



California Department of Education
School Accountability Report Card
Reported Using Data from the 2017-2018 School Year
Published During 2018-2019

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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 at <https://dq.cde.ca.gov/dataquest/> 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

All students at Higher Learning Academy will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

Vision Statement

To prepare our students for the competitive global economy, Higher Learning Academy will provide a safe learning environment that fosters students' risk-taking, inquiry and independent thinking skills.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact the Higher Learning Academy at (916) 286-5183.

District & School Profile

Higher Learning 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 proven track record of serving students within the charter school construct. Gateway Community Charters has a total of nine charter schools and is associated with Twin Rivers Unified School District, San Juan Unified School District, Elk Grove Unified School District, Sacramento City Unified School District and Yolo County Office of Education as the LEA/oversight agencies.

Higher Learning Academy has grown from its inception. In 2007-2008, the school opened with an enrollment of 45 students in grades K-3. Over the years, HLA has grown to its vision of serving students in grades K-8 and served 220 students in 2017-2018.

HLA is transitioning to an International Baccalaureate (IB) program, and offers a high quality, standards-based academic program with small class sizes and a caring professional staff. In each grade, students are exposed to a broad range of historical, scientific, and cultural topics that build on one another and prepares them for later educational and life success.

Student Enrollment by Grade Level (School Year 2017-18)

| | 2017-2018 |
|---------|-----------|
| K | 25 |
| Grade 1 | 26 |
| Grade 2 | 31 |
| Grade 3 | 30 |
| Grade 4 | 35 |

| | |
|------------------|-----|
| Grade 5 | 19 |
| Grade 6 | 18 |
| Grade 7 | 19 |
| Grade 8 | 17 |
| Total Enrollment | 220 |

Student Enrollment by Student Group (School Year 2017-18)

| Group | Percentage |
|-------------------------------------|------------|
| Number of Students | 220 |
| Black or African American | 50.0% |
| American Indian or Alaska Native | 1.8% |
| Asian | 4.1% |
| Filipino | 0.5% |
| Hispanic or Latino | 30.9% |
| Native Hawaiian or Pacific Islander | 0.9% |
| White | 8.2% |
| Two Or More Races | 2.7% |
| Other | 0.9% |
| Socioeconomically Disadvantaged | 95.5% |
| English Learners | 12.3% |
| Students with Disabilities | 8.2% |
| 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 |
|--------------------------|--------|-------|-------|-----------|
| | 16-17 | 17-18 | 18-19 | 2018-2019 |
| Fully Credentialed | 13 | 12 | 16 | 1210 |
| Without Full Credentials | 0 | 0 | 0 | 54 |
| Working Outside Subject | 0 | 0 | 0 | 46 |

Teacher Misassignments and Vacant Teacher Positions

| | 16-17 | 17-18 | 18-19 |
|---|-------|-------|-------|
| 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 2019

Higher Learning Academy Board Adopted Textbooks

| Grade Levels | Subject | Publisher | Adoption Year |
|----------------------------------|------------------------|--|----------------|
| K-5 th | English/Language Arts | Core Knowledge Language Arts (CKLA) | 2014 |
| 6 th | English/Language Arts | McMillan/McGraw-Hill/Amplify Digital | 2010/2014/2015 |
| 7 th -8 th | English/Language Arts | McDougal Littell/Amplify Digital | 2006/2014/2015 |
| K-5 th | History/Social Science | Pearson/Scott Foresman | 2006 |
| 6 th -8 th | History/Social Science | Houghton Mifflin/McDougal Littell/Holt | 2007/2009/2009 |
| K-6 th | Mathematics | EnVisionMATH CA Common Core/Pearson-SF | 2014 |
| 7 th -8 th | Mathematics | Prentice Hall | 2001/2009 |
| K-6 th | Science | Pearson/Scott Foresman | 2008 |
| 7 th -8 th | Science | Glencoe/McGraw Hill | 2010 |

School Facilities (School Year 2018-2019)

For the 2018-2019 school year, Higher Learning Academy moved into the brand-new Rancho Del Paso campus, which consists of eighteen classrooms with common areas, a multipurpose room, staff lounge, cafeteria, library/computer lab, office, and a playground/field area. HLA administration/staff work in conjunction with the GCC Facilities department 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 | | |
|-----------------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| English/Language Arts | 23% | 17% | 21% | 31% | 32% | 36% | 48% | 48% | 50% |
| Mathematics | 17% | 10% | 12% | 25% | 25% | 27% | 36% | 37% | 38% |

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 2017-2018)**

| Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 139 | 136 | 97.84% | 20.59% |
| Male | 75 | 72 | 96.00% | 18.16% |
| Female | 64 | 64 | 100.00% | 23.44% |
| Black or African American | 61 | 60 | 98.36% | 20.00% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 41 | 97.62% | 17.07% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 21 | 20 | 95.24% | 10.00% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 133 | 130 | 97.74% | 19.23% |
| English Learners | 24 | 24 | 100.00% | 29.17% |
| Students with Disabilities | 21 | 21 | 100.00% | 4.76% |
| 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.

