

# CHARTER SCHOOLS ANNUAL BOARD REPORT

2023-  
2024

5TH EDITION



Annual Charter School Oversight Report Published by Twin Rivers Unified School District.



# Creating Conditions for Student Success



## Vision

- An unwavering focus on powerful and engaging learning experiences that prepare students for college, career, and life success.

## Mission

- To inspire each student to extraordinary achievement every day.

## Core Beliefs

- All students will graduate college, career & civic-minded ready.
- All students will have a safe, clean, and secure environment that is free from bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success.
- TRUSD will be fiscally sound & maximize resources for student success.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain, and develop the best employees.

# Meet Our Board

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**MICHELLE RIVAS**

PRESIDENT  
AREA TWO



**MICHAEL BAKER**

VICE PRESIDENT  
AREA ONE



**CHRISTINE JEFFERSON**

CLERK  
AREA THREE



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AREA SEVEN



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AREA SIX



**DR. STEVE MARTINEZ**

SUPERINTENDENT



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# DISTRICT OVERSIGHT RESPONSIBILITIES

## SUMMARY OF ACTIVITIES

Each year, the District undertakes a comprehensive set of activities to fulfill its oversight responsibilities. The activities included in this section are mainly focused on independent charter schools, although some of the work is done for both independent and dependent charter schools. This diligent work involves meticulous planning and collaboration with charter school leaders to ensure that the district is fulfilling its responsibilities regarding charter oversight. Through a series of structured and strategic initiatives, the District aims to foster continuous improvement, address any emerging challenges, and celebrate the successes of the charter schools under its purview. The following items summarize the extensive efforts and activities carried out annually to support and oversee independent charter schools.

Annually, the District will:

- Conduct a meeting with charter school leaders to review changes, progress, challenges, successes, and other relevant items.
- Visit charter schools for site walks, classroom observations, and discussions with site administrators.
- Collect, review, and compile data for each charter school to create a detailed oversight report. This report is reviewed and finalized with charter school leaders' feedback. It includes district recommendations and concerns categorized into three main areas: Fiscal, Academic, and Governance and Operations. Recommendations are suggested actions not within the district's oversight responsibilities, while concerns are within the District's oversight and may affect the school's renewal if unaddressed.

The District will also handle charter petition renewals and material revisions as needed, involving a team of TRUSD employees and legal counsel.

Additionally, if a complaint is received or areas of concern are identified, the District will conduct oversight activities, including, but not limited to:

- Research and investigation
- Communications with the charter school through letters of inquiry, notices of concern, and requests for information
- Identifying knowledgeable TRUSD administrators for further review and investigation
- Collaborating with legal counsel to determine appropriate actions and follow-up
- Including the charter school's governing Board of Trustees, the TRUSD Board of Trustees, the California Department of Education, FICMAT, and the Sacramento County Office of Education in communications when appropriate.

# DISTRICT OVERSIGHT RESPONSIBILITIES

## CHARTER PETITIONS

The Twin Rivers Unified School District acts as the charter school authorizer for schools within the District boundaries. As the authorizer, the District is responsible for reviewing charter petitions and fully vetting these petitions according to common standards, consistently, and with scrutiny.

## ANNUAL REVIEW

Once a charter petition is approved, as the authorizer, Twin Rivers Unified School District is responsible for annually reviewing budgets, first interim, and second interim financial reports. TRUSD reviews the charter's LCAP and provides feedback to the charter school. TRUSD also reviews the charter's annual audit and follows up with the charter on areas of concern. TRUSD is responsible for evaluating academic goals and progress towards goals, reviewing teacher credentials and misassignments, conducting annual site visits, investigating complaints, and assessing whether the charter school is adhering to policies and handbooks.

## ONGOING OVERSIGHT

TRUSD Board Policy, consistent with *Ed. Code*, provides for the following elements of charter oversight:

- The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with *Education Code 47604.32*. Any violations of law shall be reported to the Board.
- The Board shall monitor each charter school to determine whether it is achieving both school wide and for all groups of students served by the school, and the measurable student outcomes set forth in the charter. This determination shall be based on the measures specified in the approved charter and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its Local Control and Accountability Plan (LCAP).
- The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (*Education Code 47604.32, 47604.33, 47606.5*)

## OVERSIGHT FEES

Education Code 47613 authorizes districts to charge for the actual costs of supervisory oversight of a charter school, not to exceed 1% of the charter school's revenue. In addition, chartering authorities may charge for the actual costs of supervisory oversight of a charter school, "not to exceed 3%" of the charter school's revenue, if the school has secured "substantially rent-free facilities" from the charter authority.

# DISTRICT OVERSIGHT RESPONSIBILITIES

## ANNUAL ACTIVITIES

Twin Rivers Unified School District strives to follow best practices established in the field of charter oversight, utilizing resources of the Fiscal Crisis Management Assistance Team (FCMAT) and other reputable resources to build systems in the organization to ensure adequate oversight.

There are three main categories in which the district's oversight responsibilities fall. TRUSD employees are assigned to support the oversight activities in these areas depending on their role in the District. (see below)

- **Finance**
  - Enrollment
  - Attendance
  - Budget
  - LCAP Budget Review
  - Grade Levels
  - Student Code
  - McKinney-Vento
- **Academics**
  - Grade Placement and Transition
  - Graduation Rates
  - LCAP Academic Review
  - Measurable Pupil Outcomes
- **Governance and Operations**
  - Employee Complaints
  - Facilities
  - Job Descriptions
  - Salary Schedules
  - Hiring Process
  - Student Expulsions
  - Attendance Area
  - Credentialing

## ANNUAL OVERSIGHT BOARD REPORT

This Twin Rivers Charter School Oversight Report provides an overview of the charter school progress within the school district and serves as the annual summary of charter school progress to the Twin Rivers Unified School District Board of Trustees. Currently, authorizing responsibilities are processed through Executive Cabinet under the direct supervision of Dr. Steve Martinez, Superintendent, TRUSD.



**GINA CARREON**  
CHIEF HUMAN  
RESOURCES OFFICIAL



**RYAN DIGIULIO**  
CHIEF BUSINESS OFFICIAL



**MARCI BERNARD**  
INTERIM ASSOCIATE  
SUPERINTENDENT, SCHOOL  
LEADERSHIP

# DASS & WIOA CHARTER SCHOOLS

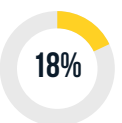


## DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS)

TRUSD has 11 charter schools (3 affiliated and 8 independent). Of these eleven schools, Highlands Community Charter School, California Innovative Career Academy, Community Collaborative Charter School, and Sacramento Academy and Vocational Academy are DASS-designated schools.

DASS schools serve a specific population of students who may require additional educational approaches or support services. The DASS designation is intended to provide context for understanding the performance of these schools within the broader landscape of education in California. It acknowledges that these schools may have different performance metrics or expectations than traditional schools, due to the unique needs of the students they serve.

The DASS designation does not imply that the school's performance is inferior or deficient; rather, it recognizes the importance of considering the specific challenges and circumstances faced by the student population served. Using different measures, metrics, and targets, authorizers should evaluate DASS schools on outcomes under the same general categories. The measurements for each DASS school should be based on the population they serve.



## CALIFORNIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

The California Workforce Innovation and Opportunity Act (WIOA) intersects with Title III (Postsecondary Education), Division 7 (Community Colleges), and Part 54.5 (Strong Workforce Program) of the California *Education Code* by promoting collaboration between educational institutions, workforce development agencies, and employers to provide individuals with the skills and training needed to succeed in the labor market.

While AB 1507 outlined restrictions to the geographic locations of charter schools, it did not change the geographic location exemption for charter schools operating in partnership with the Federal Workforce Innovation and Opportunity Act. This means WIOA schools may operate sites outside of the District's boundaries.

Highlands Community Charter & Technical Schools fall under the Workforce Innovation and Opportunity Act.



# DASHBOARD INDICATORS EXPLAINED

## PERFORMANCE CATEGORIES (NEW IN 2024)

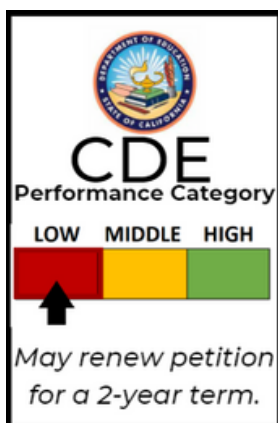
In March 2024, the California Department of Education announced the release of the “Charter School Performance Category”. This is an additional criterion for determining whether to approve a charter renewal. The District must consider a charter school’s placement under the performance categories based on the school’s performance on the California School Dashboard.

Under this criterion, non-DASS schools are placed into one of three performance categories:

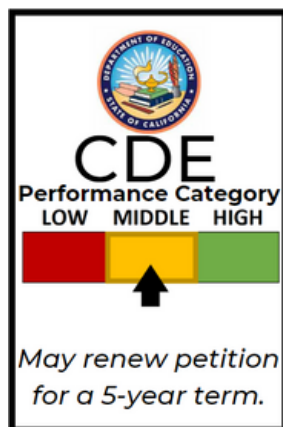
- High: A charter school in this category is eligible for a five-, six-, or seven-year renewal term. It is assumed that the petition will be renewed for these schools, although they may be denied in rare cases.
- Middle: A charter school in this category may be renewed for a five-year term. The California Department of Education does not provide any renewal presumptions for this category.
- Low: A charter school in this category may be renewed for two years only if it meets the conditions under *Education Code* Section 47607.2(a)(4). It is assumed that the petition for these schools will be denied. (Only 10.4% of schools in California fell into this category for those whose renewals are due in 2024-25.) Low-track schools may only be renewed if:
  - The school creates an improvement plan that is approved by the Board of Trustees.
  - The school provides verifiable data with compelling evidence that the school is on an upward trajectory and students are making progress.

This report includes each school’s performance category or an indicator that no performance category is available on the pages for their specific school. (See examples of indicators below.)

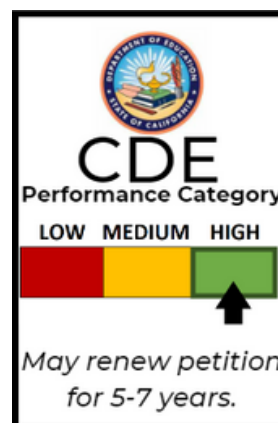
### DENIAL IS PRESUMPTIVE



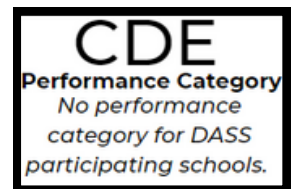
### NO PRESUMPTIONS



### RENEWAL IS PRESUMPTIVE



### RENEWAL IS PRESUMPTIVE



# DASHBOARD INDICATORS EXPLAINED

## CALIFORNIA DASHBOARD INDICATORS






The California School Dashboard consists of simplified reports that reflect performance for student groups on state and local indicators (see list below). Data is included for all charter schools in the dashboard. Many metrics are even provided for DASS-qualified charters.

- English Learner Progress
- English Language Arts
- Mathematics
- Graduation Rates (if applicable)
- College/Career Readiness (if applicable)
- Suspension Rate
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study
- Chronic Absenteeism

Colors are assigned to each performance category based on two metrics. The first is growth/loss and the second is low or high performance. The goal is to have all areas fall into the green or blue categories. Indicators that fall into the yellow, orange, or red categories should strive for improvement.

Performance Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High	Grey	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Red	Red

Lowest Performance						Highest Performance
	Very Low	Low	Medium	High	Very High	



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# TRUSD CHARTER SCHOOLS

## AFFILIATED (TRUSD CHARTERS)

### **Twin Rivers Unified School District**

- **CCAA:** Creative Connections Arts Academy (K-12)
- **Smythe:** Smythe Academy of Arts and Sciences (K-8)
- **WPCS:** Westside Preparatory Charter School (7-8)

## INDEPENDENT CHARTERS

### **Gateway Charter Schools**

- **CCCS:** Community Collaborative Charter School (K-12)
- **COA:** Community Outreach Academy (K-8)
- **FHS:** Futures High School (9-12)
- **HLA:** Higher Learning Academy (K-8)
- **SAVA:** Sacramento Academic and Vocational Academy (7-12)

### **Highlands Community Charter and Technical Schools**

- **CICA:** California Innovative Career Academy (9, 10, & 12)
- **HCCS:** Highlands Community Charter School (9,10, & 12)

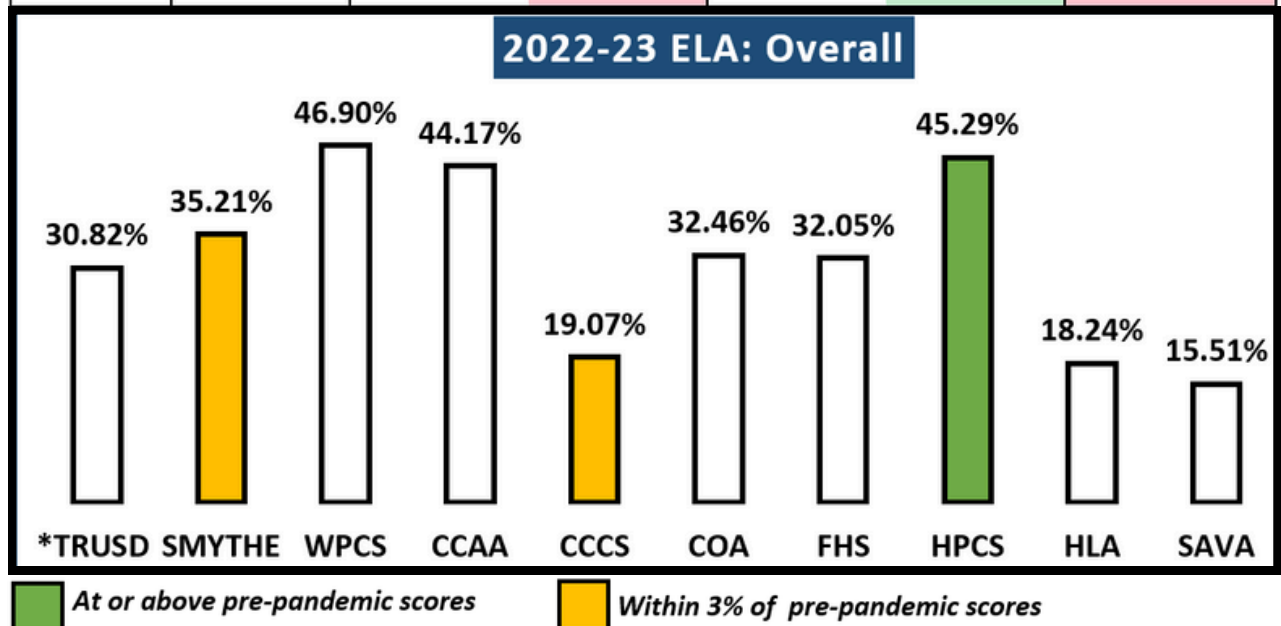
### **Pacific Charter Institute**

- **HPCS:** Heritage Peak Charter School (K-12)

# CAASPP: English Language Arts/Literacy

For the 2022-23 year, only WPCS' ELA scores were higher than TRUSD's (30.82%), the County's (44.07%), and the State's (46.66%) scores. HPCS surpassed the pre-pandemic score. Smythe and CCCS are within 3% of reaching their pre-pandemic levels.

ELA OVERALL						
	2018-19	2021-22		2022-23		Pre-Pandemic
	Met/Exceed	Met/Exceed	Growth/Loss	Met/Exceed	Growth/Loss	22/23 - 18/19 Comparison
STATE	51.10%	54.80%	3.70%	46.66%	-8.14%	-4.44%
COUNTY	48.85%	49.92%	1.07%	44.07%	-5.85%	-4.78%
*TRUSD	35.84%	29.90%	-5.94%	30.82%	0.92%	-5.02%
SMYTHE	38.13%	37.13%	-1.00%	35.21%	-1.92%	-2.92%
WPCS	65.69%	50.38%	-15.31%	46.90%	-3.48%	-18.79%
CCAA	52.42%	44.90%	-7.52%	44.17%	-0.73%	-8.25%
CCCS	19.88%	20.30%	0.42%	19.07%	-1.23%	-0.81%
COA	47.57%	39.96%	-7.61%	32.46%	-7.50%	-15.11%
FHS	69.36%	39.56%	-29.80%	32.05%	-7.51%	-37.31%
HPCS	35.33%	45.02%	9.69%	45.29%	0.27%	9.96%
HLA	26.18%	21.27%	-4.91%	18.24%	-3.03%	-7.94%
SAVA	33.34%	13.15%	-20.19%	15.51%	2.36%	-17.83%



\*TRUSD Data does not include charter schools.

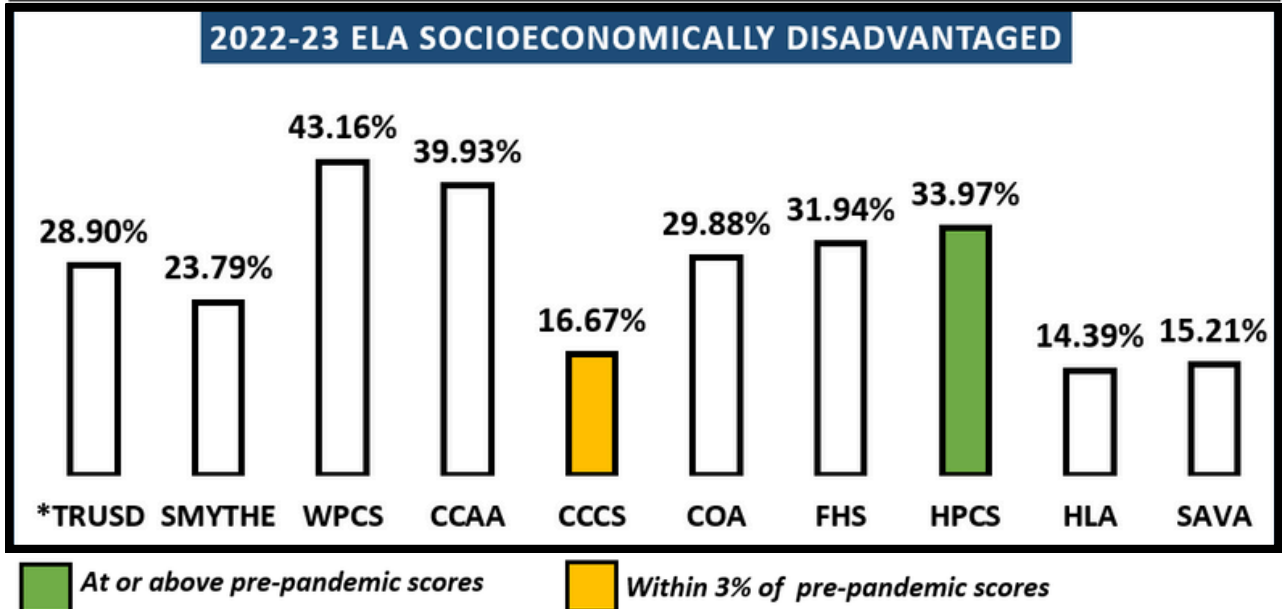
\*\*To protect privacy, data is suppressed because fewer than 11 students tested.  
<https://caaspp-elpac.ets.org/caaspp/Default>



# CAASPP: English Language Arts/Literacy

For the 2022-23 year, WPCS and CCAA's ELA Socioeconomically Disadvantaged scores are higher than TRUSD's (28.9%), the County's (31.86%), and the State's (35.27%) scores. HPCS has surpassed the pre-pandemic score. CCCS is within 3% of reaching pre-pandemic levels.

ELA SOCIOECONOMICALLY DISADVANTAGED						
	2018-19	2021-22		2022-23		Pre-Pandemic 22/23 - 18/19 Comparison
	Met/ Exceed	Met/ Exceed	Growth/ Loss	Met/ Exceed	Growth/ Loss	
STATE	39.19%	35.24%	-3.95%	35.27%	0.03%	-3.92%
COUNTY	37.08%	32.18%	-4.90%	31.86%	-0.32%	-5.22%
*TRUSD	33.43%	27.79%	-5.64%	28.90%	1.11%	-4.53%
SMYTHE	37.50%	35.60%	-1.90%	23.79%	-11.81%	-13.71%
WPCS	62.55%	47.15%	-15.40%	43.16%	-3.99%	-19.39%
CCAA	44.84%	40.08%	-4.76%	39.93%	-0.15%	-4.91%
CCCS	17.02%	18.55%	1.53%	16.67%	-1.88%	-0.35%
COA	44.92%	37.03%	-7.89%	29.88%	-7.15%	-15.04%
FHS	67.31%	36.23%	-31.08%	31.94%	-4.29%	-35.37%
HPCS	26.74%	29.61%	2.87%	33.97%	4.36%	7.23%
HLA	23.84%	17.96%	-5.88%	14.39%	-3.57%	-9.45%
SAVA	n/a	7.70%	n/a	15.21%	7.51%	n/a

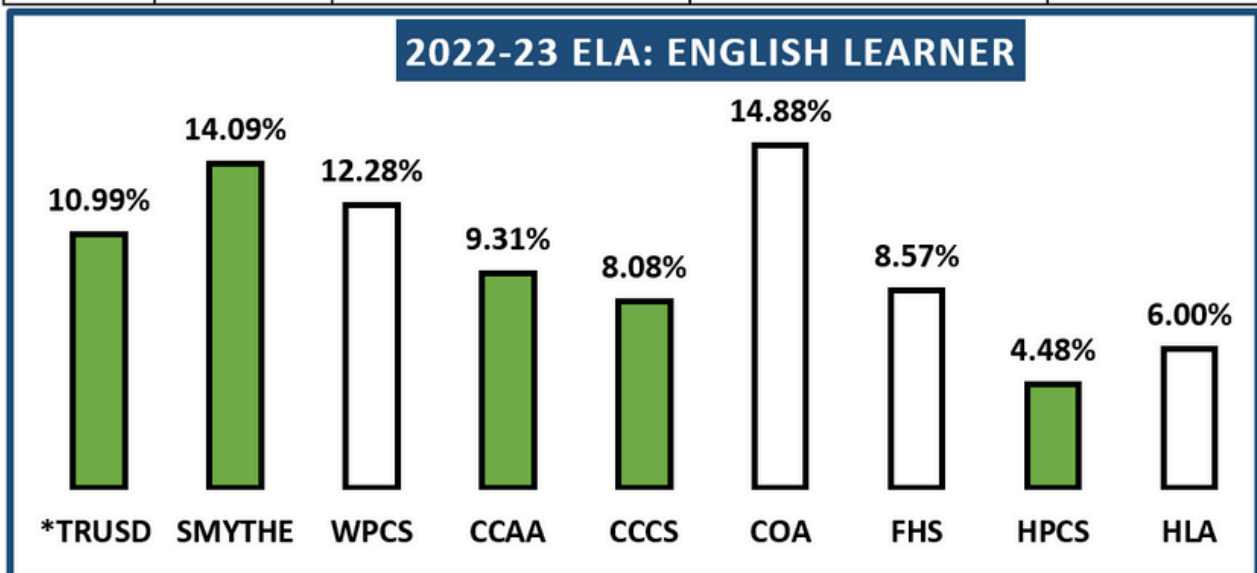


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<https://caaspp-elpac.ets.org/caaspp/Default>

# CAASPP: English Language Arts/Literacy

For the 2022-23 year Smythe, WPCS, and COA's ELA English Learners' scores are higher than TRUSD's (10.99%), the County's (12.05%), and the State's (10.87%) scores. The County, TRUSD, Smythe, CCAA, CCCS, and HPCS have met or surpassed pre-pandemic scores.

