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Upon reviewing this handbook, please sign and return  
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Gateway Community Charters, Inc (GCC) is an independent non-profit 501(c)3 agency that was created to support students, parents and communities through the conception, development, administration and governance of innovative, high quality, standards-based educational opportunities within charter school constructs. In cooperation with the Local Educational Agency (LEA), Twin Rivers Unified School District (TRUSD), the GCC reaches out to the greater Sacramento County community to create schools to serve the educational needs of the underserved, for example; the disenfranchised, culturally diverse economically disadvantaged, homeless, parenting teens, working young adults, fifth year seniors, English language learners and others.

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## Parent and Student Handbook 2013-2014

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## Table of Contents

Mission Statement and Programs	4
Affirmations	6
Sexual Harassment	8
Work Permits	8
Student Responsibilities	9
Students Rights and Discipline Guidelines	10
Student Dress Code/ Parent/ Guardian/ Family Responsibilities	11
Parent/Guardian Rights	11
School Administrative/ Teacher/ Support Staff Responsibilities	12
GCC Core Values	12
Capturing Kids' Hearts	12
Enrollment Procedures	14
Assessment	14
Attendance	16
Academic Guidelines	17
Promotion/Retention	17
Special Populations	18
High School Graduation Requirements	19
Expected Schoolwide Learning Results (ESLRs)	22
Course Descriptions- Middle School	23
Course Descriptions- High School	25
Parent/Student Signature Page	29

## **Sacramento Academic & Vocational Academy (SAVA)**

### **Mission Statement**

It is the mission of the Sacramento Academic & Vocational Academy (SAVA) to provide high quality curriculum, instructional support, career exploration, and preparation in a non-classroom based environment for 7<sup>th</sup>-12<sup>th</sup> grade students in our community. We do this by:

- Emphasizing standards-based curriculum;
- Providing parents and guardians instructional guidance and support;
- Identifying student instructional needs and providing individualized educational plans;
- Assessing student learning style, modality and achievement; and
- 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 system are in place and then we work to explore multiple pathways to meet the multiple challenges for our student population

### **Non-Classroom Based Instruction**

SAVA offers non site-based learning opportunities through multiple venues and delivery systems. Independent study combined with small group instructional support is provided at the Sacramento Campus on Power Inn Road, the Firehouse Community Center in Del Paso Heights, the George Sim Community Center on Logan Street, and the Elk Grove Campus located on Dwight Road. A unique hybrid of computer-based learning, face-to-face instruction and independent study is offered through our online academies at the Elk Grove and Power Inn campuses.

At traditional SAVA, the non-classroom based instructional model requires students to meet with their teacher-of-record and supporting teachers for a minimum of ninety (90) minutes per week. Additional assistance is provided through structured support in English, Math, other core content areas, English language development, Career Technical Education (CTE), and Service Learning. For students needing additional assistance in a core content area, one-to-one support is provided through educational specialists allowing students to be exposed to targeted assistance in order to improve learning.

### **Online @ SAVA**

*Online @ SAVA* offers a computer-based academic environment. Using Advanced Academics curriculum, coupled with small group instruction and independent study, *Online @ SAVA* provides the unique combination of online learning and face-to-face instruction in a focused environment set up to provide flexible, self-paced learning. Students attend up to three hours per day four days per week to move quickly and efficiently through high school courses. *Online @ SAVA* operates at the Elk Grove Campus and at the Power Inn campus in Sacramento.

## Career Technical Education (CTE)

In order to prepare students for additional success after high school Sacramento Academic & Vocational Academy continues to develop and expand career preparation offerings in a variety of areas. SAVA requires students to complete twenty (20) credits in CTE courses in order to receive a high school diploma. All graduates are required to complete the NextSkills Workforce Development Curriculum created by the Los Rios Community College District and develop a Senior Portfolio which includes: an introductory essay, career research, completion of multiple job applications, acquiring letters of reference, development of a careers essay, and development and sharing of a presentation to an evaluation committee.

SAVA continues to expand its Career Pathways which prepare students for entry level positions or post secondary educational opportunities focused on a particular career interest. More information is available in the course descriptions later in the handbook.

## Service Learning

In addition to career preparation, SAVA prepares students to be positive contributors within the community in which they live, attend school, and work. SAVA requires students to complete a Service Learning project sometime during their academic career. The Service Learning project includes identification of a community need, developing a project to address the need, making academic connections between the project and the student's curriculum, implementation of the project, reflection on project processes, successes, and challenges, and presenting the process both through an essay and presentation that are included in the student's senior portfolio. To assist with completion of the Service Learning requirement, SAVA offers a Service Learning class for juniors and seniors that focus on the project elements and portfolio requirements.

## Student Handbook Orientation

All SAVA families and school staff shall be given a copy of this Handbook and shall be responsible for knowing and understanding the contents. In addition, this handbook will be discussed during the student intake process at the enrollment meeting and/or student orientation to ensure that everyone understands the guidelines and expectations of the school. Copies are available at the school administrative offices and shall be given to all new students.

