



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

**Sacramento Academic & Vocational Academy**  
5330 Power Inn Road, Suites A-E, Sacramento, CA 95820 ■ (916)387-8063  
Web Site: <http://savacharterschool.org>  
CDS Code: 34765050114272

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Morri Elliott

**Gateway Community Charters**

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**Superintendent/CEO**

Dr. Cindy Petersen

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**

It is the mission of the Sacramento Academic and Vocational Academy (SAVA) to provide high quality curriculum, instructional support, and community and social resources to families and students in our community. We do this by:

- Implementing an innovative, data-driven, standards-based curriculum that is differentiated to meet the needs of each individual student;
- Utilizing data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving;

At SAVA, we seek to motivate and encourage students to be self-directed, life-long learners. We provide a safe and friendly environment with a parent, teacher and community involved approach to learning. We empower students to reach their individual potential by teaching the skills necessary to meet the challenge of a changing society.

## **Vision**

SAVA's vision is to establish a personalized setting, serving a full range of students, designed to foster the transition of students to the world of work or post-secondary education. SAVA students have the opportunity to meet requirements for graduation with a high school diploma as well as meet the requirements for entry-level employment, apprenticeship programs, post-secondary career technical training or transition to two or four year colleges. SAVA provides students with:

- A flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional strategies to address student learning styles, 21<sup>st</sup> Century Learning Skills, and career paths;
- A high degree of personalization, mentoring, and career preparation in a standards-based core curriculum taught using various methodologies including authentic instruction and assessment;
- An instructional program which integrates and bridges independent study, school-based learning and work-based learning;
- A partnership between students, parents, the community, and local employers to provide students with entry-level skills appropriate to their career path;
- The opportunity to participate in community-based Service Learning projects;
- Graduation with a high school diploma and employment and/or preparation for the next level of training.

## **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) 387-8063.

## 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 seven charter schools with Twin Rivers Unified, San Juan Unified School District, and Yolo County Office of Education as the LEA/oversight agencies. Sacramento Academic and Vocational Academy serves students in grades seven through twelve.

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

Grade 7	10
Grade 8	32
Grade 9	56
Grade 10	113
Grade 11	202
Grade 12	374
Total Enrollment	787

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

Group	Percentage
Black or African American	25.2%
American Indian or Alaska Native	2.2%
Asian	3.9%
Filipino	1.4%
Hispanic or Latino	48.9%
Native Hawaiian or Pacific Islander	1.4%
White	13.6%
Two Or More Races	1.7%
Socioeconomically Disadvantaged	83.5%
English Learners	12.8%
Students with Disabilities	20.7%
Foster Youth	1.0%

## 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	46	47	54	1256
Without Full Credentials	0	0	0	60
Working Outside Subject	16	16	14	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: January 2018

SAVA utilizes an A-G approved online curriculum called Edgenuity. SAVA students have access to hundreds of unique courses and titles, including thousands of hours of instructional content. Courses are built using an instructional model grounded in research and are CCSS, NGSS, and state-standards aligned. SAVA and online teachers provide instruction, model strategic thinking, and make real-world connections. Online courses provide opportunities for initial credit and credit recovery. Edgenuity's ELA, math, science, social studies, world languages, CTE, and elective courses are rigorous and meet California graduation requirements. Students are provided technology that enables access the online curriculum from home or at the school site.

## School Facilities

Sacramento Academic and Vocational Academy consists of four separate sites that contain teacher work areas, technology labs, and open areas for students. CTE facilities are spread throughout SAVA and include but are not limited to digital media/photography studios, an auto shop, a clean diesel facility, and culinary arts centers. Furthermore, SAVA facilities include a full-sized basketball gym and fitness center. SAVA and GCC administration/staff work in conjunction with facility landlords to maintain a clean, functional, and safe facility 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**  
Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English/Language Arts	20%	17%	14%	28%	31%	32%	44%	48%	48%
Mathematics	2%	2%	3%	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	378	330	87.30%	14.24%
Male	186	155	83.33%	10.32%
Female	192	175	91.15%	17.72%
Black or African American	89	82	92.13%	12.20%
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100%	27.78%
Filipino	--	--	--	--
Hispanic or Latino	197	164	83.25%	15.85%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	45	93.75%	8.88%
Two or More Races	--	--	--	--

Socioeconomically Disadvantaged	313	276	88.18%	11.16%
English Learners	68	55	80.88%	0%
Students with Disabilities	71	68	95.77%	3.03%
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 2016-2017)**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	320	85.11%	2.5%
Male	185	151	81.62%	3.97%
Female	191	169	88.48%	1.78%
Black or African American	87	79	90.80%	1.27%
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44%	11.76%
Filipino	--	--	--	--
Hispanic or Latino	196	158	80.61%	1.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	45	91.84%	4.44%
Two or More Races	--	--	--	--
Socioeconomically	312	267	85.58%	2.3%

Disadvantaged				
English Learners	68	53	77.94%	0%
Students with Disabilities	69	63	91.30%	0%
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.