Note: The 2016-2017 and 2017-2018 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards (NGSS). The new California Science Test (CAST) was piloted in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-2019 school year. The CAA for Science was pilot-tested for two years (i.e. 2016-2017 and 2017-2018) and the CAA for Science will be field tested in 2018-2019.

Note: Science test results include the CAST and CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceed the standard on the CAST plus the total number of students who met the standard (i.e. achieved Level 3 Alternate) on the CAA for science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

| 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 |
|---|---------|
| 2017-18 Students Enrolled in Courses required for UC/CSU Admission | 0% |
| 2016-17 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 2017-2018)

| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
|-----------------|-----------------------|-----------------------|----------------------|
| 5 th | 73% | 68% | 36% |
| 7 th | 79% | 53% | 26% |

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 Engagement (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)

Higher Learning Academy greatly benefits from its supportive parents who participate in various school activities, field trips, and volunteer in the classroom. HLA has an active Parent Teacher Organization (PTO) and parents serve on the School Site Council (SSC) to provide critical feedback regarding the school's Single School District and LCAP plans. For more information about parent involvement opportunities at the school, contact the school office at 916.286.5183

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: Higher Learning 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

| Rate | School | | | District | | | State | | |
|-------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Suspensions | 20.4% | 13.9% | 14.7% | 7.8% | 7.1% | 6.9% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |

School Safety Plan

Gateway Community Charters, in conjunction with Higher Learning 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 Higher Learning 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

Students at Higher Learning Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. 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.

The goal of Higher Learning 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. Higher Learning Academy is a Flippen Group's Capturing Kids Hearts (CKH) school. CKH program elements promote positive, self-regulated student behavior and school culture. Furthermore, teachers and staff are trained in using Restorative Justice practices to enhance the school culture.

Student Recognition

Higher Learning Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students receive IB Learner Profile awards, Caught Being Good awards, attendance certificates, honor roll awards, etc. Each trimester, the school comes together in an end of the month assembly to celebrate examples of student excellence.

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.

Average Class Size and Class Size Distribution (Elementary)

| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
|---|--------------------|-------|-------|------------------------|-------|-------|----------------|-------|-------|--------------|-------|-------|
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| K | 20 | 20 | 25 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 |
| 1 | 16 | 18 | 18 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 15 | 24 | 20 | 2 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |
| 3 | 25 | 26 | 21 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 |
| 4 | 27 | 28 | 22 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| 5 | 24 | 27 | 19 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| 6 | 20 | 18 | 18 | 7 | 3 | 0 | 0 | 0 | 0 | 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 | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| English | 19 | 17 | 18 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics | 19 | 17 | 18 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Science | 19 | 17 | 18 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Studies | 19 | 17 | 18 | 2 | 2 | 2 | 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 | .5 | 440 |
| Counselor (Social/Behavioral) | .5 (As Needed) | NA |
| Library Media Teacher (Librarian) | 0 | NA |
| Library Media Paraprofessional | 1 | 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, Higher Learning 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
- State Lottery
- State Lottery, Instructional Materials
- ASES

Professional Development - Most Recent Three Years

Staff members at HLA participate in a comprehensive program of professional development. HLA is transitioning to the International Baccalaureate (IB) program and is integrating basic IB structures such as the Learner Profile and foreign language into its program as it approaches the three-year IB timeline to authorization. Furthermore, over the past few years, HLA has worked/is working to transition to Common Core State Standards and Next Generation Science Standards. HLA has been focusing on training to promote student writing development and participates in coherence training with Innovate Ed. HLA 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. In addition to CKH to promote a positive school culture, HLA is also training in the use of Restorative Justice to supplement the school's progressive discipline program.

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 to review school-wide and student specific data to create critical intervention and support strategies that ensure ongoing student growth and success.