## Affirmations and Assurances

We hereby certify that this school is not a conversion of a private school to the status of a public charter school, further, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. Will be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as provided by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

8. Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
9. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
10. Will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
  - a. SAVA shall comply with the Brown Act.
  - b. Sacramento Academic and Vocational Academy shall offer at a minimum, the same number of minutes of instruction set forth in subdivision (a) of Education Code Section 47612.5 for the appropriate grade levels.
  - c. Sacramento Academic and Vocational Academy shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
  - d. Sacramento Academic and Vocational Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - e. Sacramento Academic and Vocational Academy shall comply with any jurisdictional limitations to location of facility.
  - f. Sacramento Academic and Vocational Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - g. Sacramento Academic and Vocational Academy shall comply with the Public Records Act.
  - h. Sacramento Academic and Vocational Academy shall comply with the Family Educational Rights and Privacy Act.
  - i. Sacramento Academic and Vocational Academy shall comply with Education Code Section 51745 *et. seq.* related to independent study, as applicable.

## Sexual Harassment Policy

Sexual harassment of or by any student or member of Gateway Community Charters (GCC) and/or its charter school staff shall not be tolerated. The GCC Board of Directors considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the GCC and/or its charter schools.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy shall be available at the GCC Offices as well as at each School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher, counselor or Principal. Alternatively students may contact the Gateway Community Charters Assistant Superintendent or Superintendent/CEO. The Principal, Assistant Superintendent, Superintendent/CEO or their designee will promptly investigate all such incidents in a confidential manner.

## Work Permits

Student's ages 14 through 17 are required by law to possess a work permit in order for them to be employed.

The Superintendent or designee shall issue work permits only as allowed by law and only to the extent that outside employment does not significantly interfere with the student's school work. Work permits are issued by the school administrative office; work permits are a privilege of active and enrolled students, if a student withdraws or is dismissed from the program, the work permit will be pulled. In addition, if a student has not completed his/her assignments or is not making adequate progress toward completing assigned credits/courses, SAVA administration will pull the work permit and inform the employer of the situation.



## Seven Vital Student Responsibilities

*Seven responsibilities describe the most important behaviors that all students in SAVA will demonstrate while attending school.*

Every student is responsible to maintain a safe and productive environment at school. You are expected to:

- 1. Attend school each week and be on time for every class;**
- 2. Resolve differences with others in a positive way;**
- 3. Remain drug, alcohol and tobacco free;**
- 4. Follow school dress code;**
- 5. Respect school property and the property of others;**
- 6. Respect fellow students and all school staff members;**
- 7. Comply with the standards of behavior for SAVA.**

## Student Rights

All students have the right to:

- Learn
- Be Safe
- Be Treated with Respect
- Discuss issues, concerns and progress with your administrators, teachers or other staff members.

## Student Discipline Guidelines

### **Suspensions**

Students may be suspended for violation of school rules. A suspension can last from 1 to 5 days. During suspension, a student may not participate in regular school classes or activities, including graduation, but may be assigned to an alternative program.

A student who accumulates a number of suspension days may be referred to a review meeting to discuss alternatives.

### **Expulsions**

Expulsion will be recommended only for very serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing and sale of a controlled substance, robbery, extortion, sexual assault, battery, or accumulating too many days of suspension. If expulsion is recommended, the student will have an administrative hearing or an alternative. Our GCC Board makes the final decision to expel a student. ( BP 04- 13)

## Student Dress and Grooming Code

Students shall give due attention to personal neatness, cleanliness and appropriateness of dress. Students who do not maintain appropriate dress and/or grooming may be sent home by staff.

Inappropriate clothing;

- Garments where the torso is exposed: i.e. Tube tops, half shirts, halters
- Clothing or accessories that show obscene words or pictures; or promote alcohol, tobacco, or drug use
- Clothing related to gang or gang related activities included but not limited to hats, beanies, hoods, sports team logos, colored clothing identified to be gang related with the exception of brown/black/white accessories.
- Garments where the entire thigh is exposed; micro minis, short shorts, bathing suits, silky or plastic shorts.
- Pants not worn at waist or exposing undergarments- “Sagging”
- No head coverings can be worn on campus during school hours except under provision of EC 35183.5

## Parent/Guardian/Family Responsibilities

Every parent, guardian and family member of the school community shares in the responsibility for maintaining a safe and productive environment at your child's school.

You share in this responsibility when you:

- Get your students to school on time for their scheduled appointment. Punctuality and good attendance are family responsibilities. Make certain your children arrive at school on time and ready to learn;
- Accept the rights and authority of the school to maintain standards of behavior for all students;
- Understand our school rules. Review the SAVA student behavior guidelines with your family;
- Provide study materials for your child's needs. If you are uncertain what materials may be necessary, contact your child's teacher;
- Provide a suitable time and place for study at home. Parents have a great influence on the study habits of their children;
- Keep track of your child's scholastic achievement and progress. Review each progress report and /or report card with your child. Children learn more when their parents or guardians are involved in monitoring their progress. Participate regularly in your child's educational program;
- Maintain consistent communication with your children's teachers, school administrators and other school staff members.