	ELA ENGLISH LEARNER					
	2018-19	2021-22		2022-23		Pre-Pandemic
	Met/ Exceed	Met/ Exceed	Growth/ Loss	Met/ Exceed	Growth/ Loss	22/23 - 18/19 Comparison
STATE	12.81%	12.47%	-0.34%	10.87%	-1.60%	-1.94%
COUNTY	11.79%	13.86%	2.07%	12.05%	-1.81%	0.26%
*TRUSD	8.81%	12.54%	3.73%	10.99%	-1.55%	2.18%
SMYTHE	7.65%	13.24%	5.59%	14.09%	0.85%	6.44%
WPCS	28.95%	16.67%	-12.28%	12.28%	-4.39%	-16.67%
CCAA	7.14%	15.69%	8.55%	9.31%	-6.38%	2.17%
CCCS	0.00%	2.99%	2.99%	8.08%	5.09%	8.08%
COA	19.72%	22.16%	2.44%	14.88%	-7.28%	-4.84%
FHS	18.75%	15.38%	-3.37%	8.57%	-6.81%	-10.18%
HPCS	2.78%	10.72%	7.94%	4.48%	-6.24%	1.70%
HLA	16.28%	11.53%	-4.75%	6.00%	-5.53%	-10.28%
SAVA	**	**	**	**	**	**



 At or above pre-pandemic scores.

 Within 3% of pre-pandemic scores.

\*TRUSD Data does not include charter schools

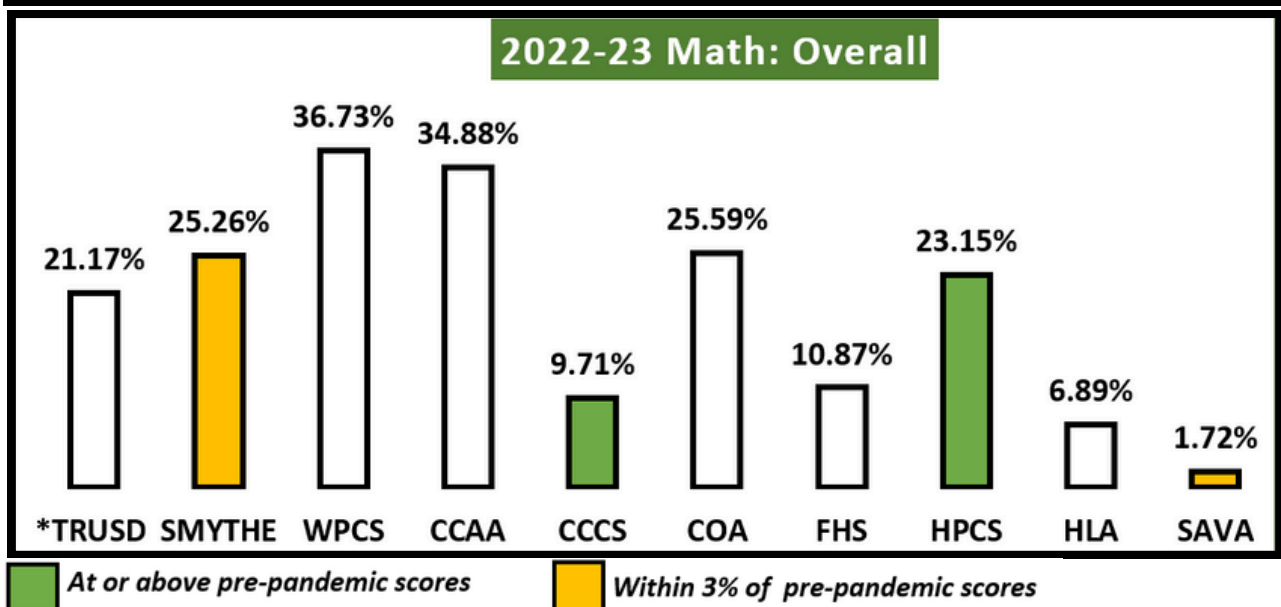
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<https://caaspp-elpac.ets.org/caaspp/Default>

# CAASPP: Mathematics

For the 2022-23 year, WPCS and CCAA's Math scores are higher than TRUSD's (21.17%), the County's (32.79%), and the State's (34.62%) scores. CCCS and HPCS have surpassed pre-pandemic scores. Smythe and SAVA are within 3% of reaching their pre-pandemic levels.

	MATH OVERALL					
	2018-19	2021-22		2022-23		Pre-Pandemic
	Met/ Exceed	Met/ Exceed	Growth/ Loss	Met/ Exceed	Growth/ Loss	22/23 - 18/19 Comparison
STATE	39.73%	33.38%	-6.35%	34.62%	1.24%	-5.11%
COUNTY	37.88%	32.25%	-5.63%	32.79%	0.54%	-5.09%
*TRUSD	27.75%	19.21%	-8.54%	21.17%	1.96%	-6.58%
SMYTHE	27.46%	19.14%	-8.32%	25.26%	6.12%	-2.20%
WPCS	53.99%	34.79%	-19.20%	36.73%	1.94%	-17.26%
CCAA	39.25%	31.49%	-7.76%	34.88%	3.39%	-4.37%
CCCS	4.07%	7.35%	3.28%	9.71%	2.36%	5.64%
COA	42.77%	28.17%	-14.60%	25.59%	-2.58%	-17.18%
FHS	26.15%	15.30%	-10.85%	10.87%	-4.43%	-15.28%
HPCS	21.23%	27.25%	6.02%	23.15%	-4.10%	1.92%
HLA	18.03%	8.39%	-9.64%	6.89%	-1.50%	-11.14%
SAVA	4.00%	0.00%	-4.00%	1.72%	1.72%	-2.28%

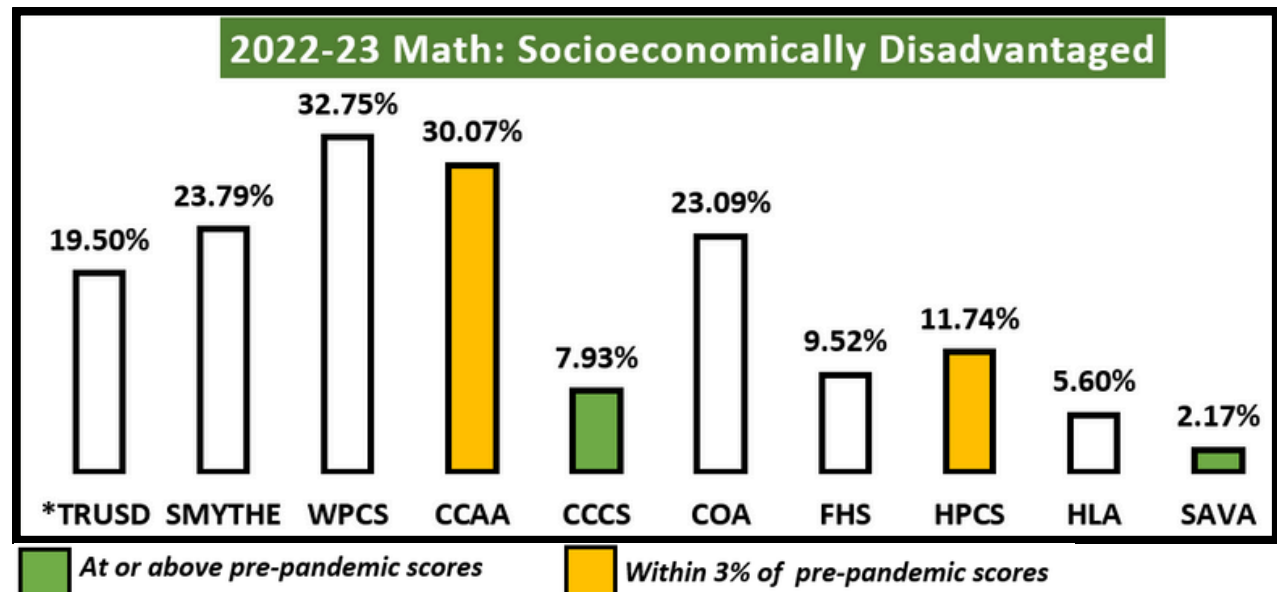


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<https://caaspp-elpac.ets.org/caaspp/Default>

# CAASPP: Mathematics

For the 2022-23 year, Smythe, WPCS, CCAA, and COA's Socioeconomically Disadvantaged math scores are higher than TRUSD (19.5%), the County (21.57%), and the State (22.91%). CCCS and SAVA have surpassed pre-pandemic scores. CCAA and HPCS are within 3% of reaching pre-pandemic levels.

	MATH SOCIOECONOMICALLY DISADVANTAGED					
	2018-19	2021-22		2022-23		Pre-Pandemic 22/23 - 18/19 Comparison
	Met/ Exceed	Met/ Exceed	Growth/ Loss	Met/ Exceed	Growth/ Loss	
STATE	27.48%	21.23%	-6.25%	22.91%	1.68%	-4.57%
COUNTY	26.80%	20.35%	-6.45%	21.57%	1.22%	-5.23%
*TRUSD	25.58%	17.19%	-8.39%	19.50%	2.31%	-6.08%
SMYTHE	27.71%	18.63%	-9.08%	23.79%	5.16%	-3.92%
WPCS	52.80%	29.86%	-22.94%	32.75%	2.89%	-20.05%
CCAA	30.43%	27.24%	-3.19%	30.07%	2.83%	-0.36%
CCCS	3.42%	5.45%	2.03%	7.93%	2.48%	4.51%
COA	41.68%	26.65%	-15.03%	23.09%	-3.56%	-18.59%
FHS	29.09%	13.70%	-15.39%	9.52%	-4.18%	-19.57%
HPCS	13.82%	13.89%	0.07%	11.74%	-2.15%	-2.08%
HLA	17.07%	6.33%	-10.74%	5.60%	-0.73%	-11.47%
SAVA	0.00%	0.00%	0.00%	2.17%	2.17%	2.17%



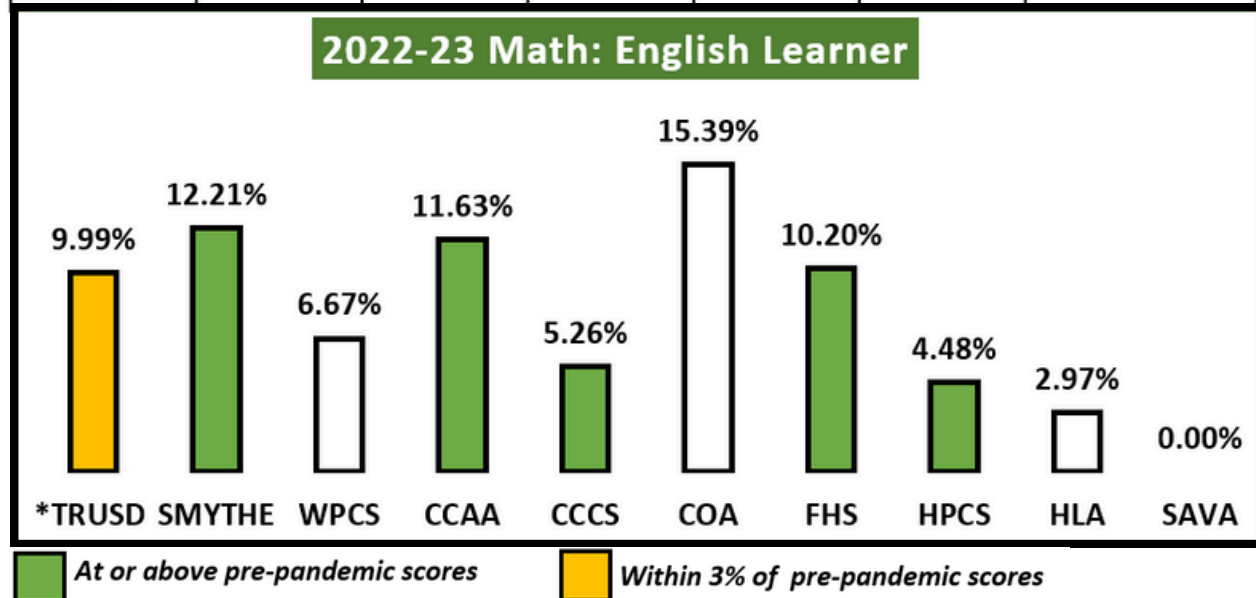
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<https://caaspp-elpac.ets.org/caaspp/Default>



# CAASPP: Mathematics

For the 2022-23 year, Smythe, CCAA, and COA's English Learner math scores are higher than TRUSD's (9.99%), the County's (10.94%), and the State's (9.93%). Smythe, CCAA, CCCS, FHS, and HPCS have surpassed pre-pandemic scores. TRUSD is within 2% of reaching pre-pandemic levels.

MATH ENGLISH LEARNER						
	2018-19	2021-22		2022-23		Pre- Pandemic
	Met/ Exceed	Met/ Exceed	Growth/ Loss	Met/ Exceed	Growth/ Loss	22/23 - 18/19 Comparison
STATE	12.58%	9.71%	-2.87%	9.93%	0.22%	-2.65%
COUNTY	12.62%	10.90%	-1.72%	10.94%	0.04%	-1.68%
*TRUSD	10.68%	10.01%	-0.67%	9.99%	-0.02%	-0.69%
SMYTHE	5.23%	6.76%	1.53%	12.21%	5.45%	6.98%
WPCS	13.15%	5.00%	-8.15%	6.67%	1.67%	-6.48%
CCAA	6.90%	11.76%	4.86%	11.63%	-0.13%	4.73%
CCCS	2.78%	1.45%	-1.33%	5.26%	3.81%	2.48%
COA	22.78%	18.89%	-3.89%	15.39%	-3.50%	-7.39%
FHS	5.26%	6.82%	1.56%	10.20%	3.38%	4.94%
HPCS	2.78%	12.50%	9.72%	4.48%	-8.02%	1.70%
HLA	15.79%	3.90%	-11.89%	2.97%	-0.93%	-12.82%
SAVA	**	**	**	**	**	**

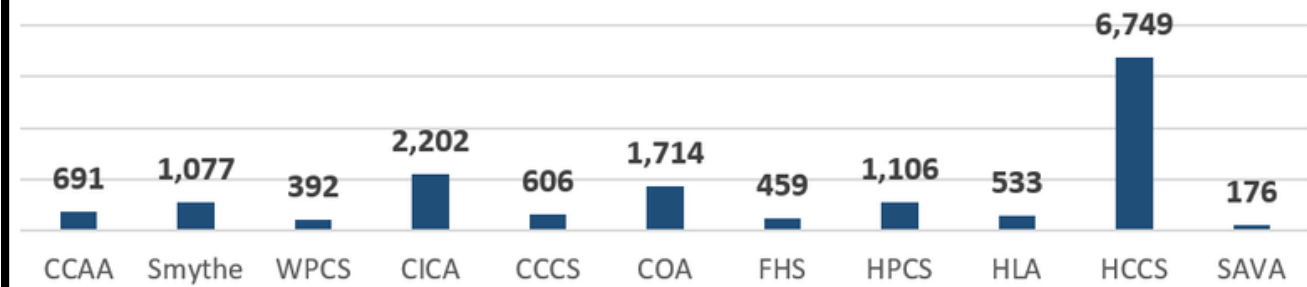


\*TRUSD Data does not include charter schools  
 \*\*To protect privacy, data is suppressed because fewer than 11 students tested.  
<https://caaspp-elpac.ets.org/caaspp/Default>

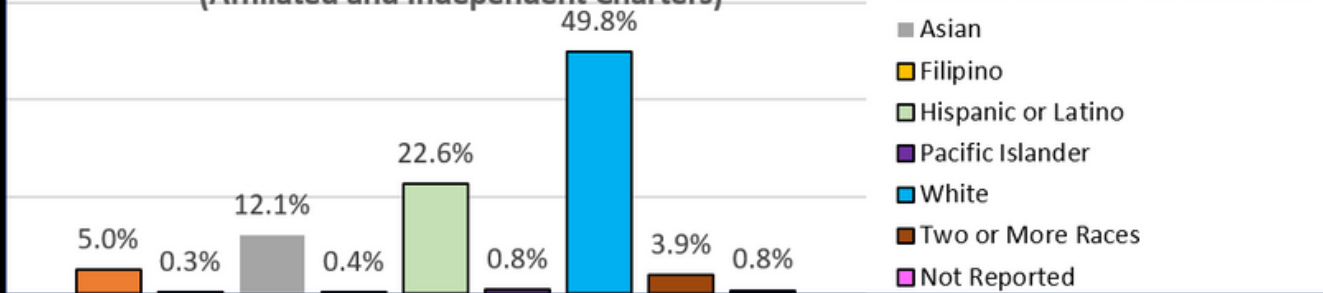
# Enrollment: 2022-2023

Name	Total	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
CCAA	691	14.50%	1.60%	2.20%	2.00%	46.60%	1.00%	26.00%	4.50%	1.60%
Smythe	1,077	8.70%	0.10%	8.00%	0.50%	67.40%	1.90%	6.20%	2.80%	4.50%
WPCS	392	7.90%	0.80%	8.90%	1.50%	46.20%	0.80%	27.00%	4.80%	2.00%
CICA	2,202	8.60%	0.30%	12.70%	0.10%	18.70%	1.00%	52.10%	5.80%	0.60%
CCCS	606	10.10%	0.50%	1.30%	0.00%	32.50%	1.30%	47.40%	5.80%	1.20%
COA	1,714	0.20%	0.10%	0.70%	0.20%	2.30%	0.00%	96.20%	0.10%	0.30%
FHS	459	5.70%	0.20%	3.90%	0.00%	15.50%	1.50%	71.90%	0.90%	0.40%
HPCS	1,106	5.20%	1.50%	5.00%	3.00%	22.50%	0.50%	58.00%	4.30%	0.00%
HLA	533	20.10%	0.80%	17.60%	0.90%	39.40%	4.30%	12.20%	3.90%	0.80%
HCCS	6,749	2.50%	0.20%	19.40%	0.00%	20.40%	0.70%	51.90%	4.60%	0.40%
SAVA	176	26.70%	0.60%	0.60%	0.00%	44.90%	0.60%	13.10%	10.20%	3.40%
<b>TOTALS</b>										
Total	15,705	783	52	1896	58	3542	133	7817	613	120
%		5.0%	0.3%	12.1%	0.4%	22.6%	0.8%	49.8%	3.9%	0.8%

