

The Single Plan for Student Achievement

School: Community Collaborative Charter School
CDS Code: 34 76505 0108837
District: Community Collaborative Charter School
Principal: Jon Campbell / Amos Nugent III
Revision Date: 1.31.2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Cindy L. Petersen Ed.D.
Position: Superintendent
Phone Number: (916) 286-5129
Address: 5726 Dudley Drive
McClellan CA 95652
E-mail Address: cindy.petersen@gcccharters.org

The District Governing Board approved this revision of the SPSA on 2.6.2018.

Table of Contents

School Vision and Mission	3
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations.....	7
Analysis of Current Instructional Program	9
Description of Barriers and Related School Goals	19
School and Student Performance Data	21
CAASPP Results (All Students)	21
CELDT (Annual Assessment) Results.....	27
CELDT (All Assessment) Results.....	28
Planned Improvements in Student Performance	29
School Goal #1.....	29
School Goal #2.....	37
School Goal #3.....	44
School Goal #4.....	47
School Goal #5.....	50
Centralized Services for Planned Improvements in Student Performance	53
Centralized Service Goal #1	53
Centralized Service Goal #2.....	54
Centralized Service Goal #3.....	55
Centralized Service Goal #4.....	56
Centralized Service Goal #5.....	57
Summary of Expenditures in this Plan.....	58
Total Allocations and Expenditures by Funding Source	58
Total Expenditures by Object Type.....	59
Total Expenditures by Object Type and Funding Source.....	60
Total Expenditures by Goal	61
School Site Council Membership.....	62
Recommendations and Assurances.....	63

School Vision and Mission

Community Collaborative Charter School's Vision and Mission Statements

Mission Statement:

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. We do this by:

- Implementing an innovative, data-driven, Common Core-aligned curriculum that is differentiated to meet the needs of each individual student,
- Utilizing data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving,
- Engaging parents and guardians as integral participants in their students' educational experiences,
- Providing access to district/social/community services and support, as well as mentoring opportunities,
- Building relational capacity between and amongst all school stakeholders,
- Develop social intelligence amongst students for future success.

It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the divergent needs of our student populations

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. CCCS provides students with:

- A high degree of personalization, mentoring, 21st Century skills, college and career readiness opportunities, and a standards-driven core curriculum;
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, interests, modalities, and college and/or career goals;
- The ability to participate in a variety of supportive core educational experiences, in addition to a variety of enrichment opportunities; including Academy of Creative Arts, CTE programs, Online/Blended learning program, Service Learning, Community Impact Academy, college trips, & field trips;
- A partnership between students, parents, the community, and social services to provide students with support systems appropriate to their needs;
- A supportive, nurturing environment grounded in Capturing Kids Hearts principles that focuses on the needs and affirms the worth of each student.

School Profile

Community Collaborative Charter School is a public, non-classroom-based charter school serving students in kindergarten through 12th grade. Because of its unique mission, vision, & educational model, CCCS serves a number of special populations. Its independent study program provides flexibility for students with needs and/or circumstances that may make succeeding difficult in a traditional school setting. Each teacher works with the student, the student's family, school administration, and other school staff to create a personalized instructional plan that takes into account any challenges the student might face, and assists the student in accessing any resources that will facilitate their success. Middle and high school students at CCCS are required to attend for a minimum of one hour per week to meet with their teacher.

As a non-classroom based program, students at different grade levels are required to meet with their teacher based on program placement and identified academic needs. The school provides numerous opportunities for additional support. A variety of homework/learning lab are open for student use, and lab attendance can be assigned by teachers for struggling students. Students may use the lab for assistance with their weekly assignments. Computers are available for students to complete coursework or research jobs, colleges, or vocational programs. In addition to the main lab, the special education program offers its own lab for one-on-one tutorial. Finally, a Career and Family Resource Center is available to provide resources and assistance with finding jobs and receiving financial aid, as well as accessing community and social services. In addition to the weekly meeting, middle school students also have the option to participate in a structured, blended learning model where the students attend core classes with an assigned, credentialed teacher weekly for approximately five hours in a small learning classroom of generally between ten to twelve students. Students are grouped with grade level peers who are close in reading level and proficiency (Tier 1, on level or above, or Tier 2, below level). During that time, students may receive direct instruction in English and rotating multiple subjects courses, one-on-one meetings, and receive homework assignments. Students who are on grade level or below in math may be required to attend a two-hour weekly math class on a different day and time. K-8 students benefit from a non-classroom based/traditional school hybrid program. In its current configuration, students attend school from 8:15 a.m. to 2:40 p.m., Tuesday through Friday. On Mondays, students work independently at home on assignments which review the previous week's concepts and preview concepts for the week to come. Teachers and families collaborate daily to ensure work completion and mastery of standards for every student at school and at home. While on campus, students may receive integrated thematic instruction, small group interventions and/or challenge lessons, ELD support, and character education.