### Parent and Guardian Rights

- Information about and progress of your child's achievement, behavior in school, and attendance is only provided to parents/legal guardians/caregivers listed on enrollment documentation;
- Expect a safe environment that is non-threatening and allows your children to achieve at their maximum academic potential;
- Information about all school rules, regulations, and expectations.

### School Administrator/Teacher/Support Staff Responsibilities

The teacher and administrators of SAVA demonstrate professional behavior in their attitudes and in their communication with students and parents. In addition to academic progress and excellence, it is SAVA's goal to:

- Communicate regularly and in a timely manner with students and their families about their child's academic progress, behavior and attendance;
- Establish an environment in which students can meet their grade level academic standards;
- Involve students in an ongoing process of self-evaluation;
- Communicate our school's expectations;
- Communicate our course of study and grading policy;
- Enforce school rules fairly and consistently;

- Treat all parent/guardians and students with dignity and respect;
- Provide quality customer service;
- Communicate with all families effectively.

**GCC Core Values**

SAVA teachers, staff and administration implement and model the GCC core values at each site and provide opportunities for meaningful discussion and reflection. The core values are below and spell out the acronym “SERVICE.”

**S**TUDENT FOCUSED  
**E**XCELLENCE  
**R**ESPONSIBILITY  
**V**ALUING PEOPLE  
**I**NTEGRITY  
**C**OLLABORATION  
**E**MPOWERMENT

SAVA students serve the community by completing the Service Learning graduation requirement. They use the core values at school, home and in the community. SAVA recognizes “students of the month” based on these core values.

**Capturing Kids’ Hearts**

**“If you have a child’s heart, you have his head.” - Flip Flippen**

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. Creating such an environment is a tremendous challenge. Capturing Kids' Hearts (CKH) provides tools for administrators, faculty and staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. All SAVA staff is trained in CKH and have been taught skills that help:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior

- Utilize the EXCEL Model (Engage, Xplore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching

- Develop students' empathy for diverse cultures and background

SAVA students will be introduced to CKH practices through building a social contract that creates a self managing school environment. Students will shake hands with SAVA staff and other students every time they are on campus to promote professional etiquette. Each student will leave campus with a positive, motivational “Launch” from their teacher.

## Enrollment Procedures

### Returning Students:

1. Complete and return a registration packet as well as submit any transcripts from summer school or other completed work.
2. Schedule an enrollment appointment or attend any scheduled orientation to complete and sign your Master Agreement. Remember that a parent or guardian is required to attend the enrollment appointment. (unless the student is 18 years or older)
3. Complete necessary pre-assessments and/or assignments.

### New Students:

1. Pick up an enrollment packet and fill out completely.
2. Obtain copies of your immunizations, birth certificate, transcript(s), withdrawal form from most current school, CAHSEE scores, CELDT scores, and if applicable your IEP or 504 and bring them to appointment.
3. Schedule an enrollment appointment or attend any scheduled orientation. Remember, parent/guardian and student must attend the intake/enrollment meeting together (only students 18 years or older may attend on their own).

### Instructor Requests:

A parent/guardian may request a particular instructor at the time of enrollment. We will try to accommodate instructor requests, if possible. Teacher assignments are generally for the entire school year – changes are made only for extenuating circumstances.

## Assessment

### **All students are required to attend, participate, and complete state mandated and school required assessments.**

Lack of transportation is not an excuse. Student is responsible to provide transportation to the testing site. Failing to show up and complete tests, can be grounds for dismissal.

- ✓ Pre and post school assessments are required in Math and Language Arts, minimally
- ✓ English Language Learners, unless proof is given that it has already been taken, will take a CELDT test within the first 30 days of attendance
- ✓ The CAHSEE, high school exit exam, is offered three times a year for seniors, twice for juniors, and once a year in the spring for sophomores

- ✓ The STAR is given in the spring for 7<sup>th</sup> through 11<sup>th</sup> grade students and is usually administered over 2 to 3 weeks: There is a 7<sup>th</sup> grade writing portion that is given separately
- ✓ The Physical Fitness test is given to grades 7 and 9 in the spring during STAR Testing.

### **CAHSEE: *California High School Exit Exam***

Any senior who has not passed the high school exit exam is encouraged to attend CAHSEE lab support as offered. Any 12<sup>th</sup> grade student who has either been continuously enrolled in a public school or is 19 years or younger who has completed all of his required units to graduate but has not passed the high school exit exam may enroll in SAVA. Enrollment requires that the student sign up for a minimum of 20 units of Math and English courses, complete assignments and meet weekly with the teacher, and attend CAHSEE labs. Until confirmation of a CAHSEE passing grade, the student must stay continuously enrolled

No student whose only need is CAHSEE passage will be allowed to enroll without signing a commitment contract outlining the requirements. No students whose only need for graduation is CAHSEE will be allowed to re-enroll should they break their contract and/ or should they stop attending or producing as outlined above.

