

California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2015-2016 School Year  
Published During 2016-2017



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](http://www.outreachacademy.org)  
CDS Code: 34765050101766

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### Principals

Larissa Gonchar  
Yuliya Hall

### Gateway Community Charters

5726 Dudley Boulevard, McClellan, CA 95652 ■ (916)286-5129

Website: [www.gcccharters.org](http://www.gcccharters.org)

Contact: [cindy.petersen@gcccharters.org](mailto:cindy.petersen@gcccharters.org)

### Board of Trustees

Lillie Campbell  
Bruce Mangerich  
Mark Anderson  
Jack Turner  
Harry Block

### Twin Rivers Unified School District

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

Website: [www.twinriversusd.org](http://www.twinriversusd.org)

Contact: [steve.martinez@twinriversusd.org](mailto:steve.martinez@twinriversusd.org)

### 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**

Gateway Community Charters (GCC) and the Community Outreach Academy (COA) develop the academic talents of its students, while nurturing the appreciation and understanding of their rich cultural heritage and the place they take as citizens in our state and nation.

COA also provides a multicultural education, including curriculum representing the language and literature of their heritage, delivered in a supportive environment. The faculty develops the student's ability to apply these lessons as they contribute to our diverse community and maximize their social, academic, and personal development.

## **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 (7-8<sup>th</sup> 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 2015-16)**

	2015-2016
K	160
Grade 1	167
Grade 2	177
Grade 3	218
Grade 4	176
Grade 5	184
Grade 6	155
Grade 7	144
Grade 8	139
Total Enrollment	1520

## Student Enrollment by Student Group (School Year 2015-16)

Group	Percentage
Number of Students	1503
Black or African American	0.3%
American Indian or Alaska Native	0.0%
Asian	0.9%
Filipino	0.1%
Hispanic or Latino	0.7%
Native Hawaiian or Pacific Islander	0.0%
White	98.0%
Two Or More Races	0.0%
Socioeconomically Disadvantaged	79.2%
English Learners	63.0%
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
	14-15	15-16	16-17	2016-2017
Fully Credentialed	64	66	72	1257
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	52

#### Teacher Misassignments and Vacant Teacher Positions

	14-15	15-16	16-17
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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2016-17)

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	80.0%	19.0%
District	79.0%	20.0%
High Poverty Schools in District	79.0%	20.0%
Low Poverty Schools in District	0%	0%

Note: High-Poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student eligibility of approximately percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year Year and Month in which data was collected: December 2016

Table 9: Community Outreach Academy Board Adopted Textbooks

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

### School Facilities (School Year 2016-2017)

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, office space and multiple playgrounds. Additionally, 7<sup>th</sup>-8<sup>th</sup> 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**  
Percent of Students Meeting or Exceeding the State Standards

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

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 2015-2016)**

**ELA - Grade 3**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	219	100%	53%
Male	123	123	100%	44.7%
Female	96	96	100%	63.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--

White	215	215	100%	53.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	163	100%	45.4%
English Learners	159	159	100%	100%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

#### **ELA - Grade 4**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	177	98.9%	51.4%
Male	73	72	98.6%	44.4%
Female	106	105	99.1%	56.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	175	174	99.4%	50.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.3%	45.7%
English Learners	112	111	99.1%	30.6%
Students with Disabilities	--	--	--	--

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 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 students that did not receive a score; 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 students with scores.

### ELA - Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.9%	60.7%
Male	97	96	99%	52.1%
Female	88	87	98.9%	70.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	182	98.9%	60.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	140	138	98.6%	60.1%
English Learners	82	82	100%	24.4%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

## ELA - Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	148	98.7%	54.1%
Male	76	74	97.4%	41.9%
Female	74	74	100%	66.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	144	98.6%	52.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.4%	50.8%
English Learners	58	57	98.3%	21.1%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

**ELA - Grade 7**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	146	94.2%	49.3%
Male	78	74	94.9%	40.5%
Female	77	72	93.0%	58.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	138	94.5%	50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	123	94.6%	48%
English Learners	52	51	98.1%	9.8%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