2022-2023 Charter School Enrollment by School

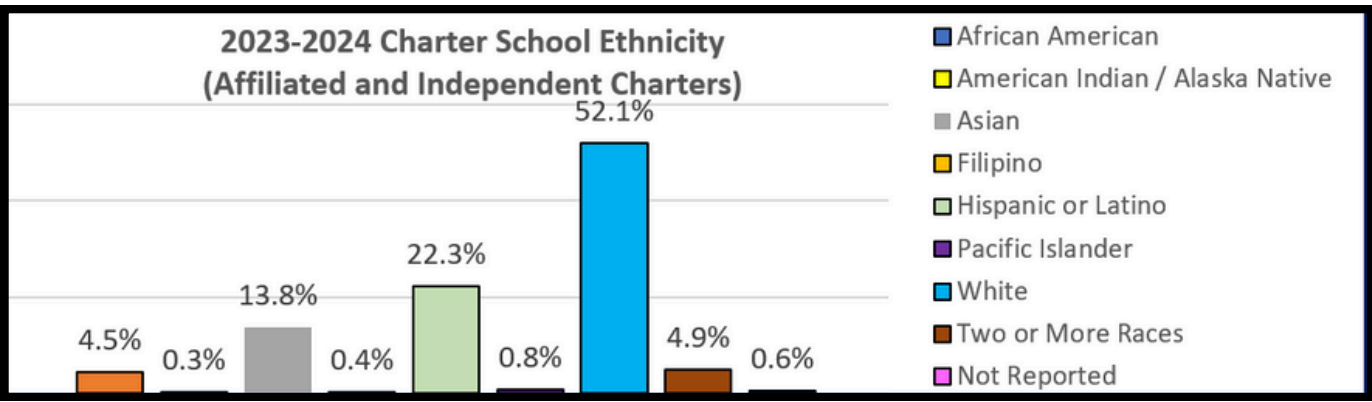
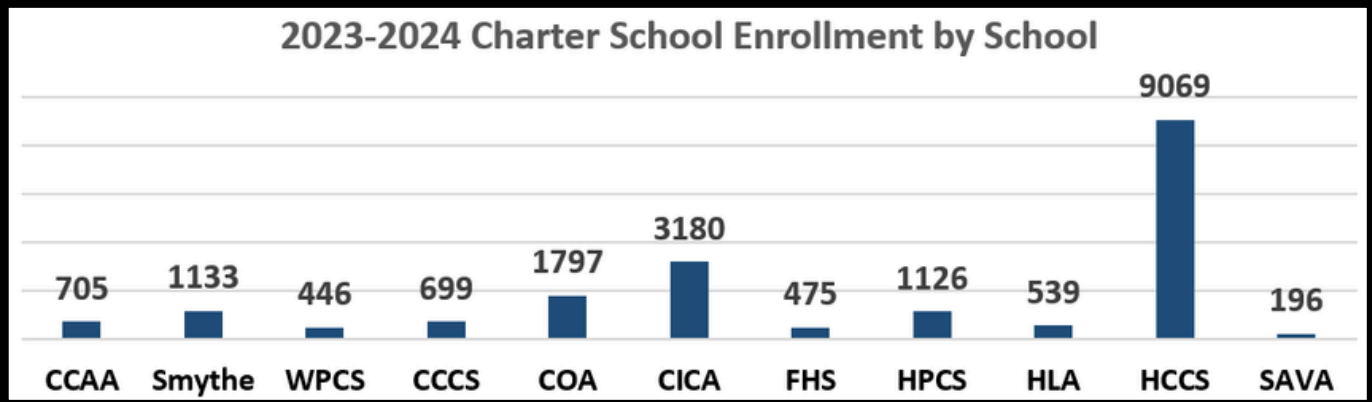


2022-2023 Charter School Ethnicity (Affiliated and Independent Charters)



# Enrollment: 2023-2024

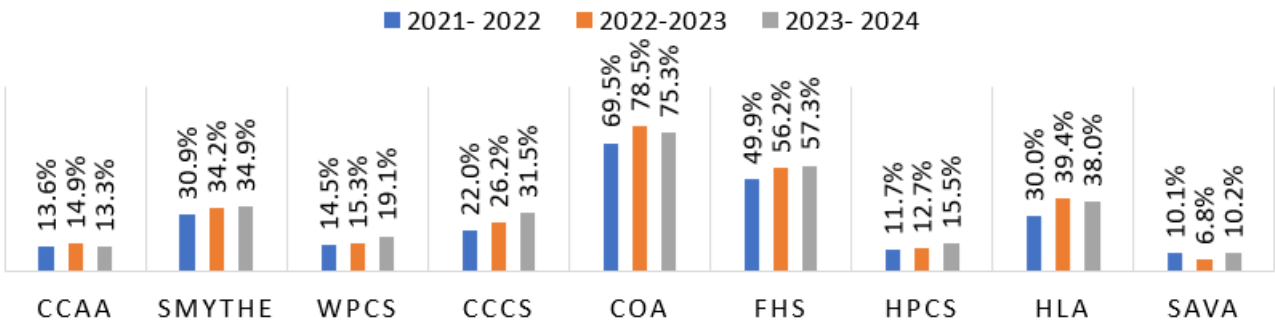
Name	Total	African American	American Indian / Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
CCAA	705	15.9%	1.6%	2.3%	1.1%	46.5%	1.1%	23.4%	6.1%	2.0%
Smythe	1133	9.6%	0.1%	10.1%	0.4%	64.4%	1.5%	6.4%	3.6%	3.8%
WPCS	446	8.7%	1.1%	7.0%	1.3%	47.8%	0.9%	26.2%	4.5%	2.5%
CCCS	699	8.2%	0.4%	1.4%	0.1%	32.8%	0.4%	50.9%	4.9%	0.9%
COA	1797	0.3%	0.0%	1.1%	0.1%	2.4%	0.1%	95.9%	0.1%	0.0%
CICA	3180	9.5%	0.2%	11.5%	0.2%	17.2%	0.4%	54.0%	6.6%	0.4%
FHS	475	5.9%	0.0%	5.3%	0.2%	12.6%	1.5%	73.5%	0.8%	0.2%
HPCS	1126	4.5%	1.4%	6.0%	3.0%	23.5%	0.4%	58.6%	2.5%	0.0%
HLA	539	16.7%	0.7%	17.6%	0.9%	41.2%	4.6%	12.1%	5.6%	0.6%
HCCS	9069	0.8%	0.2%	21.3%	0.0%	17.5%	0.7%	53.5%	5.7%	0.2%
SAVA	196	5.1%	0.0%	2.0%	0.0%	48.0%	2.0%	11.2%	14.3%	1.5%
<b>TOTALS</b>										
<b>Total</b>	<b>19365</b>	<b>875</b>	<b>64</b>	<b>2682</b>	<b>71</b>	<b>4323</b>	<b>151</b>	<b>10094</b>	<b>958</b>	<b>116</b>
<b>%</b>		<b>4.5%</b>	<b>0.3%</b>	<b>13.8%</b>	<b>0.4%</b>	<b>22.3%</b>	<b>0.8%</b>	<b>52.1%</b>	<b>4.9%</b>	<b>0.6%</b>



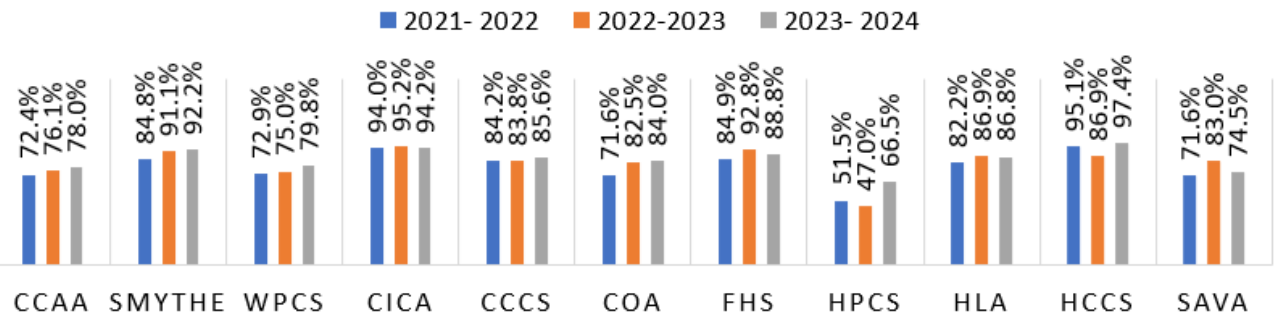
# 2023-2024 SUBGROUP ENROLLMENT DATA

Name	Enrollment			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
CCAA	664	691	705	13.6%	14.9%	13.3%	72.4%	76.1%	78.0%	11.6%	11.0%	11.9%
Smythe	1115	1077	1133	30.9%	34.2%	34.9%	84.8%	91.1%	92.2%	10.8%	10.7%	11.0%
WPCS	406	392	446	14.5%	15.3%	19.1%	72.9%	75.0%	79.8%	12.1%	11.2%	12.6%
CICA	780	2202	3180	*	*	*	94.0%	95.2%	94.2%	0.0%	0.0%	0.0%
CCCS	469	606	699	22.0%	26.2%	31.5%	84.2%	83.8%	85.6%	14.5%	14.5%	14.4%
COA	1539	1714	1797	69.5%	78.5%	75.3%	71.6%	82.5%	84.0%	4.1%	3.6%	4.3%
FHS	425	459	475	49.9%	56.2%	57.3%	84.9%	92.8%	88.8%	4.9%	4.8%	4.6%
HPCS	993	1106	1126	11.7%	12.7%	15.5%	51.5%	47.0%	66.5%	13.1%	12.3%	12.7%
HLA	484	533	539	30.0%	39.4%	38.0%	82.2%	86.9%	86.8%	5.6%	8.1%	7.8%
HCCS	3751	6749	9069	*	*	*	95.1%	86.9%	97.4%	0.0%	8.1%	0.0%
SAVA	169	176	196	10.1%	6.8%	10.2%	71.6%	83.0%	74.5%	22.5%	28.4%	28.1%

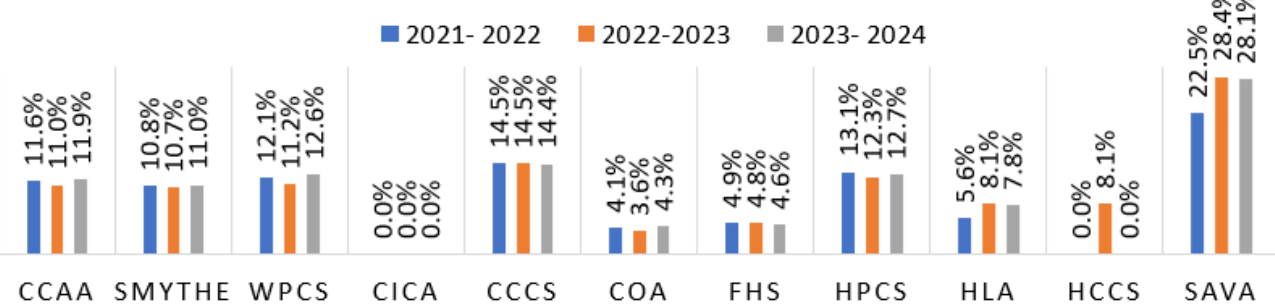
## ENGLISH LEARNER ENROLLMENT



## SOCIOECONOMICALLY DISADVANTAGED ENROLLMENT



## STUDENTS WITH DISABILITIES ENROLLMENT

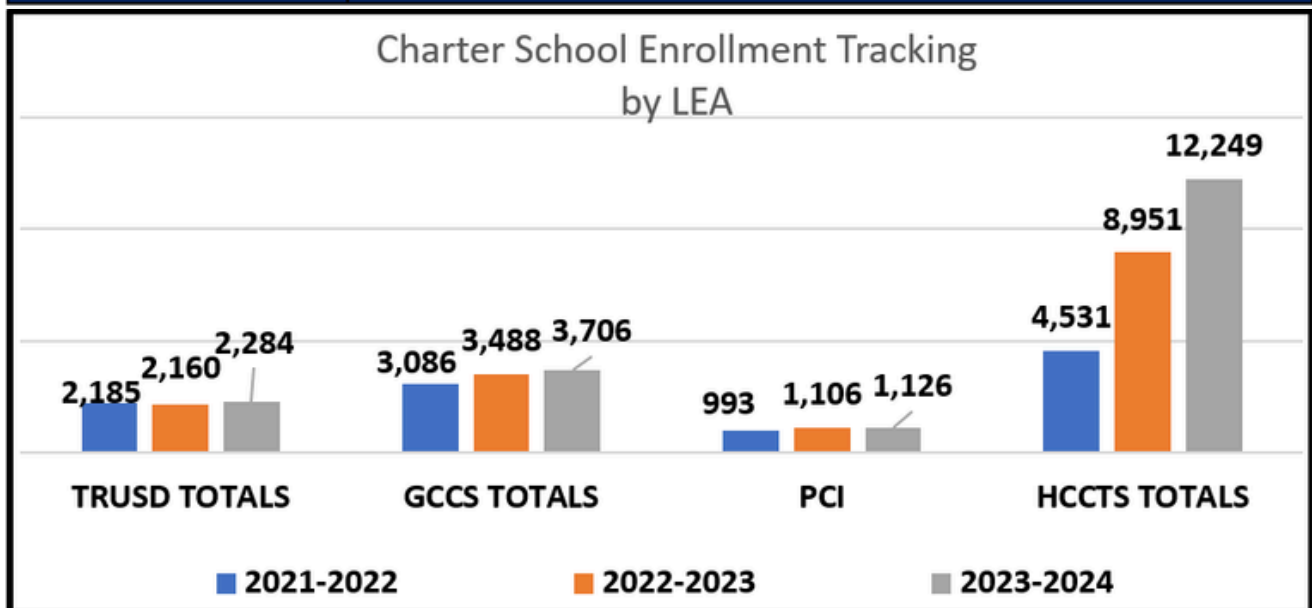


\*Dataquest dashboard does not include data. (<https://dq.cde.ca.gov>)



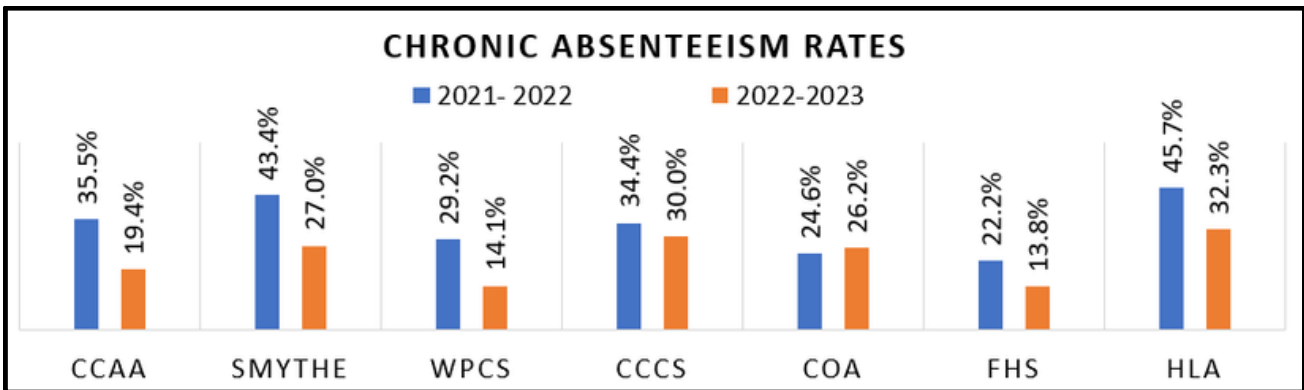
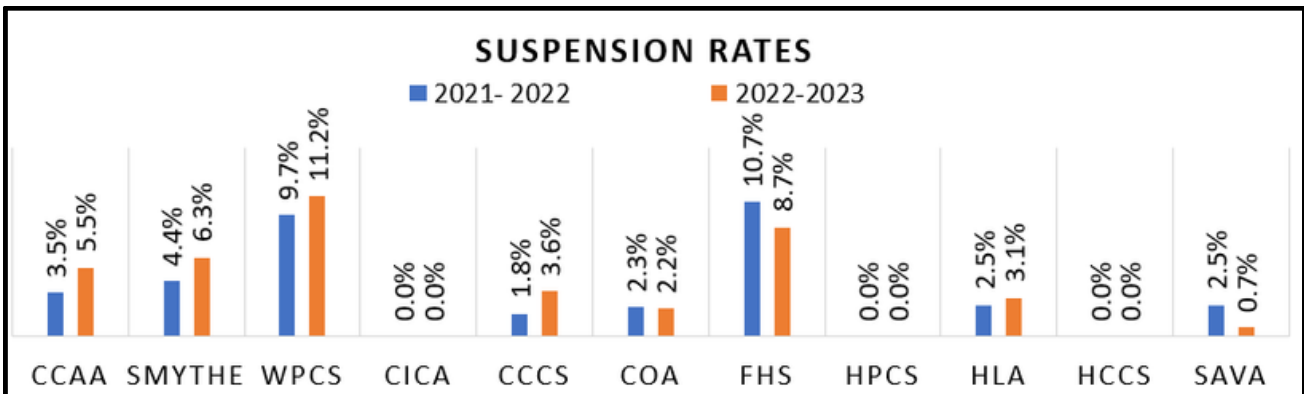
# YEAR-OVER-YEAR ENROLLMENT COMPARISON

LEA	Name	2021-2022	2022-2023	2023-2024
TWIN RIVERS UNIFIED SCHOOL DISTRICT	CCAA	664	691	705
	Smythe	1,115	1,077	1,133
	WPCS	406	392	446
<b>TRUSD TOTALS</b>		<b>2,185</b>	<b>2,160</b>	<b>2,284</b>
GATEWAY COMMUNITY CHARTERS	CCCS	469	606	699
	COA	1,539	459	1,797
	FHS	425	1,714	475
	HLA	484	533	539
	SAVA	169	176	196
<b>GCCS TOTALS</b>		<b>3,086</b>	<b>3,488</b>	<b>3,706</b>
PCI	HPCS	993	1,106	1,126
HIGHLANDS COMMUNITY CHARTER & TECHNICAL SCHOOLS	HCCS	3,751	6,749	9,069
	CICA	780	2,202	3,180
<b>HCCTS TOTALS</b>		<b>4,531</b>	<b>8,951</b>	<b>12,249</b>



# SUSPENSION, EXPULSION & CHRONIC ABSENTEEISM

Name	Enrollment		Suspension Rate		Chronic Absenteeism		Expulsion Rate	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
CCAA	664	691	3.5%	5.5%	35.5%	19.4%	0.0%	0.1%
Smythe	1115	1077	4.4%	6.3%	43.4%	27.0%	0.0%	0.4%
WPCS	406	392	9.7%	11.2%	29.2%	14.1%	0.0%	0.0%
CICA	780	2202	0.0%	0.0%	*	*	0.0%	0.0%
CCCS	469	606	1.8%	3.6%	34.4%	30.0%	0.0%	0.0%
COA	1539	1714	2.3%	2.2%	24.6%	26.2%	0.0%	0.0%
FHS	425	459	10.7%	8.7%	22.2%	13.8%	0.0%	0.0%
HPCS	993	1106	0.0%	0.0%	*	*	0.0%	0.0%
HLA	484	533	2.5%	3.1%	45.7%	32.3%	0.0%	0.0%
HCCS	3751	6749	0.0%	0.0%	*	*	0.0%	0.0%
SAVA	169	176	2.5%	0.7%	*	*	0.0%	0.0%



\*Dataquest dashboard does not include data. (<https://dq.cde.ca.gov>)

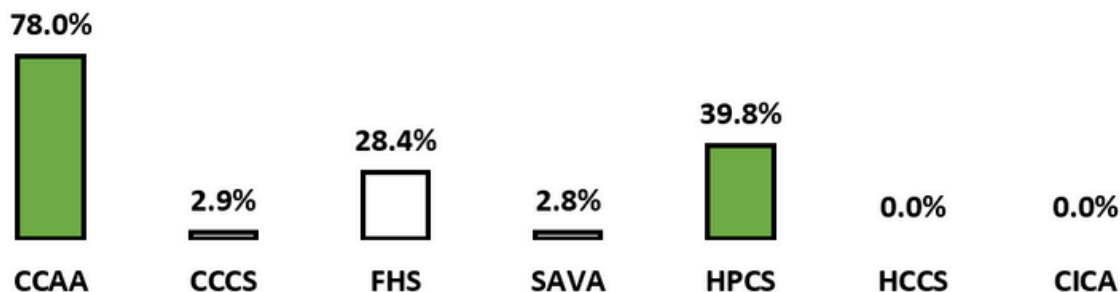
# GRADUATION & COLLEGE & CAREER READINESS DATA

		PRE-PANDEMIC 2018-2019		2021-2022		2022-2023	
LEA	Name	Graduation Rates	College Career Indicator	Graduation Rates	College Career Indicator	Graduation Rates	College Career Indicator
TWIN RIVERS UNIFIED	CCAA	96.9%	56.3%	95.7%	*	100.0%	78.0%
GATEWAY COMMUNITY CHARTERS	CCCS	62.3%	4.9%	56.0%	*	43.0%	2.9%
	FHS	86.6%	35.8%	88.0%	*	82.9%	28.4%
	SAVA	71.4%	7.1%	65.9%	*	55.0%	2.8%
PACIFIC CHARTER INSTITUTE (PCI)	HPCS	92.5%	17.1%	97.0%	*	92.2%	39.8%
HIGHLANDS COMMUNITY CHARTER & TECHNICAL SCHOOLS	HCCS	15.2%	0.0%	19.1%	*	21.0%	0.0%
	CICA	*	*	26.0%	*	24.1%	0.0%

2022-2023 Graduation Rates



2022-2023 College & Career Indicators



■ At or above pre-pandemic scores
 ■ Within 3% of pre-pandemic scores

\*TRUSD Data does not include charter schools  
 \*\*To protect privacy, data is suppressed because fewer than 11 students tested.  
<https://caaspp-elpac.ets.org/caaspp/Default>