Students who achieve CAHSEE passage will be dropped at the time of confirmation. If it is within a year of their “completion” date of a Twin Rivers Unified School District (TRUSD) school, they can take their proof of passing grade to their former school and receive a TRUSD diploma. If a student is from a different district, it is up to the student to inquire and determine if their district will award them with a diploma from their home school. Should it be past a year, or the student’s home district does not have a policy to support the issuance of a diploma, then SAVA will issue the student a diploma IF the student meets all SAVA graduation requirements.

The California High School Exit Exam is offered to seniors three times a year: once each in the fall, spring, and summer. The only students eligible to take the test are students who are currently in good standing with their enrollment at SAVA.

## Attendance

Student performance is the basis for both credit earned and attendance and indicates that the student is in compliance with the terms of the signed Master Agreement. Attendance and instructional credit are based upon the combination of completed and evaluated work and the signed Weekly Attendance Form. The Weekly Attendance Form together with the assigned work must be turned in at the scheduled appointment. Parent/guardians and students share the responsibility to have the attendance and work products submitted. Students may not receive credit for late assignments which may endanger their placement in the charter school.

**There are no longer excused or legal absences in California public schools. Illness or medical emergencies do not excuse a student from completing assigned work or attending the required meetings. In the case of a prolonged or serious illness or accident it is the responsibility of the parent and/or the student to communicate with the teacher, the principal and/or the counselor regarding any possible alternatives.**

### **Student Absence Intervention Procedure**

- 1<sup>st</sup> missed appointment: Teacher calls student and/or each contact number on enrollment forms or emergency cards until a contact is made and the absence is explained. Teacher logs communication on student folder
- 2<sup>nd</sup> missed appointment: Teacher calls student, and/or each contact number on enrollment forms or emergency cards until a contact is made and the absence is explained. If teacher is unable to make personal contact, the student information is submitted to the attendance registrar or clerk and follow-up calls continue until contact is made Teacher communicates warning of potential withdrawal. Teacher/clerk logs communication on student folder.
- If missed appointments are consecutive weeks an evaluation will occur to determine if student should remain in the program.
- 3<sup>rd</sup> missed appointment: Teacher calls student, and/or each contact number on enrollment forms or emergency cards until a contact is made and the absence is explained. If teacher is unable to make personal contact, the student information is submitted to the attendance registrar or clerk and follow-up calls continue until contact is made. Teacher/clerk logs communication on student folder. An evaluation will occur to determine if student should remain in the program.
- Final Step: If the final attempt fails the student folder is processed for closeout by the teacher of record.

### On-Campus Attendance Requirements.

1. Students enrolled in alternative programs shall meet minimum requirements as defined by the school and State law.



2. Students meet with their teacher of record and other supporting teachers a minimum of 90 minutes per week. Additional time may be required as needed to provide additional instructional support in core content courses, English language acquisition, career technical education, and service learning.

## Academic Guidelines

### **Credits:**

High School Credit (Grades 9-12) – A student may earn up to a full five credits of a semester high school course based on mastery of all course requirements. A student may earn an approximate 2.0 credits per week ONLY if successfully completing 90% of assigned work at 70% or greater mastery. Credits are a function of the amount of work and the breadth of study- not number of days, grades or assignments. Students typically earn 20 to 40 credits during a semester from their teacher of record. Other outside opportunities exist to earn additional credits: Work Experience, ROP courses, Adult Education (if qualifying), and community college course work (if qualifying).

### **Transferability:**

*Sacramento Academic and Vocational Academy has been granted full accreditation by the Western Association of Schools and Colleges.*

SAVA offers courses for students interested in pursuing four-year colleges and universities as well as community colleges and career technical education trade schools. SAVA courses approved for A-G college admissions requirements have been submitted and approved through the University of California Office of the President (UCOP). A-G approved courses are accepted at all University of California (UC) and California State University (CSU) institutions.

Transferability of credits between California high schools and out-of-state high schools is always determined by the admitting school on a case by case situation.

## Promotion and Retention

### **7<sup>th</sup> and 8<sup>th</sup> Grade:**

Seventh and Eighth Grade students are evaluated for promotion by the teacher of record. The basis for promotion will be teacher assessments and evaluations based on grade level standards.

Promotions for grades seven and eight will be based on passing 4 specific core classes during the year; 2 academic classes must be passed in the 2<sup>nd</sup> semester. Also, any student new to SAVA in the second semester of the year must provide evidence of passing grades from a previous school during the first semester, or first two trimesters, remain concurrently enrolled for a minimum of eight weeks leading up to the conclusion of the

school year while demonstrating appropriate academic achievement at SAVA to be eligible for promotion.