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

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, 10)	12%	12%	10%	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	371
Percent of pupils completing a CTE program and earning a high school diploma	11%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90%

## 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	90%
2015-16 Graduates Who Completed All Courses Required for US/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 area of 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
7 <sup>th</sup>	46%	18%	7%
9 <sup>th</sup>	39%	16%	5%

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

Sacramento Academic and Vocational Academy greatly benefits from its supportive parents who participate in various school activities, field trips, and volunteer at the school sites. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and provide feedback regarding the school's Single School District and LCAP plans. Various parent events such as educational family nights, parent forums, open houses, awards nights, etc. are held on a regular basis. For more information about parent involvement opportunities at the school, contact the school office at 916.387-8063.

### 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.



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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	45.3%	48.4%	42.5%	15.3%	9.2%	8.5%	11.5%	10.7%	9.7%
Graduation Rate	19.6%	20.3%	24.2%	77.6%	82.9%	84.3%	81.0%	82.3%	83.8%

**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). 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.

**Completion of High School Graduation Requirements (Class of 2016)  
(One Year Rate)**

Group	School	District	State
All Students at the School	43.4%	71%	87.1%
Black or African American	45.6%	61.8%	79.2%
American Indian or Alaska Native	36.4%	58.8%	80.2%
Asian	48.0%	87.2%	94.4%
Filipino	0%	63%	93.8%
Hispanic or Latino	41%	68.4%	84.6%
Native Hawaiian or Pacific Islander	0%	90%	86.6%
White	55.6%	78.5%	91%
Two or More Races	0%	62.7%	90.6%
Socioeconomically Disadvantaged	40.9%	72.4%	85.5%
English Learners	39.2%	42.6%	55.4%
Students with Disabilities	46.5%	53.7%	63.9%
Foster Youth	57.1%	72%	68.2%

Note: 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.

## 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

Rate	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	0.2%	0.6%	0.2%	7.7%	7.8%	7.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

## School Safety Plan

Gateway Community Charters, in conjunction with Sacramento Academic Vocational 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 policies, student discipline, anti-discrimination and harassment, anti-bullying, etc.

School safety is a primary concern at Sacramento Academic Vocational Academy. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each student 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.

## Discipline & Climate for Learning

Students at Sacramento Academic Vocational Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of SAVA's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. SAVA is a Flippen Group's Capturing Kids Hearts (CKH) school. CKH program elements promote positive, self-regulated student behavior and positive school culture. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. Parents are contacted immediately after a discipline concern. For more serious discipline issues, referrals are completed and submitted to an administrative staff member. Appropriate consequences are given to students accordingly.

## Student Recognition

SAVA recognizes and celebrates the achievements and successes of students and staff on a regular basis. School-wide and teacher-driven incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students are recognized for their achievement/effort/citizenship during quarterly student recognition awards assemblies. Students are selected to speak at graduation based on teacher nomination of students that best represent the spirit of SAVA, have been successful, overcome obstacles, and achieved graduation requirements.

## 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 4	Year 3
Number of Schools Currently in PI	NA	48
Percent of Schools Identified for PI	NA	90.6%

### 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	5	5	6	167	151	170	0	1	1	0	0	0
Mathematics	5	5	5	133	127	139	0	1	1	0	0	0
Science	5	5	5	90	93	100	0	0	0	0	0	0
Social Studies	5	5	5	162	176	178	0	0	0	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	3.0	262
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	0	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, SAVA 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
- State Lottery
- State Lottery, Instructional Materials

### Advanced Placement Courses (School Year 2016-2017)

	# of Courses	Enrollment
All Courses	-	0%
Computer Science	-	
English	-	
Fine and Performing Arts	-	
Foreign Language	-	
Mathematics	-	
Science	-	
Social Studies	-	

### Professional Development - Most Recent Three Years

Staff members at SAVA participate in a comprehensive program of professional development. With the changing landscape of standards-based education and the onset of Common Core State Standards and Next Generation Science Standards, staff has participated in a multitude of trainings to prepare for the shifts. SAVA 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. Monday morning 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.