# Creative Connections Arts Academy

CMO: Twin Rivers Unified School District  
Principal: Brian Emerson



School Opened  
**August 22,  
2005**



Petition Renewal Due  
**June 30,  
2027**



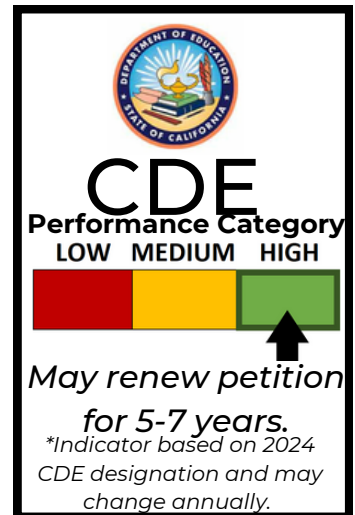
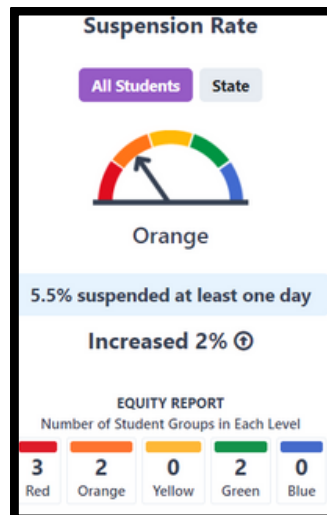
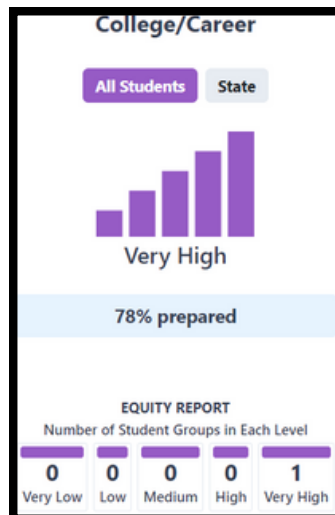
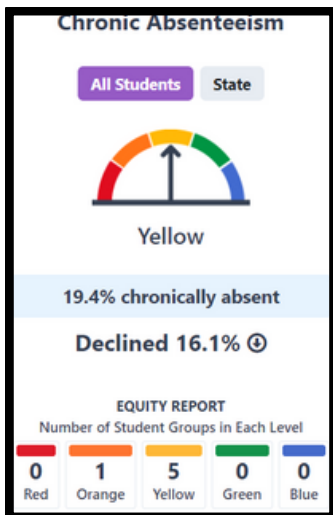
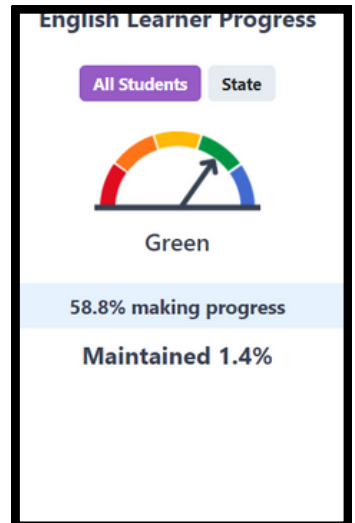
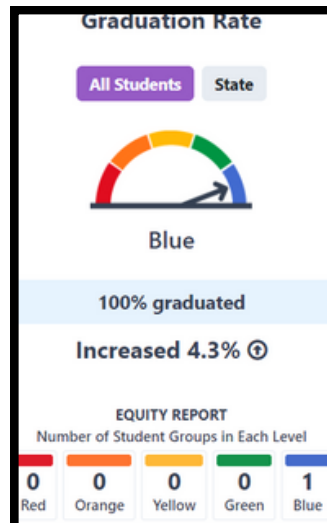
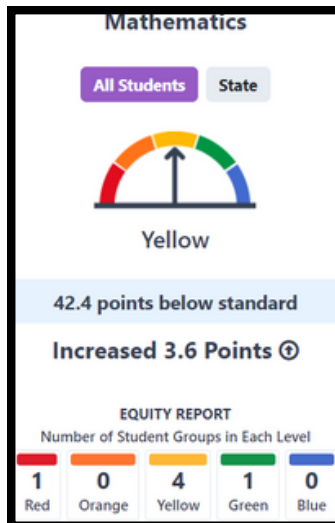
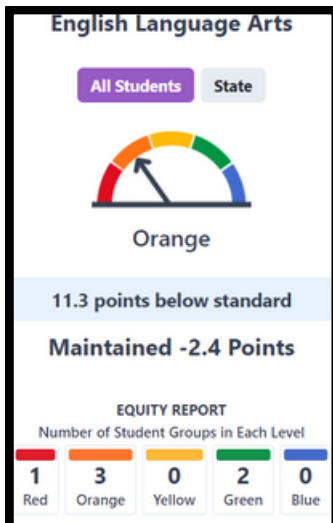
Programs  
**Traditional  
K-12**

## MISSION

Through a commitment to nurture the whole child, we offer high quality arts integration; we achieve growth and confidence in academic knowledge, leadership, and social action.

## VISION

Creative Connections Arts Academy is a safe environment where we support life-long learning in a creative arts-based community.



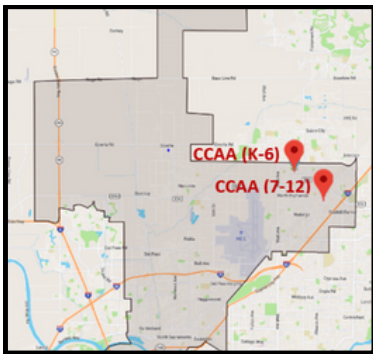
# Creative Connections Arts Academy

## BACKGROUND

CCAA is a learning community where the next generation of thinkers and innovators are cultivated. Students are encouraged to explore and think differently in a family atmosphere in our small, intimate campus setting. Students have a wide variety of opportunities to learn in an integrated environment where a variety of art forms and modalities of learning are part of daily instruction. In addition, the school offers sequential standards-based art instruction allowing students to develop strong skills and pathways leading to college and career.

## PANDEMIC RECOVERY EFFORTS

In the wake of the pandemic, CCAA implemented several strategies to support student learning and well-being. Recognizing the increased need for academic intervention, CCAA hired intervention teachers to provide targeted support to students who need it most. Classroom and intervention teachers use tools such as Beyond the Basic Facts (for math) and SIPPS and Heggerty (for phonics). CCAA has also prioritized Social and Emotional Learning (SEL) by providing counseling services to help students manage stress and develop healthy coping mechanisms. Additionally, CCAA has worked closely with parents and the community through regular supports that include Student Study Teams, parent-teacher meetings and administrative meetings, which ensures that all stakeholders are involved in the student's educational journey. This comprehensive approach to pandemic recovery aims to support students academically, socially, and emotionally, creating a supportive and inclusive learning environment.



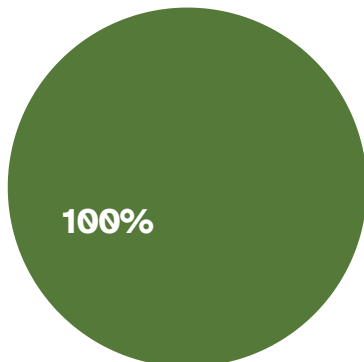
### CCAA K-6 CAMPUS

7201 Artas Drive  
North Highlands, CA 95660  
PH: (916)566-1870

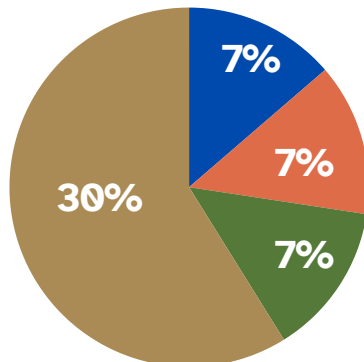
### CCAA 7-12 CAMPUS

6444 Walerga Road  
North Highlands, CA 95660  
PH: (916)566-3470

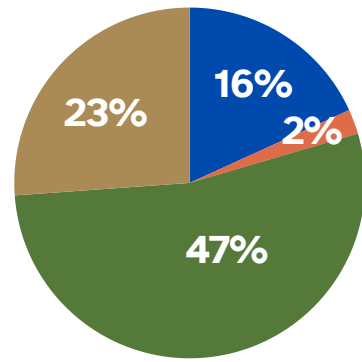
### ADMIN ETHNICITY



### TEACHER ETHNICITY



### STUDENT ETHNICITY



African American



Asian



Hispanic



White

\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.





# Smythe Academy of Arts and Sciences

CMO: Twin Rivers Unified School District  
K-6 Principal: Kenneth Dandurand

7-8 Principal: Casey Gong



School Opened  
July 1,  
**1980**



Petition Renewal Due  
June 30,  
**2027**



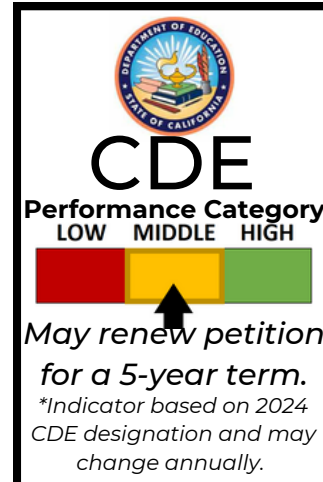
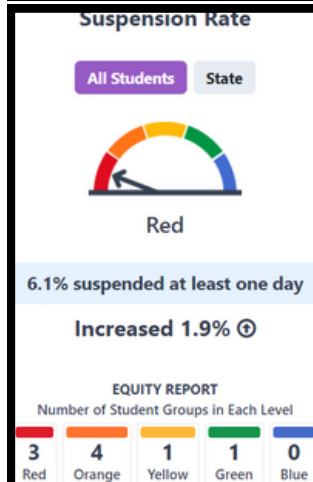
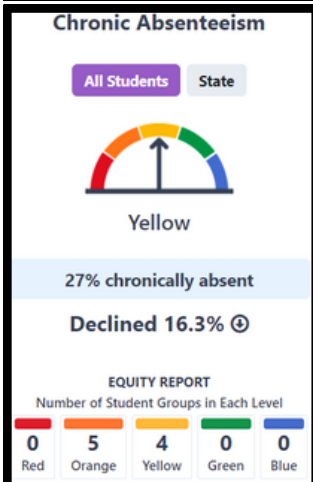
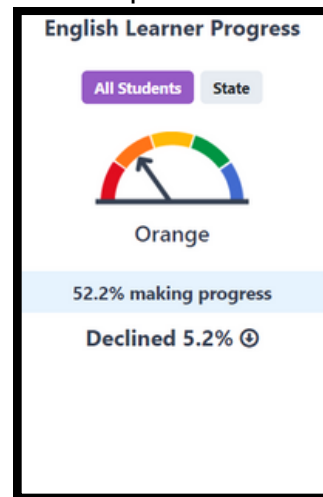
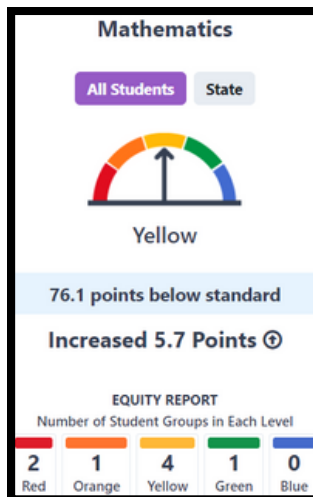
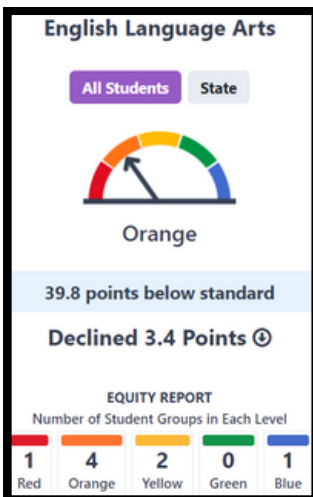
Programs  
Traditional  
**K-8**

## MISSION

The mission of Smythe Academy of Arts and Sciences is to provide an enriched educational environment that emphasizes the arts, science, and technology.

## VISION

The vision of Smythe Academy is to provide a rigorous core academic program with high behavioral expectations that emphasizes cultural awareness and acceptance.



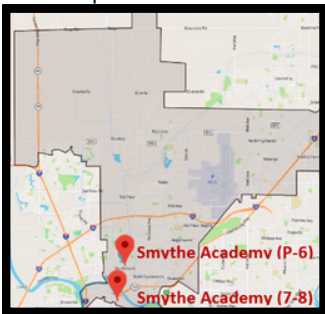
# Smythe Academy of Arts and Sciences

## BACKGROUND

Smythe Academy of Arts and Sciences provides a safe, caring environment that highlights the arts and sciences. The curriculum for students (PK-6) includes weekly art and music instruction, hands-on science lab experiments, and numerous outside-of-school programs; examples of extra-curricular programs include tutoring, Gifted and Talented Education (GATE), league sports, drums, violin, crafts, and a strong MASTERS after school program. The students in grades 7-8 have opportunities to enroll in higher-level courses such as Integrated Math, Accelerated Math 7, Honor ELA, and Honors History. We have a wide range of science and art courses such as MESA, Band, Advanced Art, and Ceramics. The staff at Smythe Academy are committed to enriching the lives of the students we serve through arts, science, technology, and community building. Smythe Academy provides a rigorous academic program combined with high behavioral expectations that emphasize respect, cultural awareness, and acceptance.

## PANDEMIC RECOVERY EFFORTS

Smythe Academy has responded to the pandemic with targeted support for student social-emotional wellness, positive peer interaction, and addressing learning loss. Smythe has continued their efforts to collaborate with local organizations to rebuild the school community and provide resources to families. Smythe has embedded intervention time and designated ELD instruction. Smythe staff use a tiered approach to intervention that closely monitors student learning through a variety of assessments. Systematic intervention groups target at-risk students in need of additional support. Positive Behavior Interventions and Supports (PBIS) has expanded to a 3 tiered system to promote positive behavior choices in PK-8th grade.



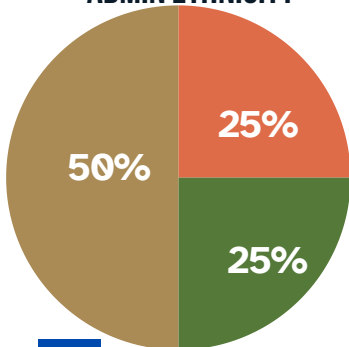
### SMYTHE ACADEMY (PK)

2781 Northgate Blvd.,  
Sacramento CA, 95833  
PH: (916)566-2740

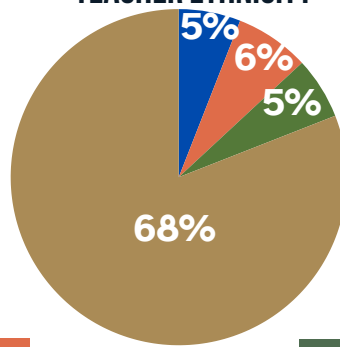
### SMYTHE ACADEMY (7-8)

700 Dos Rios Street  
Sacramento CA, 95811  
PH: (916)566-3430

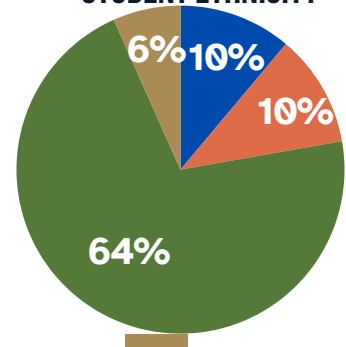
ADMIN ETHNICITY



TEACHER ETHNICITY



STUDENT ETHNICITY



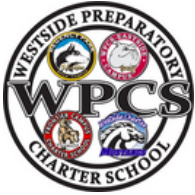
African American

Asian

Hispanic

White

*\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.*



# Westside Preparatory Charter School

CMO: Twin Rivers Unified School District

Eastside Campus: Danielle Fee

Regency Campus: Tim Hammons

Frontier Campus: Mai Yang

Westside Campus: Kristina Jordan



School Opened

August 30,  
**1994**



Petition Renewal Due

June 30,  
**2027**



Programs

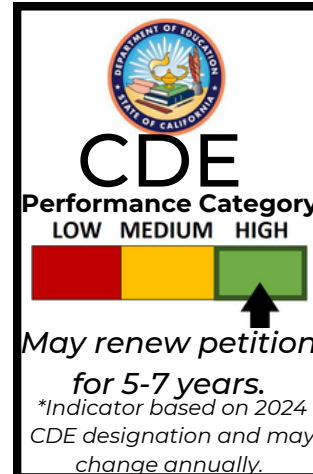
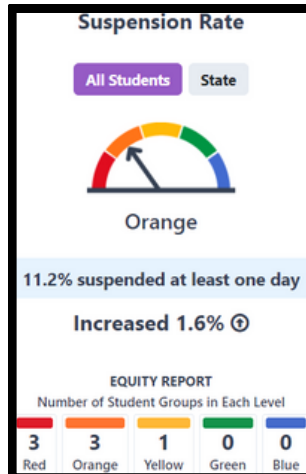
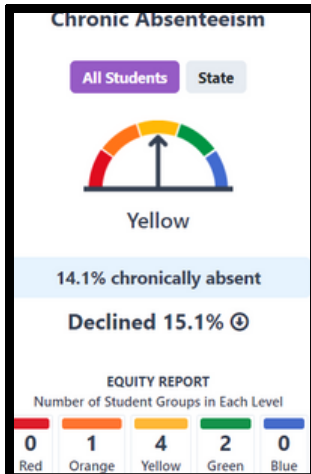
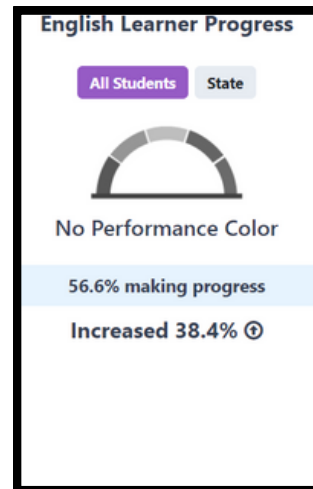
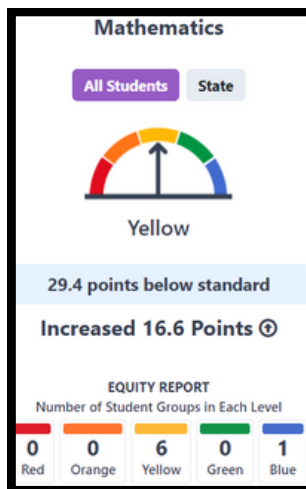
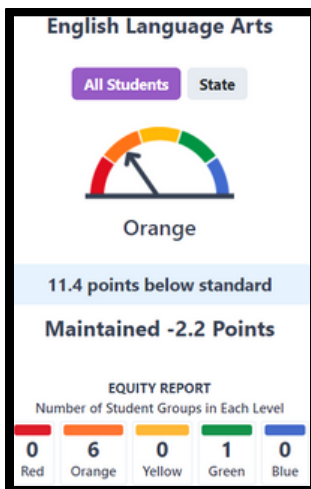
Traditional  
**7-8**

## MISSION

The hard work and dedication of stakeholders creates an atmosphere of educational excellence for all students.

## VISION

Westside Preparatory Charter School implements 21st Century Skills and attitudes that promote student learning both within and beyond the classroom.



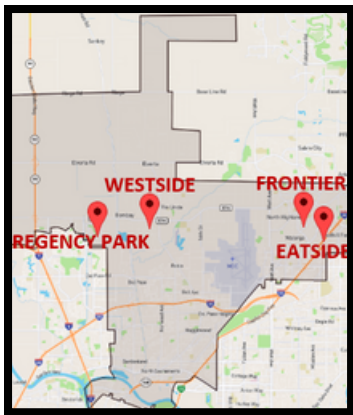
# Westside Preparatory Charter School

## BACKGROUND

Westside Preparatory Charter School (WPCS), is dedicated to preparing students for college and career through a small, safe, learning environment for students in grades 7-8. Students receive many opportunities to demonstrate mastery of core standards through project-based learning, cooperative learning, and collaboration. WPCS provides an alternative to the traditional junior high school experience. WPCS is dedicated to serving students and parents who want high academic standards, a smaller school environment, accountability, and consistent communication. The curriculum is district-adopted and standards-based, and teachers continually provide rigorous instruction. Core and elective programs allow for a variety of rigorous experiences such as IXL Math online, i-Ready, ELA and math, Advancement via Individual Determination (AVID), and Project Lead the Way (PLTW). Focus is spent on helping students think critically, collaborate with others, and cultivate communication skills.

## PANDEMIC RECOVERY EFFORTS

WPCS has collected data through Thought Exchange to seek Educational Partner feedback to identify a variety of needs for our students. Our site continues to offer mental, social and emotional support through our full-time counselor. WPCS also utilizes our MTSS teacher to analyze multiple tiered support systems on all campuses. Teachers collaborate on a regular basis to ensure our students are getting the specific, targeted support that they need.