### **9<sup>th</sup> thru 12<sup>th</sup> Grade:**

Enrollment and promotion in grades nine through twelve is based upon criteria including age, credits earned, and length of time enrolled in a high school program. Students will be placed in grade level by the Enrollment Specialist in consultation with Parent and/or School Principal based upon the following criteria:

**12<sup>th</sup> grade-** 150 credits, and/or age 17 or older by December 1 of academic year, and/or fourth or greater year in high school based upon entry date as a freshman

**11<sup>th</sup> grade** – 100-149 credits and/or age 16 by December 1 of academic, and/or third year in high school based upon entry date as a freshman

**10<sup>th</sup> grade-** 50-99 credits and/or age 15 by December 1 of academic year, and/or second year in high school based upon entry date as a freshman

**9<sup>th</sup> grade-** less than 50 credits and/or age 14 by December 1 of academic year, and/or first year enrolled in high school

### English Language Learners

Any student whose home language is other than English may be assessed using the CELDT test in the first 30 days of enrollment. Only students whose cumulative file shows that they have either reached Fluent English Proficient or have taken the CELDT in the current school year will be excused from this assessment.

A non-classroom based instructional model using independent study may not be the best placement for an English language learner. Should the parent and student choose this placement, we will do our very best to optimize the language learning possible in this setting. Any student who is deemed to be in an English Language Learner may be required to attend a weekly English Language Instruction class. Other possible supports might include extra English classes, extra English Lab time, listening to books on CD, etc.

### Differential Standards for Students with Exceptional Needs

Individuals with diagnosed disabilities are individuals with exceptional needs who have been identified as eligible for programs providing differential standards.

When the severity of the disabling condition (s) is/are such that the individual cannot meet the performance standards required for the general school population, an individualized education program or a section 504 Accommodation Plan, based on a developmentally appropriate assessment, will be prepared.

## High School Graduation Requirements

### Basic Graduation Requirements

1. A student must earn a minimum of 220 credits in courses approved by the GCC for high school credit in order to graduate. The grade point average (GPA) on all credits counted toward graduation shall not be less than 1.0 on a 4.0 scale. Courses offered by the GCC for high school credit usually award five (5) credits for each course completed each semester.
2. The minimum of 220 credits for graduation from high school shall include:

<u>Subject Area</u>	<u>Credits</u>
English	40
Math*	30
Science	20
Physical Science (10)	
Life Science (10)	
Social Studies	30
World History (10)	
U.S. History (10)	
American Government (5)	
Economics (5)	
Fine Arts or Foreign Language	10
Physical Education	20
Career Technical Education (CTE)	20
Service Learning**	5
Elective Courses***	45
<hr/>	
Total Required Course Credits	175
Total Elective Credits	<u>45</u>

TOTAL GRADUATION CREDITS 220

Students are also required to develop and submit a Senior Portfolio which includes a personal statement, a career exploration/preparation essay, multiple job applications, multiple letters of application and interest, letters of recommendation a Service Learning essay, and a live presentation of the portfolio to a graduation committee.

\*Students must pass Algebra 1 in order to graduate (either 10 credits of Algebra 1-one year course or 20 credits of Algebra 1-two year course)

\*\* Effective with the class of 2011. A minimum of 5 credits in Service Learning and a minimum of 20 credits in CTE are required upon graduation.

\*\*\*Students are strongly encouraged to take one semester of Health and one semester of Drivers Education within their electives for matriculation purposes but these are not graduation requirements.

Accepted alternative courses for specific subject areas

**Accepted Alternatives in English electives:** Creative Writing, CAHSEE English Language Arts, American Literature, World Literature, RSP English, SDC English, ELD English, English SDAIE.....

**Accepted Alternatives in Math electives:** Pre-Algebra, Algebra 1A 1B, Geometry, Algebra 2, Business Math, Consumer Math, CAHSEE Math

**Accepted alternatives in Science electives:** Biology, Physical Science, Chemistry (P), Integrated Science 1 (L), Integrated Science 2 (P), Physics (P), Animal Science (L), Environmental Science (L), General Science (P), Bio/Phys 1(P), Bio/Phys 2 (L), Bio/Phys 3 (P), Bio/Phys 4 (L)

**Accepted alternatives in PE electives:** ROTC, Dance, Jazz Dance, Aerobics, Weight Training...

**Accepted alternatives in VAPA/FL courses:** Spanish, Russian, any other foreign language, Sign Language, Art, Ceramics, 3-D Design, Drama, Fine Art, Photography

**Accepted alternatives in CTE courses:** Careers, any ROP, Work Experience, any Computers

Special Conditions Regarding Graduation Requirements.

