOU for testing services, retrieved from the 2009-10 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 using the schools ZOOM: Data Director program and Aeries student information system.