### EASTSIDE CAMPUS

6469 Guthrie Way  
No. Highlands, CA 95660  
PH: (916)566-1860

### REGENCY PARK CAMPUS

5901 Bridgecross Drive  
Sacramento, CA 95835  
PH: (916)566-1660

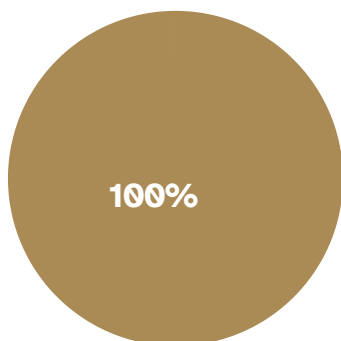
### FRONTIER CAMPUS

6691 Silverthorne Circle  
Sacramento, CA 95842  
PH: (916)566-1840

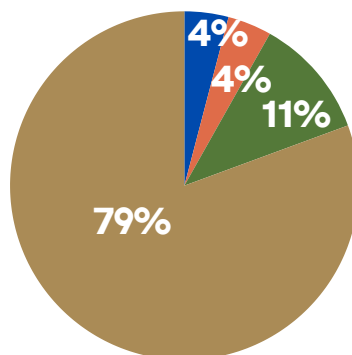
### WESTSIDE CAMPUS

6537 West 2nd Street  
Rio Linda, CA 95673  
PH: (916)566-1990

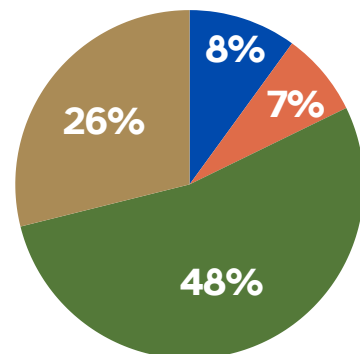
### ADMIN ETHNICITY



### TEACHER ETHNICITY



### STUDENT ETHNICITY



African American
  Asian
  Hispanic
  White

*\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.*



# Community Collaborative Charter School

CMO: Gateway Community Charter Schools  
TK-8 Principal: Angee Phraxayavong-Briones

9-12th Principal: Michelle Jordan



School Opened  
August 23,

## 2005



Petition Renewal Due  
June 30,

## 2025



Programs  
Non-Classroom Based

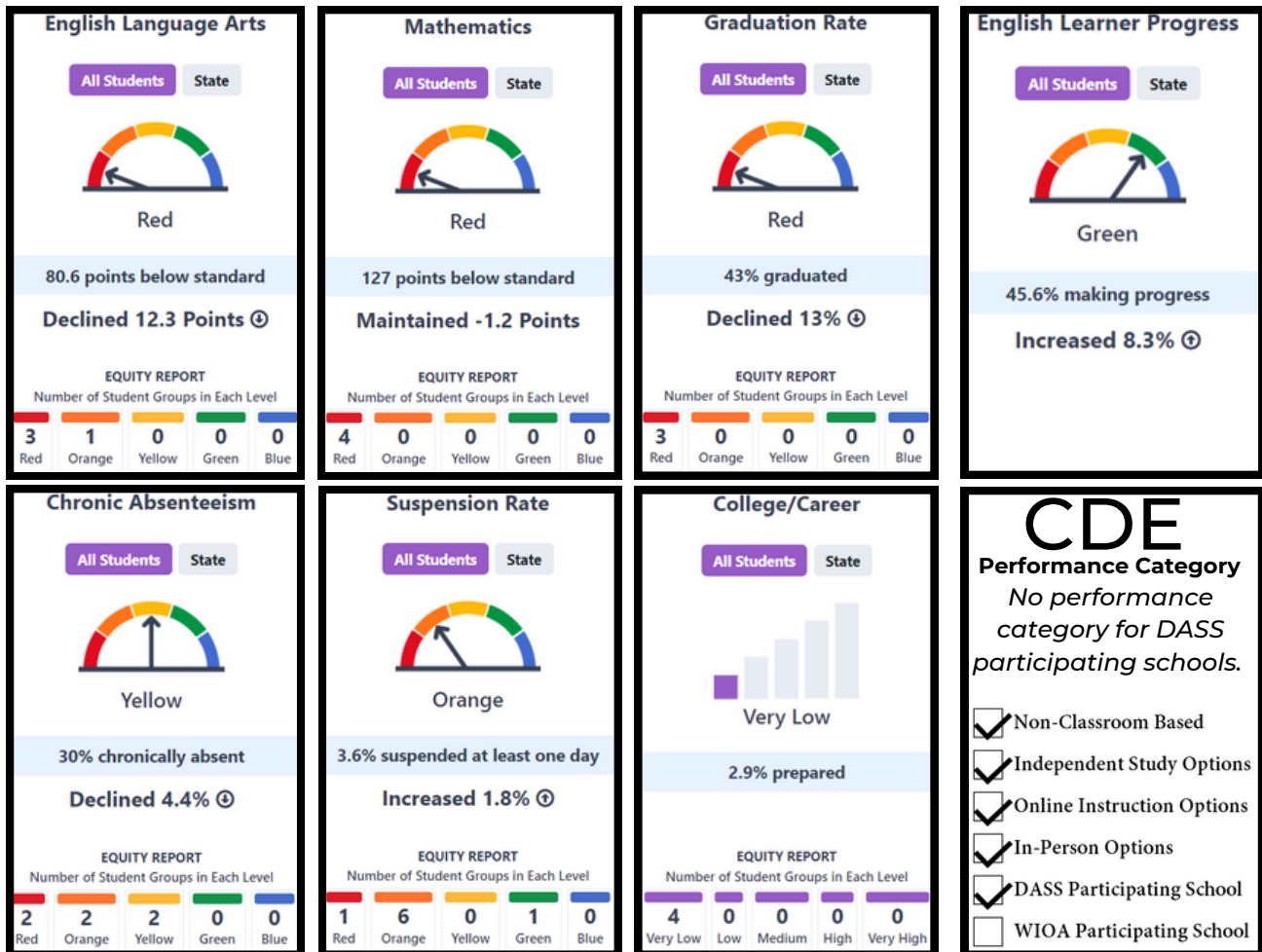
## K-12

### MISSION

It is the mission of CCCS to provide high-quality curriculum, instructional support, and community and social resources to families and students in our community.

### VISION

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors. CCCS students will graduate with a high school diploma and will have opportunities to gain skills that will prepare them for college, career, and citizenship.



### CDE

**Performance Category**  
No performance category for DASS participating schools.

- Non-Classroom Based
- Independent Study Options
- Online Instruction Options
- In-Person Options
- DASS Participating School
- WIOA Participating School





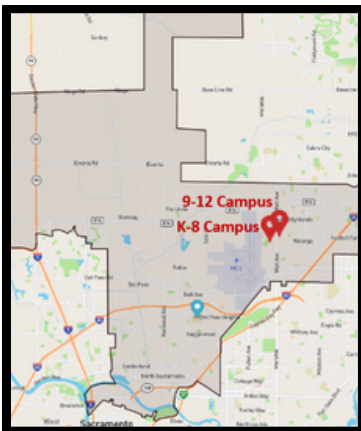
# Community Collaborative Charter School

## BACKGROUND

Community Collaborative Charter School (CCCS) has always been committed to helping students work in the community in positions that allow them to reflect on their personal values and contribute to the common good. CCCS has developed a generous repertoire of agencies and community services that have allowed students to work alongside them for the purpose of service learning. Service-learning increases knowledge of an organization and its services, increases connectedness with the community beyond the school, provides personal growth, and an understanding of the relationship between interest, subject, and area of service.

## PANDEMIC RECOVERY EFFORTS

CCCS feels good about what was done during the pandemic as they were already an Independent Study program. While they were able to navigate distance learning, they have been reflecting on what was done well before the pandemic and tried to maximize those strengths. A Social Worker and Counselor were added to support social and emotional needs. The High School is focused on credits and bringing back CTE courses that were difficult to keep going during the pandemic. They have noticed that having the opportunity for on-site classes increases attendance, which supports academics.



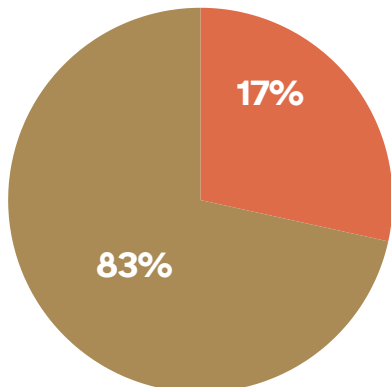
### 9-12 CAMPUS

5715 Skvarla Way  
Sacramento, CA 95652  
PH: (916)286-5161

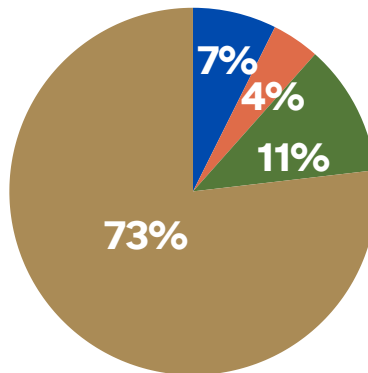
### TK-8 CAMPUS

3701 Stephen Drive  
North Highlands, CA 95660  
PH: (916)286-5158

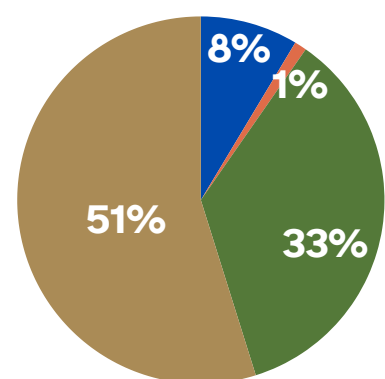
ADMIN ETHNICITY



TEACHER ETHNICITY



STUDENT ETHNICITY



African American
  Asian
  Hispanic
  White

*\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.*



# STATEMENT OF FINANCIAL POSITION

## COMMUNITY COLLABORATIVE CHARTER SCHOOL

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD's Executive Director, Fiscal Services, and Director, Special Projects conduct a detailed review of the LCAP. CCCS has a liability-to-asset ratio of 20%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. CCCS ended the 2022-23 year fiscally solvent with net unrestricted assets of \$4.9 M. CCCS is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>ASSETS</b>			
Cash	\$967,955	\$2,364,789	\$3,751,044
Accounts Receivable	\$743,005	\$805,577	\$1,111,941
Prepaid	\$41,307	\$173,506	\$20,957
Investments	\$1,077,560	\$920,006	\$1,005,847
Fixed Assets	\$2,315,681	\$2,318,713	\$2,226,589
Right of Use Assets - Operating Leases			\$365,712
Deposits	\$13,319	\$13,632	\$13,739
<b>Total Assets</b>	<b>\$5,158,827</b>	<b>\$6,596,223</b>	<b>\$8,495,829</b>
<b>LIABILITIES</b>			
Accounts Payable	\$85,981	\$588,410	\$631,756
Accrued Expense	\$250,042	\$317,062	\$428,650
Deferred Revenue	\$106,162	\$598,964	\$232,426
Due to other governments		\$501,713	
Right-of-use liability, current		\$0	\$70,259
Lease Liability - Operating Lease, Net			\$296,181
<b>Total Liabilities</b>	<b>\$442,185</b>	<b>\$2,006,149</b>	<b>\$1,659,272</b>
<b>NET ASSETS</b>			
Unrestricted-Board Designated	\$750,000	\$750,000	\$750,000
Undesignated	\$3,673,152	\$3,358,732	\$4,914,201
Temporarily Restricted	\$293,490	\$481,342	\$1,172,356
<b>Total Net Assets</b>	<b>\$4,716,642</b>	<b>\$4,590,074</b>	<b>\$6,836,557</b>
<b>Total Net Assets &amp; Liabilities</b>	<b>\$5,158,827</b>	<b>\$6,596,223</b>	<b>\$8,495,829</b>
<b>LIABILITY/ASSET RATIO</b>	<b>9%</b>	<b>30%</b>	<b>20%</b>

*\*Independent Auditor's Report*



# Community Outreach Academy

CMO: Gateway Community Charter Schools

Principal of Academics: Tanya Kisel

Principal of Facilities & Operations: Michael Serdi



School Opened  
**September 25,  
2003**



Petition Renewal Due  
**June 30,  
2025**



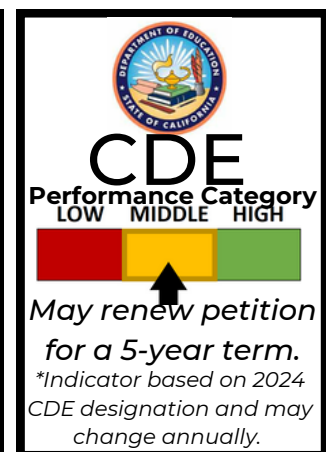
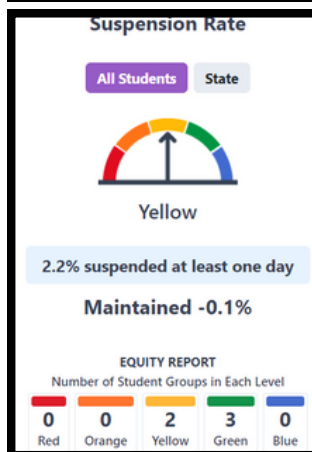
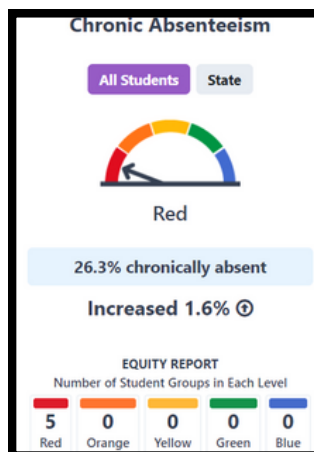
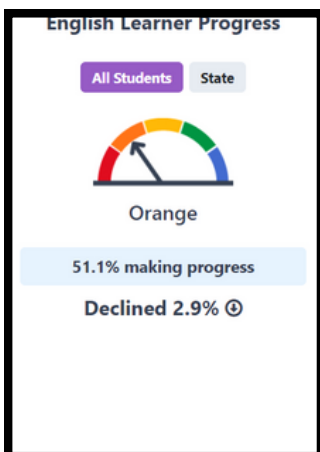
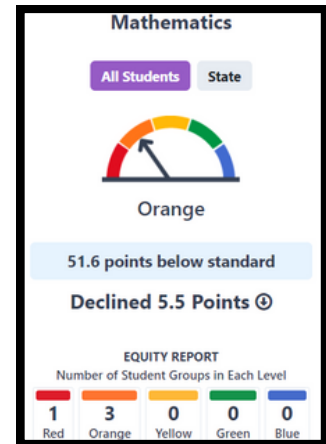
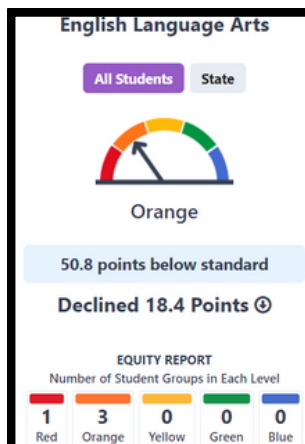
Programs  
**Traditional  
TK-8**

## MISSION

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

## VISION

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





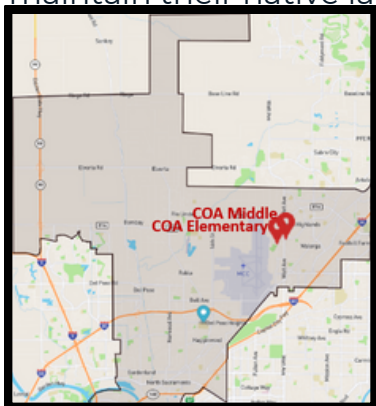
# Community Outreach Academy

## BACKGROUND

Community Outreach Academy (COA) is a school that serves the unique needs of immigrant and migrant families to the Sacramento region. COA's student population is more than 90% English Language Learners (ELL). It is the explicit mission of the school to increase students' English language skills. This is done through multiple methods. All classroom teachers are certified as teachers of ELL. Teachers use specific strategies proven to increase student acquisition of a second language. Because most of the students' first language is Russian and/or Ukrainian, COA provides an elective twice a week for students to develop and maintain their native language and culture.

## PANDEMIC RECOVERY EFFORTS

COA has sent surveys to staff, students, and parents to identify needs from multiple perspectives. Steps to support students were developed, in part based on those surveys. The site has provided additional mental, social, and emotional support for students. Two new counselors have been hired with one assigned to the elementary site. This is the first time COA has had a counselor at the elementary site. COA is diving into data with a close review of the CAASPP scores and benchmark results. New student learning plans have created accountability for all stakeholders.



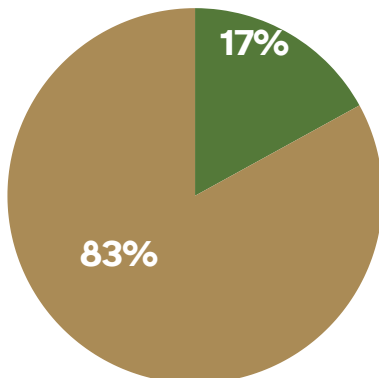
### COA ELEMENTARY:

5640 Dudley Blvd  
McClellan, CA 95652  
PH: (916)286-1950

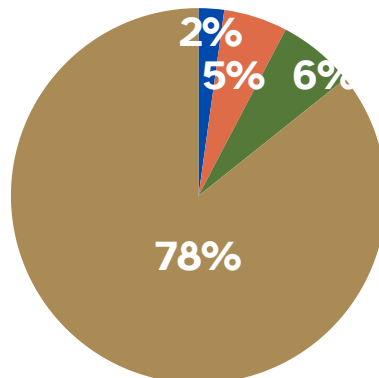
### COA MIDDLE:

3800 Bolivar Ave.  
North Highlands, CA 95660  
PH: (916)286-1908

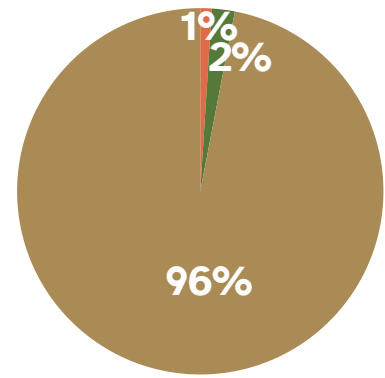
ADMIN ETHNICITY



TEACHER ETHNICITY



STUDENT ETHNICITY



African American
  Asian
  Hispanic
  White

\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.





# STATEMENT OF FINANCIAL POSITION

## COMMUNITY OUTREACH ACADEMY

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD's Executive Director, Fiscal Services, and Director, Special Projects conduct a detailed review of the LCAP. COA has a liability-to-asset ratio of 30%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. COA ended the 2022-23 year fiscally solvent with net unrestricted assets of \$24 M. COA is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>ASSETS</b>			
Cash	\$ 9,000,970	\$ 14,302,986	\$ 23,316,115
Accounts Receivable	\$ 2,643,679	\$ 3,230,870	\$ 2,398,101
Prepaid	\$ 185,313	\$ 112,647	\$ 173,521
Investments	\$ 3,911,444	\$ 3,339,539	\$ 3,651,135
Fixed Assets	\$ 5,604,623	\$ 5,060,335	\$ 5,164,019
Right of Use Assets - Operating Leases			\$ 10,858,758
Deposits	\$ 65,198	\$ 64,952	\$ 91,255
<b>Total Assets</b>	<b>\$ 21,411,227</b>	<b>\$ 26,111,329</b>	<b>\$ 45,652,904</b>
<b>LIABILITIES</b>			
Accounts Payable	\$ 329,937	\$ 2,568,361	\$ 1,188,215
Accrued Expense	\$ 861,837	\$ 976,004	\$ 1,136,296
Deferred Revenue	\$ 321,017	\$ 174,968	\$ 414,262
Right-of-use liability, current			\$ 916,871
Lease Liability - Operating Lease, Net			\$ 10,140,577
<b>Total Liabilities</b>	<b>\$ 1,512,791</b>	<b>\$ 3,719,333</b>	<b>\$ 13,796,221</b>
<b>NET ASSETS</b>			
Unrestricted-Board Designated	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000
Unrestricted	\$ 17,212,467	\$ 18,440,822	\$ 24,014,869
Temporarily Restricted	\$ 685,969	\$ 1,951,174	\$ 5,841,814
<b>Total Net Assets</b>	<b>\$ 19,898,436</b>	<b>\$ 22,391,996</b>	<b>\$ 31,856,683</b>
<b>Total Net Assets &amp; Liabilities</b>	<b>\$ 21,411,227</b>	<b>\$ 26,111,329</b>	<b>\$ 45,652,904</b>
<b>LIABILITY/ASSET RATIO</b>	<b>7%</b>	<b>14%</b>	<b>30%</b>

*\*Independent Auditor's Report*





Futures High School

# Futures High School

CMO: Gateway Community Charters

Principal: Vicente Luevano



School Opened  
August 24,  
**2004**



Petition Renewal Due  
June 30,  
**2025**



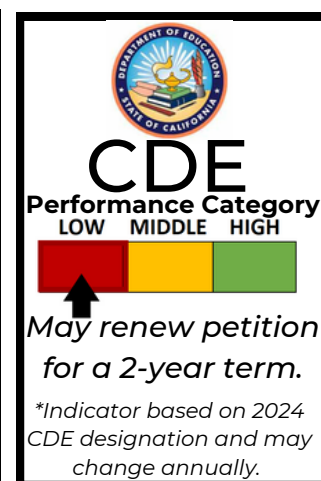
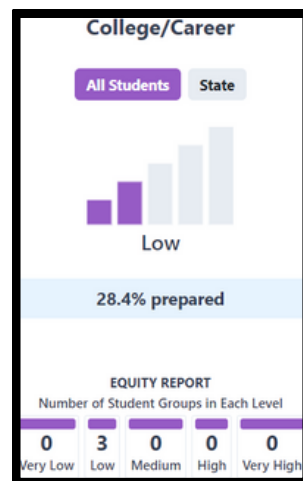
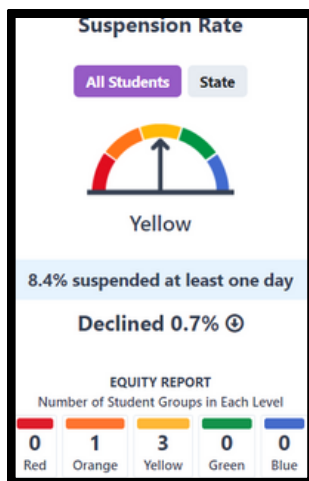
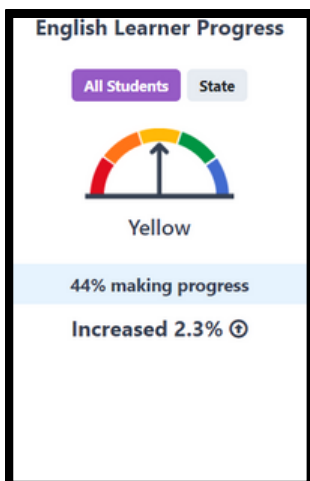
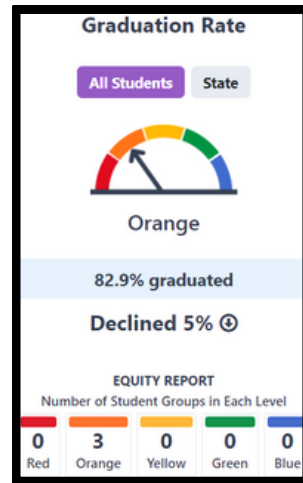
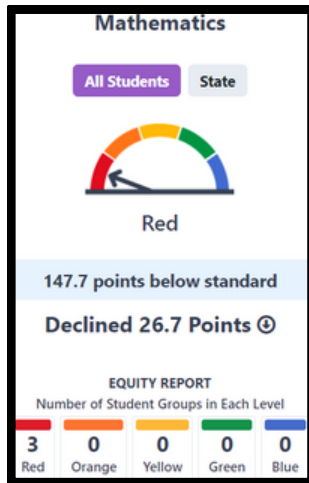
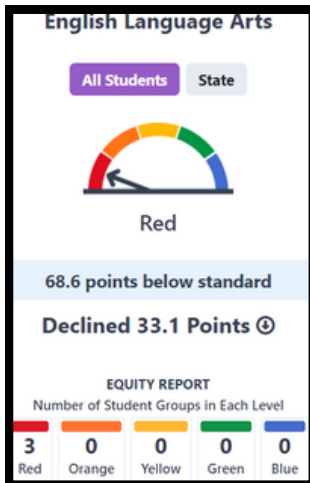
Programs  
Traditional  
**9-12**

## MISSION

A dedicated and highly qualified faculty will provide Futures' students with an excellent, standards-based education that will prepare them for the rigor of the university and the competition of the workplace in a global environment. Our students will be taught about the history and culture of their home countries, as well as the rich diversity and varied experiences of all who have come to the United States. Futures High School students will take ownership of their education, be responsible in their behavior and virtuous in their character, make healthy choices in respect to their bodies and minds, and take pride in, and participate actively in all aspects of school life.