## ELA - Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	134	95%	59%
Male	63	57	90.5%	52.6%
Female	78	77	98.7%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	132	127	96.2%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	103	96.3%	57.3%
English Learners	38	36	94.7%	22.2%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2015-16)

### Mathematics - Grade 3

Group	Total	Number	Percent	Percent
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	Enrollment	Tested	Tested	Met or Exceeded
All Students	219	219	100%	62.1%
Male	123	123	100%	61%
Female	96	96	100%	63.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	215	215	100%	62.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	163	100%	57.7%
English Learners	159	159	100%	52.2%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

### Mathematics - Grade 4

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	180	177	98.3%	52.0%
Male	74	72	97.3%	61.1%
Female	106	105	99.1%	45.7%
Black or African American	--	--	--	--

American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	176	174	98.9%	51.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	140	138	98.6%	51.5%
English Learners	113	111	98.2%	35.1%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

### Mathematics - Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	183	98.9%	49.7%
Male	97	96	99.0%	50%
Female	88	87	98.9%	49.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--

White	184	182	98.9%	49.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	140	138	98.6%	51.5%
English Learners	82	82	100%	20.7%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

## Mathematics - Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	148	98.7%	49%
Male	76	74	97.4%	41.1%
Female	74	74	100%	56.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	144	98.6%	48.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.4%	46.8%
English Learners	58	57	98.3%	16.1%
Students with Disabilities	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### Mathematics - Grade 7

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	151	97.4%	50.3%
Male	78	76	97.4%	55.3%
Female	77	75	97.4%	45.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	146	143	98%	51.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	128	98.5%	48.4%
English Learners	52	52	100%	13.5%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

## Mathematics - Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	137	97.2%	34.3%
Male	63	59	93.7%	32.2%
Female	78	78	100%	35.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	132	130	98.5%	34.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.1%	33%
English Learners	38	37	97.4%	13.5%
Students with Disabilities	--	--	--	--
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 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 students that did not receive a score; 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 students with scores.

### CAASPP Test Results in Science for All Students

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)	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.

### CAASPP Test Results in Science by Student Group

Grades Five, Eight and Grade 10 (School Year 2015-2016)

Group	Total Enrollment	# Valid Scores	% Valid Scores	% Prof/Advanced
All Students	326	319	97.9%	73.4%
Male	160	155	96.9%	68.4%
Female	166	164	98.8%	78.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%
Asian	--	--	--	--
Filipino	0	0	0%	0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%
White	316	311	98.4%	73.0%
Two or More Races	0	0	0%	0%
Socioeconomically Disadvantaged	247	243	98.4%	73.7%
English Learners	120	118	98.3%	45.8%
Students with Disabilities	11	9	81.8%	22.2%
Students Receiving Migrant Education Services	0	0	0%	0%
Foster Youth	--	--	--	--

Note: Science test results include CST's, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**Career Technical Education Participation (School Year 2015-16)**

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
2015-16 Students Enrolled in Courses required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	--

**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 2015-2016)**

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 <sup>th</sup>	88.9%	75.1%	48.6%
7 <sup>th</sup>	92.7%	83.3%	68.5%

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 2014-2015)

### 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

Rate	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	2.7%	1.8%	2.6%	8.8%	7.7%	7.8%	4.4%	3.8%	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 2016-2017)**

	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		
	13-14	14-15	16-17	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	21	20	20	1	8	6	7	0	2	0	0	0
1	26	22	25	0	0	5	8	8	3	0	0	0
2	24	27	25	0	0	0	7	8	8	0	0	0
3	26	25	24	9	0	9	7	7	0	0	0	0
4	27	26	30	0	0	6	6	7	0	0	0	0
5	31	27	26	0	0	7	5	6	0	0	0	0
6	27	27	29	0	0	5	5	6	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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
English	21	18	20	10	30	9	8	5	2	0	0	0
Mathematics	23	20	23	3	10	4	11	5	7	0	0	0
Science	22	20	20	7	12	9	6	0	3	0	0	0
Social Studies	23	19	20	2	11	10	11	1	2	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 2014-15)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	1	283
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 LCFE 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.