California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-2017 School Year
Published During 2017-2018

Community Outreach Academy (Elementary)
5640 Dudley Blvd., McClellan, CA 95652 ■ (916)286-5199

Community Outreach Academy (Middle School)
3800 Bolivar Avenue, North Highlands, CA 95660 ■ (916)286-1908

Website: www.outreachacademy.org
CDS Code: 34765050101766

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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/fg/aa/lc/
- For additional information about the school, parents and community members should contact the school principal or the GCC Central Office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.

Mission Statement

Gateway Community Charters (GCC) and the Community Outreach Academy (COA) were founded with a commitment to develop the academic talents of its students, while nurturing their appreciation and understanding of their rich cultural heritage, and the place they take as citizens in our state and nation. In providing a multicultural education, including curriculum representing the student's language and literature of their heritage, delivered in a supportive environment, the faculty will develop the student's ability to apply lessons as they grow and maximize their individual, social, academic and personal development and contribute to our diverse community.

Vision

The vision of Community Outreach Academy is to continue successful implementation of a program that fosters high academic achievement in a safe, nurturing environment. Our vision is for faculty, staff and parents to work together to offer students the best educational experience possible. The program will retain the most highly qualified teachers as well as offer faculty opportunities to grow professionally, and offer students the highest quality of public education available.

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 (K-6) at (916) 286-5199 or the Middle School campus (7-8th 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 seven charter schools with Twin Rivers Unified School District, San Juan Unified School District, and Yolo County Office of Education as the LEA/oversight agencies.

Student Enrollment by Grade Level (School Year 2016-17)

	2016-2017
K	159
Grade 1	172
Grade 2	169
Grade 3	180
Grade 4	217
Grade 5	176
Grade 6	185
Grade 7	140
Grade 8	137
Total Enrollment	1535

Student Enrollment by Student Group (School Year 2016-17)

Group	Percentage
Number of Students	1535
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Asian	0.7%
Filipino	0.1%
Hispanic or Latino	0.8%
Native Hawaiian or Pacific Islander	0.0%
White	97.8%
Two Or More Races	0.1%
Socioeconomically Disadvantaged	76.6%
English Learners	65.5%
Students with Disabilities	2.5%
Foster Youth	0.0%

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.

Teacher Credentials

	School			District
	15-16	16-17	17-18	2017-2018
Fully Credentialed	66	74	82	1256
Without Full Credentials	0	0	0	60
Working Outside Subject	0	0	0	43

Teacher Misassignments and Vacant Teacher Positions

	15-16	16-17	17-18
Misassignments of Teachers of English Language Learners	0	0	0
Total Missassignment of Teachers	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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year
Year and Month in which data was collected: December 2017

Table 9: Community Outreach Academy Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-6th	English/Language Arts	National Geographic	2015
7th-8th	English/Language Arts	Prentice Hall Literature	2013
K-8th	Foreign Language	Zakoruzhnikova	2004
K-6th	History/Social Science	McGraw-Hill	2004
7th-8th	History/Social Studies	Holt	2007
7th -8th	Mathematics	McDougal Litell	2009/2012
K-6th	Mathematics	Houghton Mifflin	2015
	Mathematics	Pearson	2015
7th-8th	Science	Glencoe/McGraw Hill	2008
K-6th	Science	Scott Foresman	2004

School Facilities (School Year 2017-2018)

Community Outreach Academy elementary program (K-6) consists of 65 classrooms split between school sites on the former McClellan Air Force Base in Sacramento County. The campus is served by multipurpose rooms, computer labs, a theater, office space and multiple playgrounds. Additionally, 7th-8th grades are located on a Middle School on a separate school site two miles away. COA Middle School consists of 17 classrooms, a library, computer labs, office space, a gym, and physical education facilities. COA administration/staff work in conjunction with Twin Rivers USD maintenance department to maintain clean, functional, and safe facilities for the school community.

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, which includes the Smarter Balanced Assessments for students in the general education population and the California Alternate Assessments (CAA's) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with cognitive disabilities); 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 programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Eleven (School Year 2016-2017)

Percent of Students Meeting or Exceeding the State Standards

	School			District			State		
Subject	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English/Language Arts	52%	55%	50%	28%	31%	32%	44%	48%	48%
Mathematics	46%	51%	48%	23%	25%	25%	34%	36%	37%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Eleven (School Year 2016-2017)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1065	1021	95.87%	49.80%
Male	535	517	96.64%	42.36%
Female	530	504	95.09%	57.46%
Black or African American	--	--	--	--
American Indian or	--	--	--	--

Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	13	92.86%	61.54%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1033	995	96.32%	49.80%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	852	811	95.19%	45.43%
English Learners	885	842	95.14%	42.45%
Students with Disabilities	33	33	100%	15.15
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1065	1044	98.03%	48.23%
Male	535	529	98.88%	48.02%
Female	530	515	97.17%	48.44%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--

Hispanic or Latino	14	13	92.86%	61.54%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1033	1018	98.55%	48.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	852	834	97.89%	46.16%
English Learners	885	865	97.74%	43.52%
Students with Disabilities	33	33	100%	24.24%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3- Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

	School			District			State		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, 10)	78%	69%	73%	47%	43%	40%	60%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight and ten.