## VISION

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves, a life filled with enriching opportunities. Futures provides students with a quality educational program focused on preparing students for success in a global society.



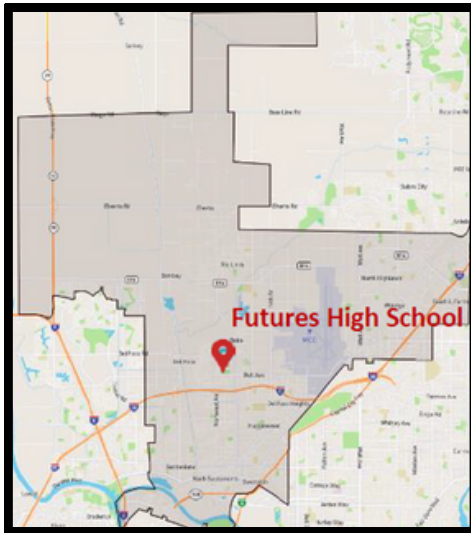


# Futures High School BACKGROUND

Futures provide a transitional path for students into a career as well as prepare them for the rigor of college and/or university. A significant percentage of the student population are first-generation immigrants from the former Soviet Union who rely on Futures for academic and social-emotional support. In addition, Futures has experienced a notable increase in special education students who seek a less restive personalized academic and safe social environment. Futures High School continues to have a focus on preparing students to be college and, career-ready.

# PANDEMIC RECOVERY EFFORTS

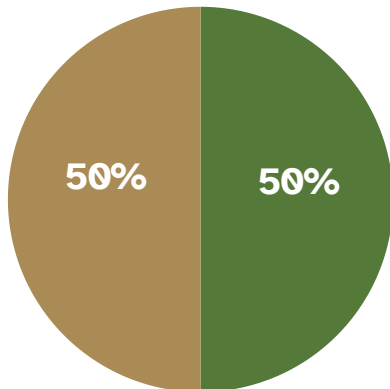
FHS leadership felt that the social aspect had been one of the biggest areas of focus in mitigating learning loss, but students seem to be doing much better now. FHS secured an intervention teacher and was able to add an intervention class as part of their efforts to mitigate learning loss. The bell schedule was also changed to allow for 2 lunch breaks. While one group goes to lunch the other has "Quest Time". Teachers pull students for targeted support during Quest Time rather than pulling them from A-G classes. Tutoring is another method FHS is using to get back to pre-pandemic scores.



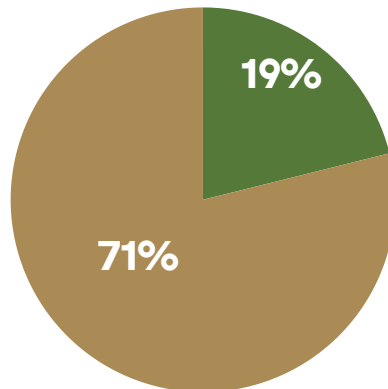
## FUTURES HIGH SCHOOL

900 Grace Ave.  
 Sacramento, CA 95383  
 PH: (916)286-1902

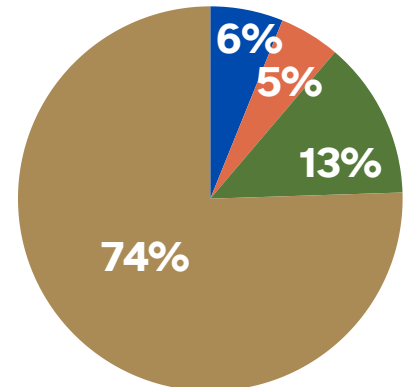
**ADMIN ETHNICITY**



**TEACHER ETHNICITY**



**STUDENT ETHNICITY**



African American
  Asian
  Hispanic
  White

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# STATEMENT OF FINANCIAL POSITION

## FUTURES HIGH SCHOOL

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<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>ASSETS</b>			
Cash	\$ 1,273,149	\$ 3,860,814	\$ 6,837,367
Accounts Receivable	\$ 942,761	\$ 1,119,213	\$ 504,064
Prepaid	\$ 34,571	\$ 8,018	\$ 3,933
Investments	\$ 2,489,619	\$ 2,125,603	\$ 2,323,933
Fixed Assets	\$ 16,756,933	\$ 16,220,728	\$ 15,537,008
Right of Use Assets - Operating Leases			\$ 212,072
Deposits	\$ 1,305	\$ 1,375	\$ 1,456
<b>Total Assets</b>	<b>\$ 21,498,338</b>	<b>\$ 23,335,751</b>	<b>\$ 25,419,833</b>
<b>LIABILITIES</b>			
Accounts Payable	\$ 44,688	\$ 749,876	\$ 304,335
Accrued Expense	\$ 270,268	\$ 314,056	\$ 315,515
Deferred Revenue	\$ 169,499	\$ -	\$ 12,209
Right-of-use liability, current			\$ 26,358
Current Debt	\$ 127,496	\$ 130,068	\$ 132,692
Loan Repayable (Long Term)	\$ 4,413,661	\$ 4,283,593	\$ 4,150,901
Lease Liability - Operating Lease, Net			\$ 187,188
<b>Total Liabilities</b>	<b>\$ 5,025,612</b>	<b>\$ 5,477,593</b>	<b>\$ 5,129,198</b>
<b>NET ASSETS</b>			
Unrestricted-Board Designated	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
Unrestricted	\$ 14,785,127	\$ 15,645,406	\$ 17,477,644
Temporarily Restricted	\$ 187,684	\$ 712,752	\$ 1,312,991
<b>Total Net Assets</b>	<b>\$ 16,472,811</b>	<b>\$ 17,858,158</b>	<b>\$ 20,290,635</b>
<b>Total Net Assets &amp; Liabilities</b>	<b>\$ 21,498,423</b>	<b>\$ 23,335,751</b>	<b>\$ 25,419,833</b>
<b>LIABILITY/ASSET RATIO</b>	<b>23%</b>	<b>23%</b>	<b>20%</b>

*\*Independent Auditor's Report*



# Higher Learning Academy

CMO: Gateway Community Charters  
Principal: Daniel Coonan



School Opened  
August 20,  
**2007**



Petition Renewal Due  
June 30,  
**2025**



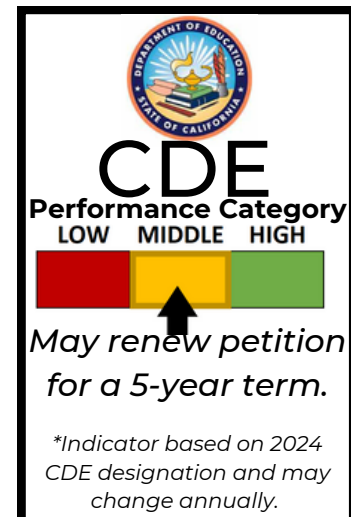
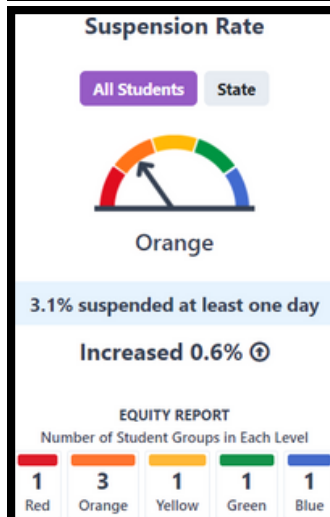
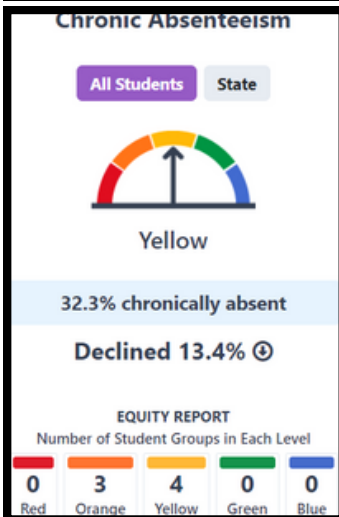
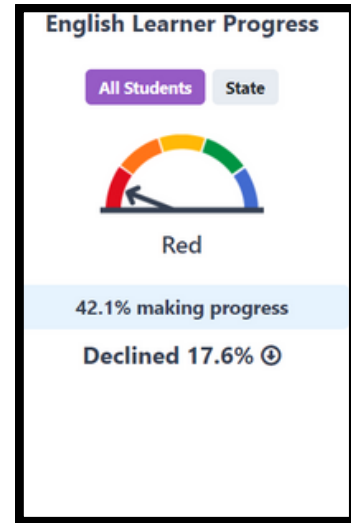
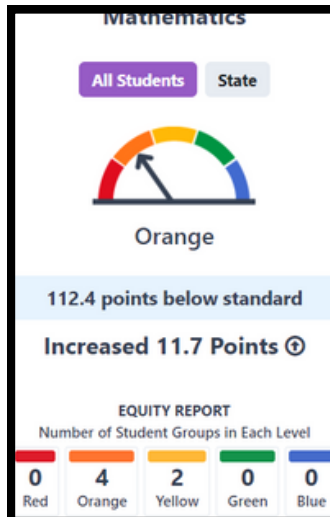
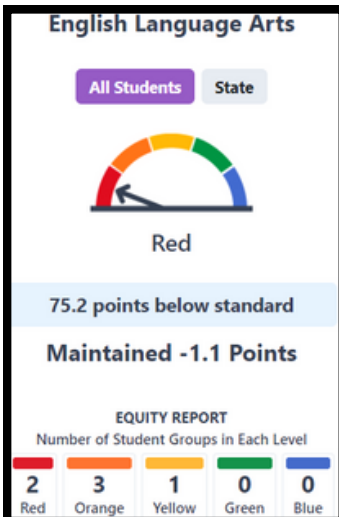
Programs  
Traditional  
**TK-8**

## MISSION

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

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.





# Higher Learning Academy

## BACKGROUND

Higher Learning Academy is excited to offer an internationally focused education that will enrich the culturally diverse city of Sacramento. As an authorized International Baccalaureate (IB) school, the teaching philosophy celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing, and thinking this constructive approach leads toward an open and democratic classroom where every scholar has a voice and an important role to play in the learning of all. Higher Learning Academy infuses the Common Core State Standards through the lens of the International Baccalaureate (IB) to create a connection and innovative learning experience for all of their scholars.

## PANDEMIC RECOVERY EFFORTS

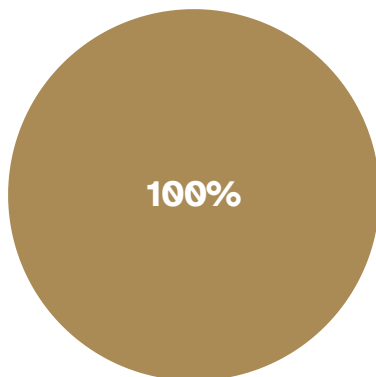
MTSS is one of the biggest supports HLA is using to help mitigate learning loss. The tiered approach helps to target specific areas. In addition, reading supports are provided through strategic intervention through the SIPS curriculum. Teachers also collaborate and share with students in order to provide specific, targeted support.



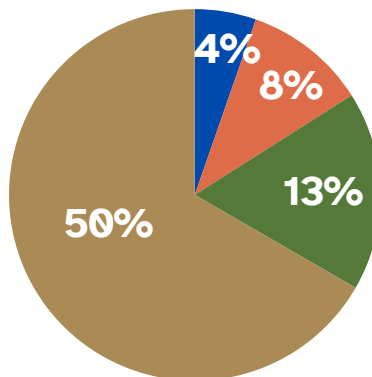
### HIGHER LEARNING ACADEMY

900 Grace Ave.  
Sacramento, CA 95383  
PH: (916)286-5183

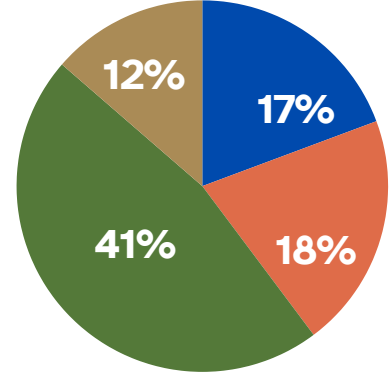
**ADMIN ETHNICITY**



**TEACHER ETHNICITY**



**STUDENT ETHNICITY**



African American
  Asian
  Hispanic
  White

\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.





# STATEMENT OF FINANCIAL POSITION

## HIGHER LEARNING ACADEMY

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD's Executive Director, Fiscal Services, and Director, Special Projects conduct a detailed review of the LCAP. HLA has a liability-to-asset ratio of 41%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. HLA ended the 2022-23 year fiscally solvent with net unrestricted assets of \$14.7M. HLA is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>ASSETS</b>			
Cash	\$ 1,568,518	\$ 3,381,982	\$ 6,150,434
Accounts Receivable	\$ 791,995	\$ 1,019,098	\$ 787,435
Prepaid	\$ 176,128	\$ 49,218	\$ 27,007
Investments	\$ 65,923	\$ 56,284	\$ 61,536
Fixed Assets	\$ 22,391,593	\$ 21,562,326	\$ 20,754,065
Right of Use Assets - Operating Leases			\$ 242,150
Deposits	\$ 1,455	\$ 1,565	\$ 1,660
<b>Total Assets</b>	<b>\$ 24,562,357</b>	<b>\$ 26,070,473</b>	<b>\$ 28,024,287</b>
<b>LIABILITIES</b>			
Accounts Payable	\$ 59,347	\$ 565,471	\$ 530,804
Accrued Expense	\$ 237,970	\$ 264,839	\$ 332,771
Deferred Revenue	\$ 164,985	\$ 114,096	\$ 91,576
Right of Use Assets - Operating Leases			\$ 37,927
Debt Current	\$ 309,734	\$ 315,982	\$ 322,357
Laon Payable (Long Term)	\$ 10,722,400	\$ 10,406,418	\$ 10,093,118
Lease Liability - Operating Lease, Net			\$ 205,903
<b>Total Liabilities</b>	<b>\$ 11,494,436</b>	<b>\$ 11,666,806</b>	<b>\$ 11,614,456</b>
<b>NET ASSETS</b>			
Unrestricted-Board Designated	\$ 13,220,993	\$ -	\$ -
Unrestricted	\$ 13,220,993	\$ 13,891,820	\$ 14,753,030
Temporarily Restricted	\$ 163,746	\$ 511,847	\$ 1,656,801
<b>Total Net Assets</b>	<b>\$ 13,384,739</b>	<b>\$ 14,403,667</b>	<b>\$ 16,409,831</b>
<b>Total Net Assets &amp; Liabilities</b>	<b>\$ 24,879,175</b>	<b>\$ 26,070,473</b>	<b>\$ 28,024,287</b>
<b>LIABILITY/ASSET RATIO</b>	<b>46%</b>	<b>45%</b>	<b>41%</b>

*\*Independent Auditor's Report*



# Sacramento Academic & Vocational Academy

CMO: Gateway Community Charters

Principal: Chelsy Stoufer



School Opened  
August 20,  
2007



Petition Renewal Due  
June 30,  
2025



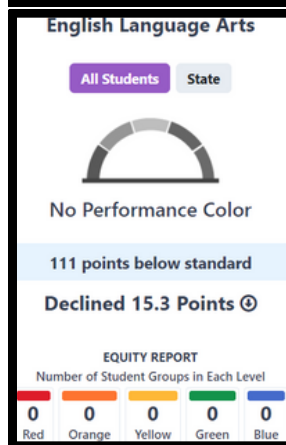
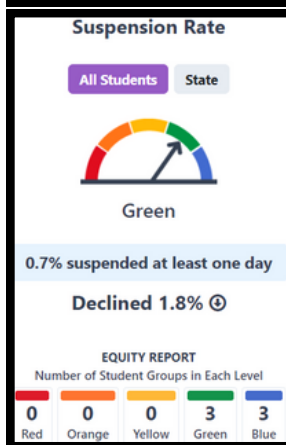
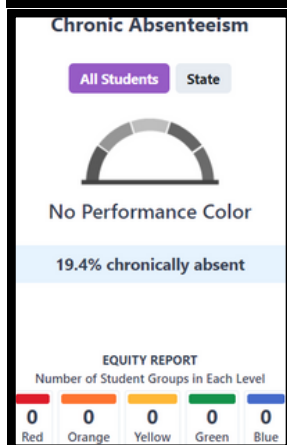
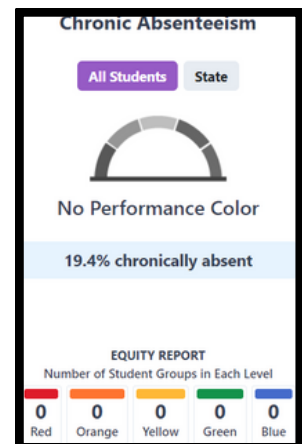
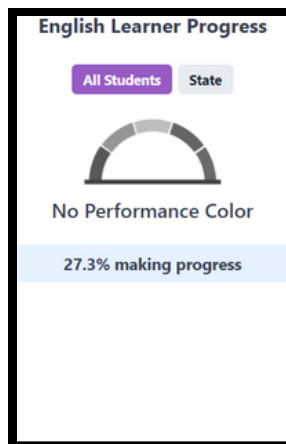
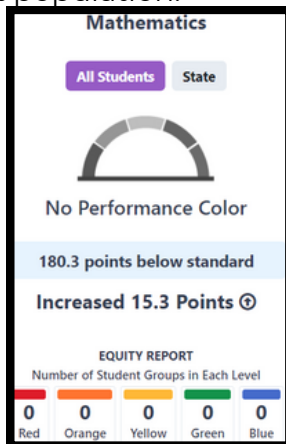
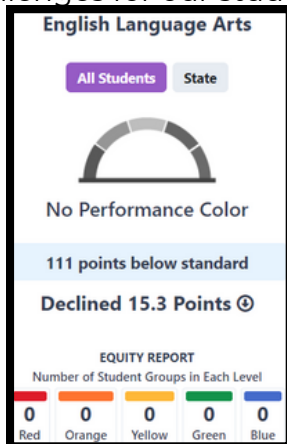
Programs  
Non- Classroom Based  
7-12

## MISSION STATEMENT

It is the mission of the Sacramento Academic and Vocational Academy (SAVA) to provide high quality curriculum, instructional support, career exploration, and preparation for students in our community. We accomplish this by:

- Emphasizing standards-based curriculum
- Providing parents and guardians with instructional guidance and support
- Identifying student instructional needs and providing personalized educational plans
- Assessing student learning style, modality and achievement
- Providing access to career opportunities including internships and job shadowing.

It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place and then work to explore multiple pathways to meet the multiple challenges for our student population.



**CDE**

**Performance Category**  
No performance category for DASS participating schools.

- Non-Classroom Based
- Independent Study Options
- Online Instruction Options
- In-Person Options
- DASS Participating School
- WIOA Participating School

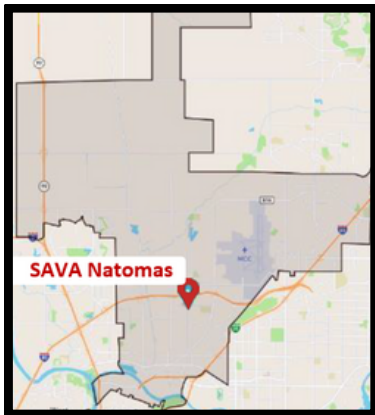


# Sacramento Academic & Vocational Academy

## BACKGROUND

Sacramento Academic & Vocational Academy (SAVA) serves students in grades 7-12 throughout the Sacramento region. SAVA charter schools offer a personalized education path for every student. Instead of the traditional one-size-fits-all classroom, we seek to motivate and encourage students to be independent learners. Our blended learning model provides one-on-one and small-group learning opportunities. As a result, each student receives individualized instruction and support from our teachers and staff. This personal attention and guidance is often the crucial ingredient to student success.

SAVA provides a high-quality curriculum aligned to Common Core State Standards, instructional support for all students, and career exploration and preparation for life after graduation. SAVA students have the opportunity to meet the 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, and transition to two or four-year colleges.



