



Gateway Community Charters Sacramento Academic and Vocational Academy

5330 Power Inn Road, Sacramento, CA 95820 ♦ (916) 387-8063

2007-2008 School Accountability Report Card

Michael O'Leary
Principal

Board of Trustees

Jason Sample

Jack Turner

Kevin Spesert

Bruce Mangerich

Mark Anderson

Cindy Petersen
Superintendent



5727 Perrin Avenue
McClellan, CA 95652
916-286-5129



3200 Howard St.
Bldg #354,
McClellan, CA 95652
(916) 566-1600

District & School Profile

Gateway Community Charters has six charter schools and is associated with Twin Rivers School District.

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Sacramento Academic and Vocational Academy had a beginning enrollment of 392 students in grades seven through twelve for the 2007-08 school year. Student demographics are illustrated in the chart. Sacramento Academic and Vocational Academy is a independent study program with two campuses in Sacramento and Elk Grove.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	16.4%
American Indian	1.2%
Asian	11.5%
Caucasian	26.3%
Filipino	0.7%
Hispanic or Latino	34.7%
Pacific Islander	0.7%
Multiple or No Response	8.5%

Discipline & Climate for Learning

Students at Sacramento Academic and Vocational Academy are guided by specific rules and classroom 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 sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total 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. *Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Suspensions & Expulsions	
	School
	07-08
Suspensions	0
Suspension Rate	0.0%
Expulsions	0
Expulsion Rate	0.0%

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 schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Leadership Council
- Service Learning
- Art Club
- National Foundation for Training Entrepreneurs (NFTE)
- Law Enforcement Science
- Fire Science
- Mentor Counseling

Sacramento Academic and Vocational Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies. Students are selected to speak at graduation based on their GPA.

School Attendance & Enrollment

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.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level	
	2007-08
7th	7
8th	19
9th	70
10th	105
11th	99
12th	126

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 Windows of Hope.

Class Size

SAVA maintained a schoolwide average class size of 18.3 students and a pupil-to-teacher ratio of 20.6:1 for the 2007-08 school year. Since the school uses an independent study program there is no data to report.

Curriculum Development

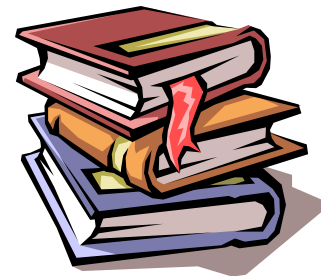
Curriculum development at Sacramento Academic and Vocational Academy revolves around the California State Content Standards and Frameworks. The writing and implementation of the school's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.



Instructional Materials

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

SAVA-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	English/ Language Arts	Pass	2007	Yes	0.0
7th-12th	History/Social Science	AGS	2007	Yes	0.0
7th-12th	Mathematics	AGS	2007	Yes	0.0
7th-12th	Science	Glencoe	2007	Yes	0.0
7th-12th	Visual and Performing Arts	Glencoe	2007	Yes	0.0



Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

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

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 1:191. The table lists the support service personnel available at Sacramento Academic and Vocational Academy.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
At-Risk Mentor	2	2.0
Counselor	2	2.0
English as a Second Language (ESL) Teacher	3	3.0

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). 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, is shown. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts		Math	Science	Social Science
	7	8	7	8	8
	08	08	08	08	08
All Students					
School	22	10	12	2	4
State	49	45	41	52	36
Males					
School	33	4	18	0	4
State	44	41	42	54	39
Females					
School	9	15	*	4	4
State	54	50	41	50	35
Socioeconomically Disadvantaged					
School	*	14	*	7	7
State	34	30	30	39	22
Caucasian					
School	*	21	*	6	11
State	68	63	57	70	53

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Social Science	
	9	10	11	10	11
	08	08	08	08	08
All Students					
School	12	7	8	3	6
State	49	41	37	33	38
Males					
School	10	8	12	4	12
State	45	37	33	38	40
Females					
School	13	7	4	2	0
State	53	45	41	29	36
Socioeconomically Disadvantaged					
School	15	2	0	0	0
State	33	26	22	20	24
African American					
School	13	3	11	0	12
State	34	26	22	19	21
Hispanic or Latino					
School	10	3	0	0	0
State	34	27	22	21	25
Caucasian					
School	17	21	24	13	16
State	68	57	53	49	51

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 the chart. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Adequate Yearly Progress (AYP)

Met Overall AYP	School	
	English - Language Arts	Mathematics
Met Overall AYP	No	No
Participation Rate	No	No
Percent Proficient	No	No
API School Rate	No	
Graduation Rate	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. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs

	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

Academic Performance Index

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.