1. Credits to be applied toward graduation the following courses are limited to the credit amounts specified.

<u>Course</u>	<u>Limited To*</u>
Physical Education	40 Credits
Work Experience (semester)	20 Credits (limit 5 per semester)
Teacher Assistant/Office Aide	10 Credits
Student Tutor	10 Credits
Community Service/Service Learning	30 Credits
Beginning Art	20 Credits

\*A waiver for extreme circumstances will be taken under consideration by the Superintendent/designee.

2. No more than 40 credits may be earned in any semester from any combination of courses or Work Experience without prior written permission by the principal or designee.

\* A senior may petition Superintendent/designee for a maximum of 50 credits to complete graduation requirements.

3. The Superintendent or designee regularly will make available a list of specific courses approved by the GCC, which meet graduation requirements and a list of specific courses that may be taken for elective credit.
4. GCC Board Policy BP 14-10 Foster Youth Graduation Requirements may be utilized in appropriate circumstances, allowing foster youth under certain extenuating circumstances to have an amended credit requirement.

#### Participation in Graduation Activities.

1. At the discretion of the Superintendent or designee, a student who has not passed the California High School Exit Exam and has met all other graduation requirements may participate in graduation exercises and will receive a Certificate of Completion. When the California High School Exit Exam requirement has been satisfied, the student will be granted his/her diploma.
2. Students who have a discipline or behavioral issues may be excluded from graduation.

#### Progress Toward Graduation.

1. Normal progress toward graduation is defined as maintaining a minimum Grade Point Average of 1.5 and accumulating a minimum of:
  - 50 credits by the beginning of the sophomore year
  - 100 credits by the beginning of the junior year
  - 150 credits by the beginning of the senior year
2. Students shall complete a minimum of 20 credits per semester. The school counselors may prepare an intervention plan for students who do not achieve the number of required credits for adequate progress.

#### Graduation Outcomes

The purpose of the Sacramento Academic and Vocational Academy is to educate all students to become: responsible citizens, independent & self-directed learners, career oriented, and healthy individuals.

## EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

### **ALL STUDENTS WILL BE RICH:**

Responsible citizens who:

- Demonstrate personal integrity and assume responsibility for their decisions and actions.
- Exhibit effective study and work habits that include regular attendance and effective time management to accomplish progress towards goals.

Independent & Self-directed Learners who:

- Use a variety of strategies that include goal setting, time management, and process checking.
- Use self-evaluation and adult and peer feedback to assess, monitor and improve progress.

Career Oriented Individuals who:

- Create and use an educational plan to set meaningful personal, career, and academic goals based on individual strengths and interests.
- Discover, develop and pursue individual passions.
- Communicate effectively using speech, written language, and technology in a logical, coherent, well-organized manner to justify a position.

Healthy Individuals who:

- Demonstrate strong self-esteem and positive personal identity.
- Effectively use information about health concepts to inform lifestyle decisions.

## COURSE DESCRIPTIONS- Middle School

\*Partial Listing Only\*

### **7<sup>TH</sup> Grade:**

*English 7* – This course integrates reading, writing and grammar curriculum. The study of literature provides varied opportunities for learning and developing critical thinking skills. Writing assignments related to literature emphasize biographical, autobiographical writing, stories and compare and contrast essays. Literature based spelling and vocabulary are included.

*Mathematics 7* – This course builds skills for the study of mathematics at a higher level. Problem solving, probability, statistics, patterns, measurement, and discrete mathematics are covered by studying whole numbers, fractions, decimals, percents and geometry.

*World History 7* - This course is a survey of history from the Fall of Rome to the Enlightenment, as well as study of world geography.

*Science 7* – This course is a survey of physical, life and earth sciences. Health is also a component; exploring positive health behaviors and the interrelationships of mental, emotional, social and physical health during adolescence.

*Visual and Performing Art 7* – The art curriculum has been designed for all ability levels regardless of art experience or art talent. The course will introduce students to various media including: drawing pen and ink, painting, sculpture/3 dimensional art, found art, fabric art, and computer generated art. The emphasis of the course will be on basic skill development and not on finished products. Students will become comfortable with the process of creating art and will learn new ways of thinking and problem solving. To this end, art activities will incorporate the latest educational research and teaching techniques to stimulate the right side of the brain. Furthermore, students will explore art history and contemporary music to broaden their fine arts experience. Students will develop an appreciation of art and will become life-long fine arts learners.

*Russian or Spanish or Native Speakers – as appropriate*

*Physical Education 7* – This course is designed specifically for students to become lifelong participants of physical activity. Students will develop basic skills and acquire basic knowledge in various physical activities through creating goals and maintaining exercise schedules to meet the goal set. Each student will be required to record all physical activity completed to accumulate a total of 90 hours for the year. In addition, students will participate in units on health and nutrition designed to prepare them to live healthy lives.

## **8<sup>th</sup> Grade:**

*English 8* – This course integrates reading, writing, grammar and speaking. Critical thinking skills are emphasized through the study of literature. Writing assignments emphasize report of information, evaluative and analytical writing. Continued study of vocabulary and spelling linked selections is included.