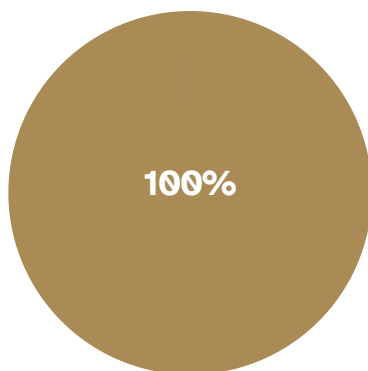
**SAVA NATOMAS**

1214 N. Market BLVD, Suite A  
 Sacramento, CA 95834  
 PH: (916)286-1920

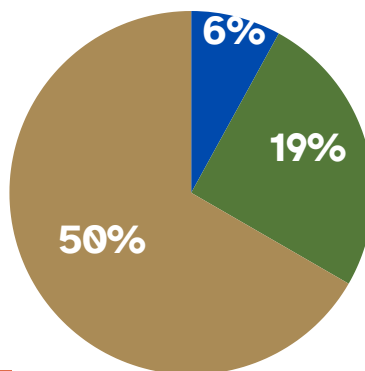
## PANDEMIC RECOVERY EFFORTS

SAVA conducts weekly staff huddles. A main focus during these meetings is MTSS. Part of the pre-pandemic recovery efforts involves building on the successes they experienced last year with their MTSS senior cohort pilot program. Another action the site is taking to address learning loss is to solicit student feedback, specifically as it relates to MTSS. MTSS for Independent Study looks different than in the traditional classroom setting. Leadership works hard to tailor these supports for this setting.

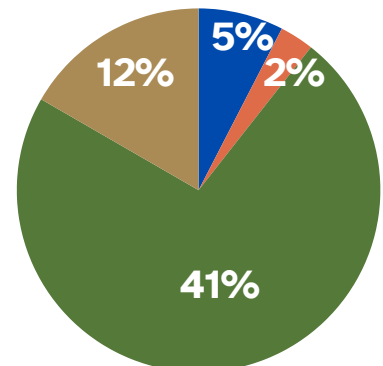
**ADMIN ETHNICITY**



**TEACHER ETHNICITY**



**STUDENT ETHNICITY**



African American
  Asian
  Hispanic
  White

*\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.*



# STATEMENT OF FINANCIAL POSITION

## SACRAMENTO ACADEMIC AND VOCATIONAL ACADEMY

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD Executive Director, Fiscal Services and TRUSD Director Special Projects do a detailed review of the LCAP. SAVA has a liability-to-asset ratio of 15%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. SAVA ended the 2022-23 year fiscally solvent with net unrestricted assets of \$2.9M. SAVA is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>ASSETS</b>			
Cash	\$ 4,611,914	\$ 1,040,667	\$ 1,688,382
Accounts Receivable	\$ 234,448	\$ 350,767	\$ 420,080
Prepaid Expenses	\$ 24,093	\$ 82,736	\$ 12,159
Investments	\$ 594,123	\$ 507,254	\$ 554,584
Fixed Assets	\$ 1,220,112	\$ 1,544,722	\$ 1,332,680
Right of Use Assets - Operating Leases			\$ 81,587
Deposits	\$ 8,190	\$ 8,319	\$ 8,351
<b>Total Assets</b>	<b>\$ 6,692,880</b>	<b>\$ 3,534,465</b>	<b>\$ 4,097,823</b>
<b>LIABILITIES</b>			
Accounts Payable	\$ 176,536	\$ 601,966	\$ 161,913
Accrued Expense	\$ 115,356	\$ 119,726	\$ 139,699
Deferred Revenue	\$ 90,300	\$ 693,051	\$ 249,958
Right of Use Assets - Operating Leases			\$ 11,784
Lease Liability - Operating Lease, Net			\$ 70,396
<b>Total Liabilities</b>	<b>\$ 382,192</b>	<b>\$ 1,414,743</b>	<b>\$ 633,750</b>
Unrestricted-Board Designated	\$ -	\$ -	\$ -
Unrestricted	\$ 6,253,284	\$ 1,860,565	\$ 2,900,045
Temporarily Restricted	\$ 57,404	\$ 259,157	\$ 564,028
<b>Total Net Assets</b>	<b>\$ 6,090,646</b>	<b>\$ 2,119,722</b>	<b>\$ 3,464,073</b>
<b>Total Net Assets &amp; Liabilities</b>	<b>\$ 6,390,368</b>	<b>\$ 3,534,465</b>	<b>\$ 4,097,823</b>
<b>LIABILITY/ASSET RATIO</b>	<b>6%</b>	<b>40%</b>	<b>15%</b>

*\*Independent Auditor's Report*





# Heritage Peak Charter School

CMO: Pacific Charter Institute  
Executive Director: Yolanda Villegas



School Opened  
September 6,  
2005



Petition Renewal Due  
June 30,  
2028



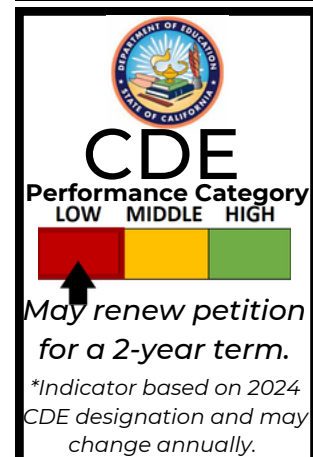
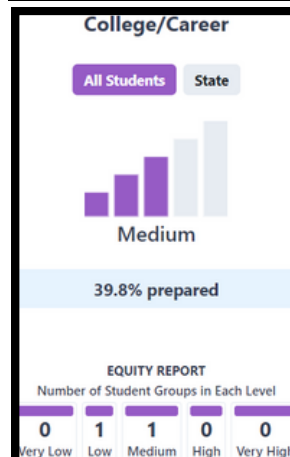
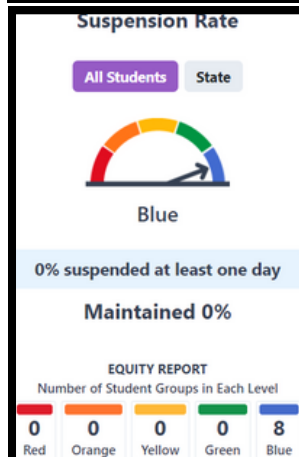
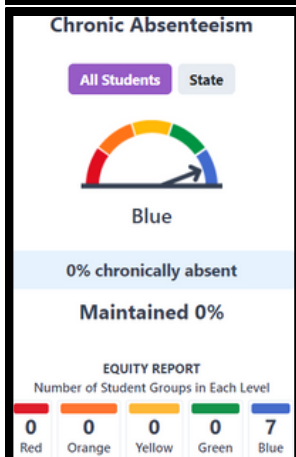
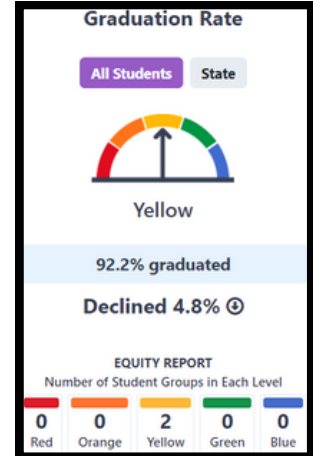
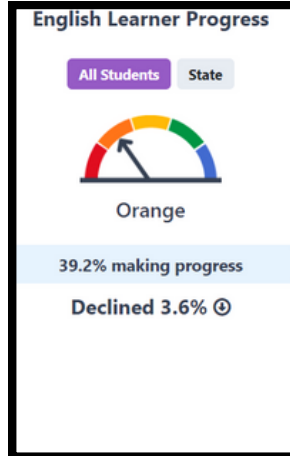
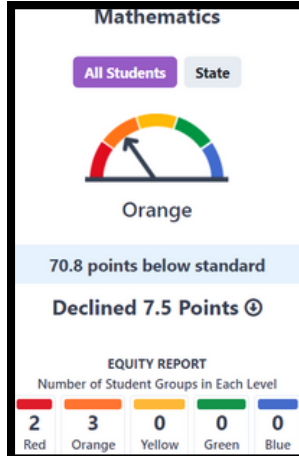
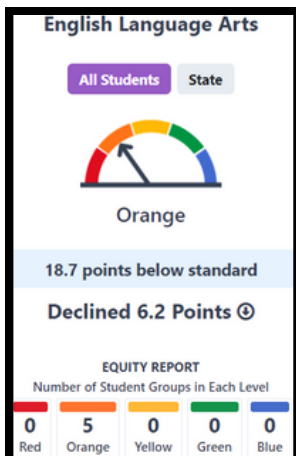
Programs  
Traditional  
K-12

## MISSION

At Heritage Peak, every student has access to one-to-one teaching through student-tailored, standards-based curriculum. Heritage Peak was founded on the principle that education works best when it is tailored to student's individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student's greatest potential. We leverage the flexibility of the independent study model to empower SPCA students to meet their educational goals.

## VISION

Pacific Charter Institute is focused on developing self-motivated, educated individuals in the Sacramento region who will spread the wealth of knowledge worldwide in a meaningful way.





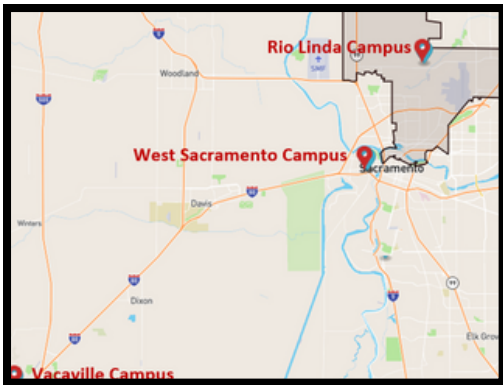
# Heritage Peak Charter School

## PANDEMIC RECOVERY EFFORTS

HPCS notes that they did not have a lot of change during the pandemic as they were already conducting classes online. As the pandemic ended HPCS decided to open up more in-person opportunities. They have found that the in-person opportunities support parent engagement and student connection. They are working to build stronger parent engagement opportunities, even updating how they define parent engagement.

## BACKGROUND

Heritage Peak provides students with homeschooling and independent study options. The homeschooling program provides families with the freedom to explore an individualized curriculum based on different learning styles while remaining grounded using Common Core assessments and Common Core State Standards (CCSS) aligned outcomes. A credentialed teacher meets with the students and families regularly. Teachers, parents, counselors, resource teachers, and content experts augment instruction based on the individualized learning plan for each student. Homeschool families are provided educational units to access CCSS-aligned field trips, educational resources, materials, technology, classes, and activities. The independent study programs use a hybrid model to provide an alternative educational program for students who require a change from traditional school pedagogy. Students' needs are matched with an aligned curriculum coupled with onsite classes, online programs, counselors, educational specialists, and tutors, as well as Western Association of Schools and Colleges (WASC) accredited virtual classes. All classes, whether onsite, virtual, or hybrid are taught by highly qualified, credentialed teachers. goals through dual enrollment agreements.



### RIO LINDA CAMPUS

631 L Street  
Rio Linda CA, 95673  
PH: (866)992-9033

### \*VACAVILLE CAMPUS

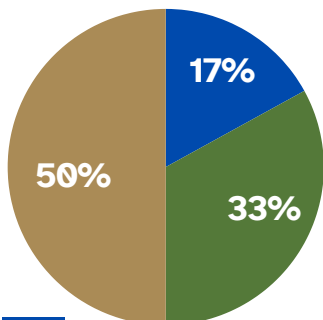
354 Park St.  
Vacaville, CA 95688  
PH: (866)992-9033

### \*WEST SACRAMENTO CAMPUS

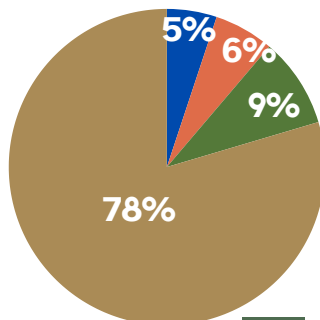
840 Jefferson Blvd.  
West Sacramento, CA 95691  
PH: (866)992-9033

\*A charter school that was operating a resource center, meeting space, or other satellite facility outside the jurisdiction of the school district where the charter school is physically located before January 1, 2020, may continue to operate the resource center, meeting space, or other satellite facility until the charter school submits a request for the renewal of its charter petition. To continue operating the resource center, meeting space, or other satellite facility, the charter school, before submitting the request to the charter school's chartering authority for the renewal of the charter petition, shall first obtain approval in writing from the school district where the resource center, meeting space, or other satellite facility is operating.

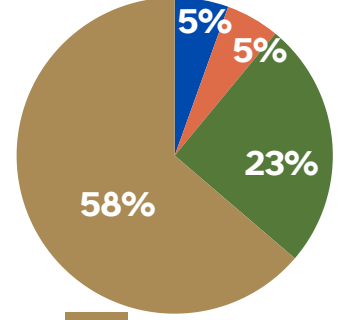
### ADMIN ETHNICITY



### TEACHER ETHNICITY



### STUDENT ETHNICITY



African American Asian Hispanic White

\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.

# STATEMENT OF FINANCIAL POSITION

## HERITAGE PEAK CHARTER SCHOOL

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD Executive Director, Fiscal Services and TRUSD Director Special Projects do a detailed review of the LCAP. HPCS has a liability-to-asset ratio of 23%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. HPCS ended the 2022-23 year fiscally solvent with net unrestricted assets of \$6M. HPCS is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>ASSETS</b>			
Cash	\$ 4,420,410	\$ 5,604,709	\$ 4,519,923
Accounts Receivable	\$ 2,348,554	\$ 1,803,085	\$ 4,765,553
Prepaid	\$ 155,670	\$ 291,596	\$ 359,748
Note Receivable	\$ -	\$ -	\$ 650,000
Fixed Assets	\$ 268,184	\$ 174,217	\$ 92,183
<b>Total Assets</b>	<b>\$ 7,192,818</b>	<b>\$ 7,873,607</b>	<b>\$ 10,387,407</b>
<b>LIABILITIES</b>			
Accounts Payable & Unearned Revenue	\$ 1,958,101	\$ 2,144,719	\$ 2,376,828
Total Current Liabilities	\$ 1,958,101	\$ 2,144,719	\$ 2,376,828
<b>NET ASSETS</b>			
Unrestricted	\$ 4,819,754	\$ 5,801,953	\$ 6,007,309
Restricted	\$ 414,963	\$ (73,065)	\$ 2,003,270
Total Net Assets	\$ 5,234,717	\$ 5,728,888	\$ 8,010,579
<b>Total Liabilities &amp; Net Assets</b>	<b>\$ 7,192,818</b>	<b>\$ 7,873,607</b>	<b>\$ 10,387,407</b>
<b>LIABILITY/ASSET RATIO</b>	<b>27%</b>	<b>27%</b>	<b>23%</b>

*\*Independent Auditor's Report*



# Highlands Community Charter School

Executive Director: Murdock Smith

HIGHLANDS  
COMMUNITY CHARTER SCHOOL

CMO: Highlands Community Charter and Technical Schools



School Opened  
**August 18  
2014**



Petition Renewal Due  
**June 30,  
2027**



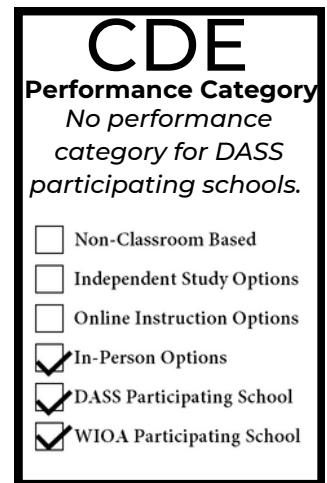
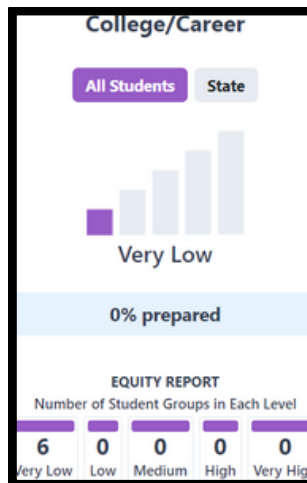
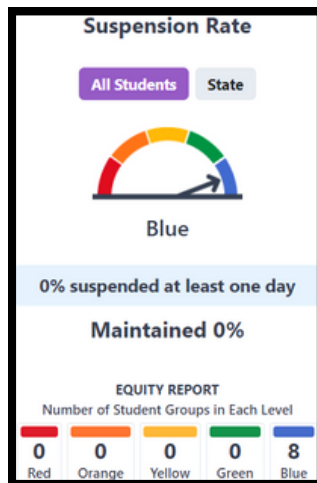
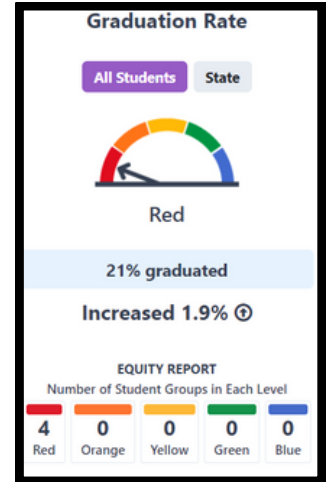
Programs  
**Adult Education  
9, 10, 12**

## MISSION

We are a diverse community for social justice, serving the unserved, providing access to education, technology, communication, and employment for 21st century achievers. Through community partnerships, we will build new legacies leading to self-sufficiency and generational change.

## VISION

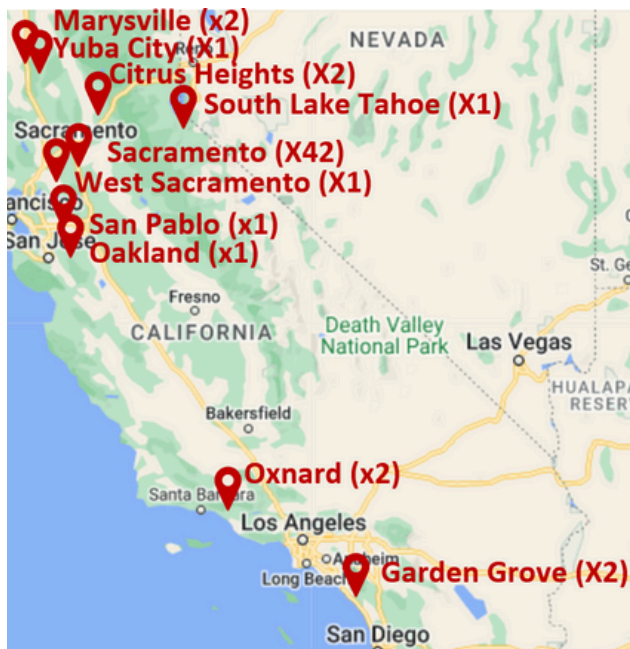
To eradicate educational inequality.



# Highlands Community Charter School

## PANDEMIC RECOVERY EFFORTS

HCCS has been utilizing focused Professional Development as part of the approach they are taking to mitigate learning loss from the pandemic. The PDs were specifically focused on learning loss and chronic absenteeism. The organization did planning on a whole learning loss summer summer program outlining strategies to combat the traditional causes of learning loss. One of the main goals of the process was to better understand the diverse population of learners.

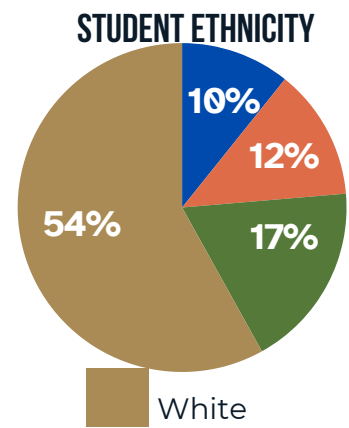
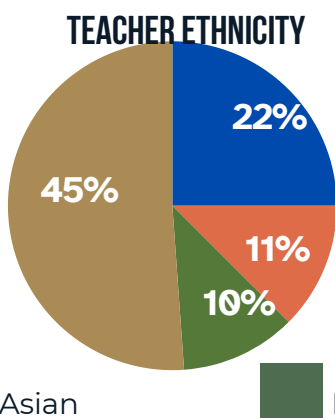
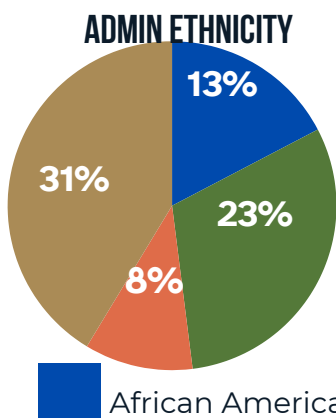


\*Sites are as reflected in the MOU Amendment No. 3

## BACKGROUND

Highlands Community Charter School (HCCS) provides more than 50 class locations and offers both day and night classes to meet the needs of students. The student population consists of adults from 107 different birth countries and are, on average, 3 years of age, ranging from 22 to 85. HCCS has experienced tremendous growth and serves over 4,500 adult students every day throughout the Sacramento region. The International High School (IHS) Program focuses on English Language Development, alongside the high school curriculum. The Adult High School Completion program focuses on students completing a high school diploma coupled with the opportunity to enter one of over 20 Career Technical Education Programs. HCCS has had over 800 students earn their High School Diploma. To date, 930 students who started in Elementary English Language Development have transferred into the High School Diploma Program. All programs are tuition-free for enrolled students. HCCS serves students who are 22 years of age or older and who do not yet have a U.S. High School Diploma. Learning outcomes include:

- Achieve academic success
- Become productive members of society
- Complete educational goals
- Go on to further education and/or a career
- Become self-motivated, competent, life-long learners



\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.