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

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

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

API School Results		
	07-08	2008 API Growth Score
Statewide Rank	n/a	
Similar Schools Rank	n/a	
All Students		
Actual Growth	B	654
Hispanic or Latino		
Actual Growth	B	424
Socioeconomically Disadvantaged		
Actual Growth	B	434

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). During the 2007-08 school year, 7.1% of seventh grade and 10.6% of ninth grade students were in the HFZ.

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. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table 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.

CAHSEE By Subject

	2007-08		
	School	District	State
English	18.0	34.7	52.9
Mathematics	13.3	39.8	51.3

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	82.0	17.1	0.9	86.7	12.4	1.0
Male	82.5	17.5	-	82.9	17.1	-
Female	81.7	16.9	1.4	88.4	10.1	1.4
African American	88.2	11.8	-	100.0	-	-
Asian	91.7	8.3	-	83.3	16.7	-
Hispanic or Latino	81.8	18.2	-	83.3	16.7	-
White	74.1	22.2	3.7	79.2	16.7	4.2
Socioeconomically Disadvantaged	90.6	9.4	-	89.3	10.7	-

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 2007-08 school year in the 12th grade, the table 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/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	56%	68%	*
Socioeconomically Disadvantaged	74%	78%	*
English Learners	37%	67%	*
African American	40%	62%	*
Asian	56%	81%	*
Hispanic or Latino	38%	79%	*
Caucasian	74%	73%	*

* Data was not available at the time of publication.

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. All students must pass each course with a grade no lower than a "C".

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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 provides vocational training in a variety of academies including: Academy of Health and Medical Careers, Academy of Public Service, Academy of Business Administration, Academy of Family and Consumer Science, Academy of Public Administration

SAVA also offers the following CTE courses:

- Career 1
- Careers 2
- Work Experience

Instructors fill out our semester evaluations and coordinate the evaluations with the counselor. The evaluations are based on volunteer hours, attendance and weekly meetings. The main contact for the Career Technical Education Program is Doug Kreiger.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Teacher Assignment

For the 2007-08 school year, Sacramento Academic and Vocational Academy had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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. 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.

Misassignments/Vacancies		
	07-08	08-09
Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0
Total Misassignments of Teachers	0	0
Vacant Teacher Positions	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. **Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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 district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Facilities & Safety

Sacramento Academic and Vocational Academy consists of two separate sites with three 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 always 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 drill, lockdown, and duck and cover procedure rehearsals. The safety plan was updated and reviewed with staff in August 2008.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	392
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	n/a

Teacher Credential Status

	School
	07-08
Fully Credentialed	19
Without Full Credentials	0
Working Outside Subject	0

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	84.2%	15.8%

School Leadership

Leadership at Sacramento Academic and Vocational Academy is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past three years, leadership duties were assumed by Principal Michael O'Leary. Principal O'Leary has 16 years of experience in education.

Superintendent, Ms. Cindy Petersen, has over 21 years experience as an educational leader, an administrator and classroom teacher. School site support includes: BTSA Support Providers and Program and Operation Coordinators. 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 district goals. Leadership teams include: School Site Council, Leadership Team, and Department Chairs.

Parent Involvement

Parents are welcome to join the School Site Council. The school also benefits from several community partnerships, including

- Chicks in Crisis
- NFTE
- Youth Planning Council
- Sutter Women's and Children Services
- EDD
- Moments two Success
- RB 21
- Another Chance Another Choice
- WIA
- Sierra Health

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.

School Site Teacher Salaries

Since Sacramento Academic and Vocational Academy was not open in the 2006-07 school year, no data is available.

Teacher & Administrative Salaries

Since Twin Rivers Unified School District opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Since Sacramento Academic and Vocational Academy was not open in the 2006-07 school year, no data is available.

Data Sources

Data within the SARC was provided by Gateway Community Charters, retrieved from the 2007-08 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.