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.

Note: The 2016-2017 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA will no longer be administered.

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses required for UC/CSU Admission	2%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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 areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2016-2017)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5th	88%	71%	47%
7th	92%	78%	66%

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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2016-2017)

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, English Language Advisory Council (ELAC) and School Site Council (SSC). Parents on SSC provide critical feedback regarding the school's Single School District and LCAP plans. Community Outreach Academy offers parent nights and skill building workshops to give parents tools to help their children succeed. Parents are also strongly encouraged to attend parent teacher conferences at all grade levels. A Parent Liaison also helps to reach out to parents and involves them in supporting students. For more information about parent involvement opportunities at the school, please contact the school office at 916.286.5199 (Grades K-6) and 916.286.1908 (Grades 7-8).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
- High School dropout rates; and
- High School graduation rates.

Note: Community Outreach Academy is a K-8 school and none of the above indicators are applicable.

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

	School			District			State		
Rate	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	1.8%	2.6%	2.0%	7.7%	7.8%	7.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan

Gateway Community Charters, in conjunction with Community Outreach Academy, has adopted a Comprehensive School Safety Plan that is reviewed and revised in February and board-adopted by March 1 each year. The plan addresses required elements such as campus safety and security, emergency preparedness, disaster plans, school uniform policy, student discipline, anti-discrimination and harassment, anti-bullying, etc.

School safety is a primary concern of Community Outreach Academy. The school strives to be in compliance with all 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, earthquake and lockdown drills. The safety plan is updated each year and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Visitors to the school must first check in at the front office. All students must be signed out at the end of the day.

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 parent handbook, student handbook, parent meetings, and letters that are sent home. Community Outreach Academy is a Flippen Group's Capturing Kids Hearts (CKH) school. CKH program elements promote positive, self-regulated student behavior and school culture.

Student Recognition

Community Outreach Academy recognizes and celebrates the achievements and successes of students a on a regular basis school-wide and at the classroom level. Students are recognized for academic performance, homework completion, good attendance, honor roll awards, good citizenship etc.

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 2017-2018)

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in PI	NA	48
Percent of Schools Identified for PI	NA	90.6%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	20	18	20	8	9	8	0	0	0	0	0	0
1	22	21	22	0	5	1	8	3	7	0	0	0
2	27	25	24	0	0	0	8	7	7	0	0	0
3	25	24	26	0	0	0	7	9	7	0	0	0
4	26	29	27	0	0	0	7	6	8	0	0	0
5	27	26	25	0	0	0	6	7	7	0	0	0
6	27	31	31	0	0	0	6	5	6	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-22 Students | | | 23-32 Students | | | 33+ Students | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English	18	20	19	30	21	12	5	10	7	0	0	0
Mathematics	20	25	26	10	3	0	5	5	5	0	0	0
Science	20	21	21	12	9	7	0	3	4	0	0	0
Social Studies	19	20	21	11	10	7	1	2	4	0	0	0

* Number of classes indicates how many classrooms 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

Academic Counselors and Other Support Staff (School Year 2016-17)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	1	139
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	2	NA
Psychologist	1 (As Needed)	NA
Social Worker	0	NA
School Nurse	1 (As Needed)	NA
Resource Specialist Program Teacher	1 (As Needed)	NA
Speech and Language Specialist	1 (As Needed)	NA
Athletic Director	1 (As Needed)	NA

Note: Cells with NA values do not require data.

Expenditures & Services Funded

In addition to general state LCFF funding, Community Outreach Academy receives state and federal funding for the following categorical and other support programs:
- Title I - Various programs/additional support to assist students of low-socioeconomic status
- Title II Professional Development
- Title III - Various programs/additional support to assist English Learners
- Charter Schools Facility Grant
- State Lottery
- State Lottery, Instructional Materials
- ASES

Professional Development - Most Recent Three Years

Staff members at COA participate in a comprehensive program of professional development. The primary focus of professional development at COA in recent years has been transition to Common Core State Standards, Next Generation Science Standards, new benchmark assessments, and the CAASPP system. Furthermore, in order to

address the needs of the large number of English Learners at the school, COA is a Project Guided Language Acquisition and Development (GLAD) school, and significant professional development is required.   Finally, COA is a Capturing Kids' Hearts (CKH) school - CKH is a comprehensive program designed to enhance school culture as well as build self-regulated behavior among students. The program requires frequent staff development and collaboration.

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.