# STATEMENT OF FINANCIAL POSITION

## HIGHLANDS COMMUNITY CHARTER

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD Executive Director, Fiscal Services and TRUSD Director Special Projects do a detailed review of the LCAP. HCCS has a liability-to-asset ratio of 25.5%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. HCCS ended the 2022-23 year fiscally solvent with net unrestricted assets of \$25.9M. HCCS is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>			
<b>Audited Financial Statement</b>			
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Cash	\$ 1,756,910	\$ 8,612,678	\$ 12,701,567
Accounts Receivable	\$ 15,265,303	\$ 6,924,773	\$ 22,317,344
Prepaid	\$ 614,795	\$ 810,421	\$ 1,600,364
Intercompany Receivable (payab	\$ 950,000		
Fixed Assets	\$ 1,130,877	\$ 2,396,554	\$ 2,419,570
Deposits	\$ 51,112	\$ 97,321	\$ 208,024
Lease right-of-use asset			\$ 7,128,905
Finance lease right-of-use asset			\$ 101,531
<b>Total Assets</b>	<b>\$ 19,768,997</b>	<b>\$ 18,841,747</b>	<b>\$ 46,477,305</b>
Cash Overdraft/Line of Credit	\$ 3,984,944		
Accounts Payable	\$ 562,383	\$ 1,260,236	\$ 4,142,169
Accrued Expense	\$ 1,110,547	\$ 1,927,856	\$ 44,588
Deferred Revenue	\$ 772,837	\$ 641,138	
PPP Loan Payable	\$ 2,973,000		
Current Portion of Lease Liability			\$ 3,495,793
Current Portion of Finance Lease Liability			\$ 63,189
Lease Liability, less Current Portion			\$ 4,088,279
Finance Lease Liability, less Current Portion			\$ 38,342
<b>Total Liabilities</b>	<b>\$ 9,403,711</b>	<b>\$ 3,829,230</b>	<b>\$ 11,872,360</b>
Restricted	\$ 1,181,511	\$ 2,569,568	\$ 8,720,812
Unrestricted	\$ 9,183,775	\$ 12,442,949	\$ 25,884,133
<b>Total Net Assets</b>	<b>\$ 10,365,286</b>	<b>\$ 15,012,517</b>	<b>\$ 34,604,945</b>
<b>Total Liabilities &amp; Net Assets</b>	<b>\$ 19,768,997</b>	<b>\$ 18,841,747</b>	<b>\$ 46,477,305</b>
<b>LIABILITY/ASSET RATIO</b>	<b>48%</b>	<b>20%</b>	<b>26%</b>

\*Independent Auditor's Report





# California Innovative Career Academy

Executive Director: Murdock Smith

CMO: Highlands Community Charter and Technical Schools



School Opened  
**July 2019**



Petition Renewal Due  
**June 30, 2027**



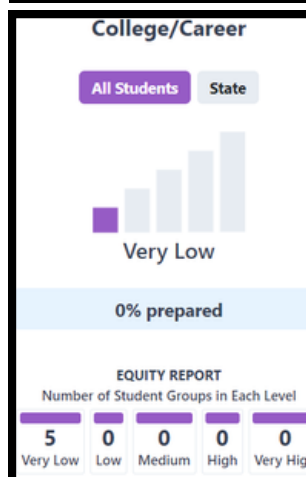
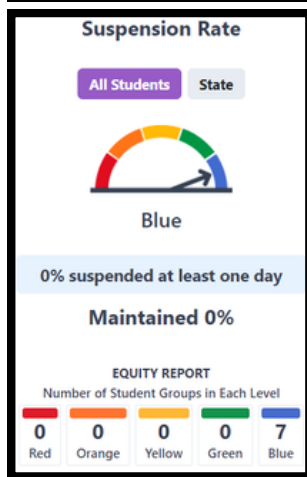
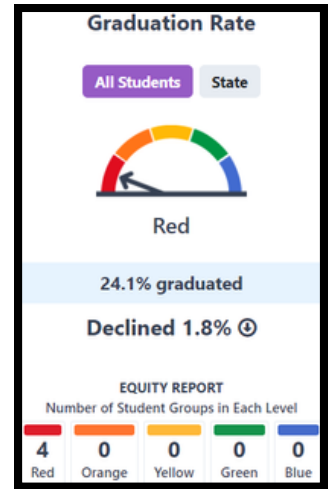
Programs  
**Adult Education 9, 10, 12**

## MISSION

We are a diverse community for social justice, serving the unserved, providing access to education, technology, communication, and employment for 21st century achievers. Through community partnerships, we will build new legacies leading to self-sufficiency and generational change.

## VISION

To eradicate educational inequality.



**CDE**

**Performance Category**  
No performance category for DASS participating schools.

- Non-Classroom Based
- Independent Study Options
- Online Instruction Options
- In-Person Options
- DASS Participating School
- WIOA Participating School

# California Innovative Career Academy

## BACKGROUND

California Innovative Career Academy (CICA) is an independent study, high school completion program, serving adults 22 years of age and older. CICA provides students the opportunity to maintain various responsibilities in their lives while also completing the requirements needed for their high school diploma by allowing students access to flexible curricula and school schedules. Students have synchronous and asynchronous learning opportunities as well as daily Zoom sessions to enhance their learning. Additionally, CICA students have the opportunity to participate in many Careers Technology Education (CTE) programs, ranging from Cosmetology to Financial Literacy. At CICA, the whole student is valued, and we cherish the opportunity to help each student expand their future. CICA provides services with 23 resource center locations and offers flexible meeting schedules to meet the needs of each individual student. The active student population has students from over 65 different nations. With an age range of 22 to 78, the average student is 39 years old. To date, over 600 students have received their U.S. High School Diploma. All students have access to over 20 CTE programs. Learning outcomes include:

- Achieve academic success
- Become productive members of society
- Complete educational goals
- Go on to further education and/or a career
- Become self-motivated, competent, life-long learners

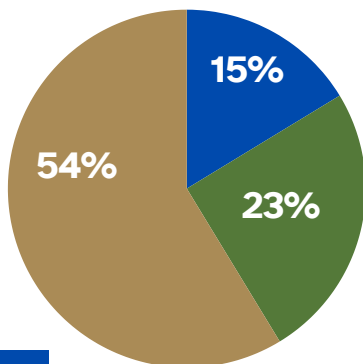


## PANDEMIC RECOVERY EFFORTS

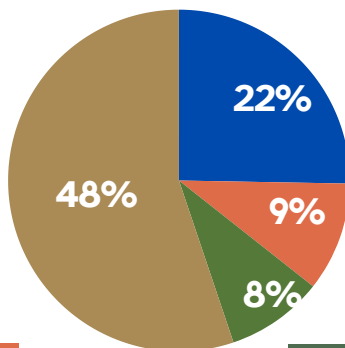
CICA has been utilizing focused professional development as part of its approach to mitigate learning loss from the pandemic. The PDs were specifically focused on learning loss and chronic absenteeism. The organization did planning on a whole learning loss summer summer program outlining strategies to combat the traditional causes of learning loss. One of the main goals of the process was to better understand the diverse population of learners.

\*Sites are as reflected in the MOU Amendment No. 3

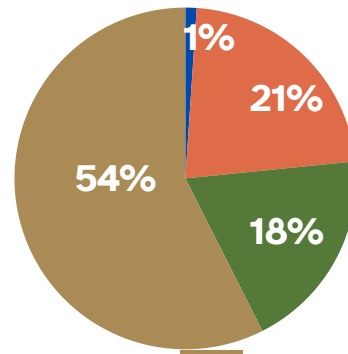
**ADMIN ETHNICITY**



**TEACHER ETHNICITY**



**STUDENT ETHNICITY**



\*Ethnicity represents African American, Asian, Hispanic and White. Data not included for American Indian or Alaska Native, Filipino, Pacific Islander, Two or More Races and No Response. Therefore percentages may not equal 100%.

# STATEMENT OF FINANCIAL POSITION

## CALIFORNIA INNOVATIVE CAREER ACADEMY

The TRUSD Executive Director of Fiscal Services does a detailed review of the budget, interim reports, and audit. TRUSD Executive Director, Fiscal Services and TRUSD Director Special Projects do a detailed review of the LCAP. CICA has a liability-to-asset ratio of 7.6%. Anything less than a 40% ratio is a strong indicator of fiscal solvency. CICA ended the 2022-23 year fiscally solvent with net unrestricted assets of \$28.3M. CICA is fiscally solvent in the current and future years and has sufficient cash.

<b>Statement of Financial Position</b>					
<b>Audited Financial Statement</b>					
	<b>2020-2021</b>		<b>2021-2022</b>		<b>2022-2023</b>
Cash	\$ 44,010	\$	1,988,073	\$	18,170,610
Accounts Receivable	\$ 961,017	\$	5,198,890	\$	15,439,315
Prepaid	\$ 12,773			\$	148,649
Intercompany Receivable (pay)	\$ (950,000)				
<b>Total Assets</b>	<b>\$ 67,800</b>	\$	<b>7,186,963</b>	\$	<b>33,758,574</b>
Accounts Payable	\$ 33,139	\$	112,710	\$	2,533,524
Accrued Expense	\$ 161,139	\$	998,554	\$	44,588
<b>Total Current Liabilities</b>	<b>\$ 194,278</b>	\$	<b>1,111,264</b>	\$	<b>2,578,112</b>
Restricted		\$	221,876	\$	2,885,437
Unrestricted	\$ (126,478)	\$	5,853,823	\$	28,295,025
<b>Total Net Assets</b>	<b>\$ (126,478)</b>	\$	<b>6,075,699</b>	\$	<b>31,180,462</b>
<b>Total Liabilities &amp; Net Asset</b>	<b>\$ 67,800</b>	\$	<b>7,186,963</b>	\$	<b>33,758,574</b>
<b>LIABILITY/ASSET RATIO</b>			<b>15%</b>		<b>8%</b>

*\*Independent Auditor's Report*

# CHARTER SCHOOL DIRECTORY

## **Creative Connections Arts Academy**

K-6 Campus  
7201 Arutas Drive  
North Highlands, CA 95660  
Phone: 916-566-1871  
Brian Emerson, Principal

7-12 Campus  
6444 Walerga Road  
North Highlands, CA 95660  
Phone: 916-566-3470  
Brian Emerson, Principal

## **Smythe Academy of Arts & Sciences**

P-6 Campus  
2781 Northgate Blvd.  
Sacramento, CA 95833  
Phone: 916-566-2740  
Ken Dandurand, Principal

7-8 Campus  
700 Dos Rios Street  
Sacramento, CA 95811  
Phone: 916-566-3430  
Casey Gong, Principal

## **Westside Preparatory Charter**

7-8 Eastside Campus  
6469 Guthrie Way  
North Highlands, CA 95660  
Phone: 916-566-1860  
Danielle Fee, Principal

7-8 Frontier Campus  
6691 Silverthorne Circle  
Sacramento, CA 95842  
Phone: 916-566-1840  
May Yang, Principal

7-8 Westside Campus  
6537 West 2nd St.  
Rio Linda, CA 95673  
Kristina Jordan, Principal  
Phone: 916-566-1990

Regency Park Campus  
5901 Bridgecross Dr.  
Sacramento, CA 95835  
Phone: 916-566-1600  
Tim Hammons, Principal

## **California Innovative Career Academy**

California Innovative Career Academy  
1333 Grand Avenue  
Sacramento, CA 95838  
Phone: 916-844-2283

24th (St. Anne's)  
7720 24th St  
Sacramento, CA 95832

Auburn  
4441 Auburn Blvd, Suites H/J/M  
Sacramento, CA 95841



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# CHARTER SCHOOL DIRECTORY



Bowling  
7171 Bowling Drive, #1120  
Sacramento, CA 95823

Lao Family – Oakland 2  
8480 Edes Avenue  
Oakland, CA 94621

Calvary Christian  
1100 Las Palmas Ave  
Sacramento, CA 95815

Maple 2 (St. Rose)  
5961 Franklin Blvd.  
Sacramento, CA 95824

Florin Rd  
3801 Florin Rd. Suite 107  
Sacramento, CA 95823

Marconi 2  
3727 Marconi Ave  
Sacramento, CA 95821

Hillsdale 2  
5655 Hillsdale Blvd. Suite 9  
Sacramento, CA 95842

Marysville  
715 C Street  
Marysville, CA 95901

Hurley  
3205 Hurley Way,  
Sacramento, CA 95864

North Laguna 2  
8211 Bruceville Rd, #125  
Sacramento, CA 95823

Industrial Park  
8180 Industrial Pkwy.  
Sacramento, CA 95824

O Street  
1326 O Street  
Sacramento, CA 95814

Jackson (Bethany)  
9880 Jackson Rd  
Sacramento, CA 95827

Rosemont (Saint John's)  
8401 Jackson Rd.  
Sacramento, CA 95826

Lao Family – Oakland  
2325 East 12th St.  
Oakland, CA 94601

West Sac (Holy Cross)  
800 Todhunter Avenue  
West Sacramento, CA 95605



# CHARTER SCHOOL DIRECTORY

## **California Innovative Career Academy (Non-Student Sites)**

Howe Ave  
1111 Howe Ave #630  
Sacramento, CA 95825

## **Community Collaborative Charter**

9-12th Grade (Main Site)  
5715 Skarla Ave  
McClellan, CA 95652  
Phone: 916-286-5161  
Jon Campbell, Principal  
<https://www.gcccharters.org/community-collaborative-charter-school>

TK-8th Grade  
3701 Stephen Dr.  
North Highlands, CA 95660  
Phone: 916-286-5158  
Angee Phraxayavong-Briones, Principal  
<https://www.gcccharters.org/community-collaborative-charter-school>

## **Community Outreach Academy**

Dudley Campus (6th Grade)  
5712 Dudley Blvd.  
McClellan, CA 95652  
Phone: 916-286-1910  
Larissa Gonchar, Director  
<https://www.gcccharters.org/coa-elementary>

Rafferty A (3rd - 4th Grade)  
5637 Skvarla Ave  
McClellan Park, CA 95652  
Phone: 916-286-5170  
Larissa Gonchar, Director  
<https://www.gcccharters.org/coa-elementary>

Rafferty B (4th-5th Grade)  
3337 James Way  
McClellan Park, CA 95652  
Phone: 916-286-5170  
Larissa Gonchar, Director  
<https://www.gcccharters.org/coa-elementary>

Pavilion  
5640 Dudley Blvd.  
McClellan, CA 95652  
Phone: 916-286-5100  
Larissa Gonchar, Director  
<https://www.gcccharters.org/coa-elementary>

McClellan Campus  
5800 Skvarla Ave  
McClellan, CA 95652  
Phone: 916-640-1431  
Larissa Gonchar, Director  
<https://www.gcccharters.org/coa-elementary>

## **Futures High School**

900 Grace Ave  
Sacramento, CA 95838  
Phone: 916-286-1902  
Vicente Luevano, Principal  
<https://www.gcccharters.org/futures-high-school>

## **Heritage Peak Charter School**

Rio Linda Campus  
631 L Street  
Rio Linda, CA 95673  
Phone: 866-922-9033  
Paul Keefer, Executive Director  
<https://pacificcharters.org/about/schools/heritage-peakcharterschool/>

# CHARTER SCHOOL DIRECTORY

## West Sacramento Campus

840 Jefferson Blvd

West Sacramento, CA 95691

Phone: 866-922-9033

Paul Keefer, Executive Director

<https://pacificcharters.org/about/schools/heritagepeakcharterschool/>

## Vacaville Campus

354 Parker Street

Vacaville, CA 95688

Phone: 866-922-9033

Paul Keefer, Executive Director

## Higher Learning Academy

900 Grace Ave.

Sacramento, CA 95838

Phone: 916-286-5183

Daniel Coonan, Principal

<https://www.gcccharters.org/higher-learning-academy>

## Highlands Community Charter School

Highlands Community Charter

1333 Grand Avenue

Sacramento, CA 95838

Phone: 916-844-2283

<https://hccs.hccts.org/>

12th Street

701 12th Street, Suite 203

Sacramento, CA 95814

24th (ST. Anne's)

7720 24th St

Sacramento, CA 95832

65th St (Back Viet South)

6853 65th St., Ste. C

Sacramento, CA 95828

Arden 2

2260 Boxwood Street

Sacramento, CA 95815

ARI Elder Creek (ARI South)

6270 Elder Creek Rd

Sacramento, CA 95824

ARI Sunrise (ARI North)

5750 Sunrise Blvd., Ste. 100

Citrus Heights, CA 95610

Asher College

1215 Howe Ave., #101

Sacramento, CA 95825

Auburn

4441 Auburn Blvd, Suites H/J/M

Sacramento, CA 95841

Bowling

7171 Bowling Drive, #1120

Sacramento, CA 95823

Capitol Mall

555 Capitol Mall, #735

Sacramento, CA 95814

# CHARTER SCHOOL DIRECTORY

Center Parkway  
7839 Center Parkway  
Sacramento, CA 95823

College Oak (SALAM)  
4545 College Oak Drive  
Sacramento, CA 95841

Del Paso (Calvary)  
1100 Las Palmas Ave  
Sacramento, CA 95815

Del Paso 2  
3730 Marysville Blvd.  
Sacramento, CA 95838

Edison (St. Matthew's)  
2300 Edison Ave.,  
Sacramento, CA 95821

Fair Oaks  
2310 Fair Oaks Blvd, Suite C, C-2, D  
Sacramento, CA 95825

Florin Rd  
3801 Florin Rd. Suite 107  
Sacramento, CA 95823

Folsom Blvd  
10017 Folsom Blvd.  
Sacramento, CA 95827

Folsom 2  
9555 Folsom Blvd, Suites E, F, H  
Sacramento, CA 95827

Garden Grove  
10121 Westminster Ave  
Garden Grove, CA 95843

Garden Grove 2  
14361 Euclid St., Suites 3C and 3D  
Garden Grove, CA 92843

Hemlock TRLCC  
5537 Hemlock St  
Sacramento, CA 95841

Hemlock 2  
5527 Hemlock St  
Sacramento, CA 95841

Hillsdale  
5655 Hillsdale Blvd. Suite 1, 11 & 18  
Sacramento, CA 95842

Hillsdale 2  
5655 Hillsdale Blvd. Suite 9  
Sacramento, CA 95842

Howe Ave  
1111 Howe Avenue #655  
Sacramento, CA 95825

# CHARTER SCHOOL DIRECTORY

Hurley  
3205 Hurley Way,  
Sacramento, CA 95864

Industrial Park  
8180 Industrial Pkwy.  
Sacramento, CA 95824

Lao Family – Oakland  
2325 East 12th St.  
Oakland, CA 94601

Larkspur 1 (Bach Viet Larkspur)  
1100 Fulton Ave., #F  
Sacramento, CA 95825

Larkspur 2 (Bach Viet North)  
1050 Fulton Ave. #110 and #150  
Sacramento, CA 95825

Maple  
3301 37th Ave.  
Sacramento, CA 95824

Maple 2 (St. Rose)  
5961 Franklin Blvd.  
Sacramento, CA, 95824

Marconi 2  
3727 Marconi Ave  
Sacramento, CA 95821

Marysville  
715 C Street  
Marysville, CA 95901

Marysville 2  
1431 C St.  
Marysville, CA 95901

McClellan  
3144 Palm St., Bldg. 826  
McClellan Park, CA 95652

McClellan 2  
5411 Luce Ave, Unit 242  
McClellan Park, CA 95652

North Laguna  
8211 Bruceville Rd, #115  
Sacramento, CA 95823

North Laguna 2  
8211 Bruceville Rd, #125  
Sacramento, CA 95823



Norwood  
431 Hayes Avenue  
Sacramento, CA 95838



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# CHARTER SCHOOL DIRECTORY



O Street  
1326 O Street  
Sacramento, CA 95814

SHRA – Marina Vista  
30 Seavey Circle  
Sacramento, CA 95818

Oak Park  
2520 33rd St  
Sacramento, CA 95817

S. Lake Tahoe  
1041 Lyons Ave.,  
South Lake Tahoe, CA 96150

Old Auburn  
7817 Old Auburn Rd  
Sacramento, CA 95610

South Side Park (OLOG)  
711 T Street  
Sacramento, CA 95811

Oxnard  
328 West Third Street  
Oxnard, CA 93030

West Sac (Holy Cross)  
800 Todhunter Avenue  
West Sacramento, CA 95605

Oxnard 2  
560 South A Std., Suite B  
Oxnard, CA 93030

Yuba City  
229 Clark Ave, Suite Q & V  
Yuba City, CA 95991

Rosemont (Saint John's)  
8401 Jackson Rd,  
Sacramento, CA 95826

American River (Non-Student Site)  
3600 American River Dr., #280  
Sacramento, CA 95864

San Pablo  
1964 Rumrill Blvd,  
San Pablo, CA 94806

Arden (Non-Student Site)  
901 Arden Way  
Sacramento, CA 95815





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# CHARTER SCHOOL DIRECTORY



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## **Highlands Community Charter School (Non-Student Sites)**

Capitol Mall (Non-Student Site)  
555 Capitol Mall, #1275, 725, 550  
Sacramento, CA 95814

El Camino (Non-Student Site)  
4813 El Camino Ave., Suites A & B  
Carmichael, CA 95608

Fair Oaks 2 (Non-Student Site)  
6110 Fair Oaks Blvd, Unit A  
Carmichael, CA 95608

Howe Avenue (None-Student Site)  
1111 Howe Ave., #115  
Sacramento, CA 95825

Raley Blvd. (None-Student Site)  
4350 Raley Blvd, Suite 300  
Sacramento, CA 95838

San Diego (Non-Student Site)  
406 9th Ave., Suite 310  
San Diego, CA 92101

# THANK YOU

**A very special “thank you” to the following individuals.**

**Steve Martinez, Ed.D.**

Superintendent, TRUSD

**Gina Carreon**

Chief Human Resources Official, TRUSD

**Ryan DiGiulio**

Chief Business Official, TRUSD

**Marci Bernard**

Interim Associate Superintendent, School Leadership, TRUSD

**Kate Ingersoll**

Executive Director, Fiscal Services, TRUSD

**Cynthia Andrews**

Executive Director, K-8 Charters, TRUSD

**Travis Burke,**

Director, Special Projects, Co-Curricular Activities & Compliance, TRUSD

**Chris Arnold**

Manager, Assessment and Accountability, TRUSD

**Sharilyn Warta**

Project Manager, TRUSD

**Charter School Leadership**

Affiliated and Independent Charter Schools



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