*Pre-Algebra or Algebra I* – see high school math course description

*US History 8* – This course begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period- from the framing of the Constitution to World War I. An understanding of the resources and development of the American economics system, including the roles of capital, and labor and man's relationship to society and his environment are examined.

*Science 8* – The course will provide continued study in the areas of life, earth, and physical science as they are integrated throughout units on cycles, changes, energy, toxins, change through time, cells and organisms.

*Visual and Performing Arts 8* – The art curriculum has been designed for all ability levels regardless of art experience or art talent. The course will introduce students to various media including: drawing pen and ink, painting, sculpture/3 dimensional art, found art, fabric art, and computer generated art. The emphasis of the course will be on basic skill development and not on finished products. Students will become comfortable with the process of creating art and will learn new ways of thinking and problem solving. To this end, art activities will incorporate the latest educational research and teaching techniques to stimulate the right side of the brain. Furthermore, students will explore art history and contemporary music to broaden their fine arts experience. Students will develop an appreciation of art and will become life-long fine arts learners.

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## COURSE DESCRIPTIONS- High School

\*Partial Listing Only\*

### Language Arts

- **ELA 9** – ELA 9 is an integrated approach to reading, writing, listening and speaking curriculum based on the California English Language Arts Standards and the objectives contained in the CAT 6 achievement test. Both semesters of this course stress a balanced comprehensive program that develops student ability to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. Students will continue to apply the knowledge and skills acquired in the eighth grade, but in a more refined and sophisticated way. The standards continue to emphasize reading and literal text as well as writing compositions according to major text structures and genres and making oral presentations.
- **ELA 10** – ELA 10 is an integrated approach to reading, writing, listening and speaking curriculum based on the California English Language Arts Standards and the objectives contained in the CAT 6 achievement test. Both semesters of this course stress a balanced comprehensive program that develops student ability to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. Students will continue to apply the knowledge and skills acquired in the ninth grade, but in a more refined and sophisticated way. The standards continue to emphasize reading and literal text as well as writing compositions according to major text structures and genres and making oral presentations.
- **ELA 11** – ELA 11 develops the student’s ability to communicate effectively. Exercises are introduced to help students learn to read for enjoyment as well as correctness in expression. Oral work is an important part of the program writing assignments and speaking skills needed in different vocations are included. Listening skills emphasize following directions and comprehension. Reading material is chosen from American Literature, including texts and a variety of novels.
- **ELA 12** – ELA 12 develops the student’s ability to communicate effectively. Reading material is chosen from British and European literature, including texts and novels. The course presents longer and more complex reading and writing assignments to students who are expected to demonstrate proficiency in all their work. Oral discussion stresses critical thinking and clarity of expression; projects as well as documents are included. Required writing assignments include longer research projects as well as documents geared specifically to the business world. Analytical expository writing is the predominate mode.
- **Creative Writing** – Creative writing is designed as a writer’s workshop with regular writing assignments and response work. Students practice the craft of writing short fiction, poetry, short script and non-fiction articles. Master writers examples are offered for study and discussion. While this course is in the English Department, it is considered an elective and may not take the place of required English.
- **CAHSEE Language Arts** – Remedial language arts based on the areas of emphasis necessary for passing the high school exit exam.

## Mathematics

- **Consumer Math**—This course reviews fractions, decimals, percentages and formulas. It covers such topics as banking, payroll, mark-ups, mark-downs, discounts, interest and promissory notes. Students learn about compound interest, annuities and sinking funds. They will also learn about consumer credit, mortgages and insurance. The concepts of taxes, stocks and bonds, depreciation, inventory and financial statements are covered. Finally the students will understand the basics of statistics. This course meets one year of high school graduation requirements.
- **Pre Algebra** – Pre-Algebra is a course designed primarily for freshman. It is a review of the California Standards for seventh grade. Areas of emphasis will be number sense, algebra and functions, measurement and geometry, statistics and data analysis, and mathematical reasoning. Students will use properties of rational numbers, exponents, manipulate numbers including functions and decimals, equations, compute surface area and volume, and make conversions of measurement using ratio and proportions. This course meets one year of high school graduation requirements only and is non-repeatable.
- **Algebra 1A** – This is the first year of a two year Algebra program and is designed for students who want to study algebra but are not quite ready for the rigor and pace of college-prep Algebra 1, Algebra 1A, along with Algebra 1B the next year, covers the same material in two years that Algebra 1 covers in one year. This course taken alone does not satisfy the Algebra requirements for graduation – students must complete Algebra 1B the following year to receive the necessary credit.
- **Algebra 1B** – This course is for students who have satisfactorily completed Algebra 1A. It expands on the topics covered in that course. Together, Algebra 1A and Algebra 1B cover all the fundamentals of algebra that are in the one-year Algebra 1 course, but at a pace that will provide greater understanding of the abstract algebraic concepts.
- **Algebra 1** – This course is needed to prepare for the CAHSEE (California High School Exit Exam) and meets the Algebra requirement for graduation. This course is designed primarily for college-bound students. It is a necessary requirement for all students intending to take any higher mathematics or science classes. It serves as an introduction to basic language and symbolism needed for advanced work in mathematics. Major emphasis is placed on learning problem-solving techniques that can be used in everyday situations as well as in advanced mathematics courses.
- **Geometry** – In the Geometry course, problem solving strategies are used to help students develop many of the core ideas of Algebra 1, i.e., graphing, ratios, properties of plane figures, spatial visualization, conjecture, explanation and convincing argumentation.
- **Algebra 2** – A course designed to develop analysis skills on the part of the student. After a review of basic techniques and procedures of Algebra 1 and Geometry, a foundation for the study of advanced mathematics is laid through a comprehensive study of polynomials and rational numbers, complex numbers and vectors, factoring and products, relations and functions, quadratic equations, sequences and series, mathematical induction, matrices, determinants, exponential and logarithmic functions.
- **CAHSEE Math** – Remedial mathematics based on the areas of emphasis necessary for passing the high school exit exam.

## Science

- **Biology/Life Science** – This is a year long introductory level course based on the California State Curriculum Standards for high school Life Sciences. Topics covered include scientific methods and measurements, characteristics of life, ecology, cell biology, genetics, evolutions, taxonomy, and physiology of the systems of the human body.  
Biology- In this course the student will study current Biological topics including the molecular structure and function of the cell, DNA, biotechnology and genetics.
- **Earth/Physical Science** – The entry-level student is given the opportunity to learn the fundamentals of earth science through text, discussion, projects and current events. It is a good foundation for students taking later courses in science. Topics of study include atoms, molecules, mixtures, compounds, earthquakes, volcanoes, plate tectonics, weather, oceans and astronomy.

## Social Sciences

- **World History** – This year long course covers the curriculum outlined in the California State History and Social Science standards. The framework emphasizes the modern world from 1789 to the present day.
- **US History** – This two semester course covers the curriculum outlined in the state standards. In the eleventh grade the emphasis is on the US History in the twentieth century.
- **Economics** – This is a one-semester course that enables students to function more effectively in our economy as participating citizens, productive workers, and informed consumers.
- **American Government** – This course is an in depth study of the philosophy of democratic rule, an examination of the Declaration of Independence, the Constitution, and the meaning of the Bill of Rights. The legislative, judicial and executive structure and functions of government are examined and discussed on the national, state, county, city, and township levels.

## Career Technical Education (CTE)

- **Career Preparation 1:** This course introduces the student to the real world of work through initial assessment of the student's interests and preliminary evaluation of optimum career pathways. The student will use recognized evaluation tools, including CHOICES as a career exploration and development resource. The course introduces both the opportunities and certifications/diplomas needed to fulfill the career aspiration of each student. A keen understanding of "what it takes" to fulfill one's career goals and the realistic match to accomplish those career goals are discussed.
- **Next Skills:** This course is designed to prepare 10<sup>th</sup>-12<sup>th</sup> graders for the workforce and give them skills they can also use at school and at home in the areas of communication, valuing diversity, creativity, using technology, service orientation, interviewing and interpersonal skills. Students who demonstrate mastery in these skills will receive an NSI Prep Certificate of Proficiency and potential credit at the community college level.
- **Career Preparation 2: Introduction to Field Work** – The course integrates additional exploration and development into the career goals of the student. In particular, students are introduced to the Employment Development Departments Career Preparation course including the interview process, resume, job search techniques (Cal Jobs) and appointment management industry participation both at the EDD and at various sites by area employers is conveniently scheduled for each student, as well as Career Fairs and site visitations by the student. There will also be long distance learning, where employers from various sites in the area will complete the student's final phase in exploration. Unpaid internships will be incorporated into this segment, as well as job shadowing; furthermore, students who qualify will be encouraged to supplement their career goals with introductory courses in area ROPs.
- **Work Experience:** Introductory internships (paid and unpaid) will be available to SAVA students, as well as summer employment opportunities. These jobs will be directly and /or indirectly related to the student's overall and ultimate career goals. SAVA's industry partners will collaborate with SAVA in providing work experience evaluation of the student's performance on the job. Students who desire to make "Public Service" their ultimate career goal will be encouraged to participate in area Community Service work and thereby gain valuable work-related activity that will compliment their ultimate work experience in this pathway.

\* Other courses may be offered as needed based on graduation requirements and CTE pathway selection.

*Carefully tear out this page and return to the school.*

**ACKNOWLEDGMENT OF RECEIPT OF SAVA Parent/Student  
HANDBOOK**

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

.....

I hereby acknowledge that I have received the handbook and have reviewed the information it contains.

I confirm receipt of handbook:

Signature of  
Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of  
Parent/ Guardian \_\_\_\_\_ Date \_\_\_\_\_

I confirm that I went through this handbook with the student and guardian.

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

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