The following is a list of all CCCS resource centers with their start date in parenthesis:

- McClellan K-8 (2006) a hybrid resource center with 80% classroom support located on McClellan Park in the community of North Highlands, serving students of the North Sacramento area
- La Familia Counseling Center (2008), a resource center that provides educational and vocational counseling for at-risk teens, located in South Sacramento;
- WEAVE (2008), a resource center that serves children of women escaping domestic violence so that those children experience minimal disruption to their education, located in Sacramento;
- Robertson Center/North Sacramento campus(2011), a hybrid-instruction resource center serving the Del Paso Heights, Strawberry Manor, and surrounding communities. This program utilizes the Big Picture learning model.
- West Sacramento Pipeline (2015) an 9th-12th grade online independent learning program serving students in the greater West Sacramento/Yolo county area.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to Appendix for data and analysis.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys of staff, students, and parents are conducted at least once per year to measure school culture and the impact of specific school-wide initiatives. Results are used to evaluate the perception and effectiveness of school-wide practices and to inform decision making.

STUDENT SURVEY DATA:

The most recent student survey was completed in the fall of 2017, using phone, paper, and online surveys. In total, 206 students completed the survey. Overall results found that the school receives the indicated percentage for effective or higher in the following areas:

- Communicating the expectations of the school: 95%
- Ensuring student safety: 93%
- Ensuring student learning: 96%
- Individualizing coursework: 94%
- Facilitating understanding of graduation requirements: 94%
- Helping students with academic problems: 93%
- Helping students with personal problems: 88%
- Caring about students and their success: 96%
- Creating a welcoming and supportive learning environment: 96%
- Clearly explaining assignments: 97%

PARENT SURVEY DATA:

The most recent parent survey was completed in the fall of 2017, using phone, paper, and online surveys. In total, 83 parents completed the survey. The results were as follows:

1) How did you first hear about CCCS?

Flyer in the mail 1.25%
Social media 2.5%
Web site 5.0%
Recommended by family/friend 75.0%
Recommended by another person 21.25%
Pandora radio 1.25%

2) How long has your student been enrolled at CCCS?

Less than one year 32.91%
One year 8.96%
Two years 30.38%
Three years 8.76%
Four years or more 18.79%

3) I can go to _____ to find out what my student can do to graduate from CCCS. (Check all that apply)

Counselor 56.96%
Teacher 96.20%
Office 55.70%
Administrator 45.57%
Paraeducator 22.78%

4) I can find out about the events and activities that are happening on campus and how I can participate from: (Check all that apply)

Posters/flyers 67.75%
Staff members 53.75%
Phone call from school 70.00%

Social Media 25.00%
School/Teacher App 13.75%

5) I am encouraged by at least one adult on campus to get involved in events and activities at school.
Yes 91,56%
No 8.44%

6) If I call/text my student's teacher, they will get back to me within 24 hours.
Always 87.18%
Most of the time 10.26%
Sometimes 1.28%
Never 1.28%

7) My student's teacher has high academic expectations of my student
Always 96.15%
Most of the time 19.05%
Sometimes 1.28%
Never 2.56%

8) Please check all statements that you believe are true.
The students treat staff with respect and dignity. 81.01%
The students treat each other with respect and dignity. 64.56%
The staff treat students with respect and dignity. 92.41%
The staff at this school treat me with respect. 89.87%

9) I feel my student is safe at school.
Always 78.21%
Most of the time 20.51%
Sometimes 1.28%
Never 0.0%

10) I feel my student is making good progress at CCCS.
Always 74.03%
Most of the time 23.38%
Sometimes 1.30%
Never 1.30%

11) Rank the following in order of their priority in your student's life right now (1 is highest):
1 2 3 4 Average
School 24 15 4 2 3.45
Home/family 17 22 3 0 3.33
Work 1 3 16 21 1.61
Friends 0 2 21 19 1.60

DASS STUDENT SURVEY:

In the Fall 2017, the State of California transitioned to a new process of eligibility determination and accountability for alternative education programs. The old model ASAM (Alternative School Accountability Model) was replaced with the new DASS (Dashboard Alternative School Status) model and all schools interested in applying for DASS status were required to complete and submit an application with student survey data to the California Department of Education (CDE). In the DASS model, there are ten indicators that would qualify a student as "at-risk" and if a school has an active enrollment of 70% or above of unduplicated students who meet at least one of the criteria then the school would qualify as for DASS. The indicators for DASS were in the areas of truancy/recovered dropouts, suspension/expulsion, credit deficiency, retention, foster youth status, ward of the court, pregnant/parenting teen and others. For Community Collaborative Charter School, our initial DASS report submitted to CDE in October 2017 identified that we had 451/638 or 70.7% of our K-12 enrollment qualify based on the identified criteria. The majority of these students qualified as credit deficient and truancy related education history prior to entry at CCCS.

STAFF SURVEY DATA:

Gateway Community Charters conducts an annual school culture survey each fall. The following are the results from the 2017-2018 school year. The results of this survey, plus narrative comments from staff (not included in this report, but available upon visiting committee request), are submitted to Gateway Community Charters and used to determine areas of growth to prioritize in regards to school culture.

In narrative statements from staff, the overwhelming strengths noted aligned with the strongest areas of the survey. Staff overwhelmingly view the principles and components of CKH as a positive driving force that sets the tone for relationships on campus. Administrators are viewed as role models and teachers, supportive of staff and students alike. The atmosphere on campus is familial, cohesive, and caring, and staff view the school as having a culture of excellence.

The areas of growth noted by staff in the narrative statements center around the staff's drive for continuous improvement. Staff would like to see more consistency and frequency in parent engagement, ongoing improvement in the areas of curriculum and technology and more attention to campus cleanliness, including students cleaning up after themselves.

Each category is scored from 1-5, with 1 being the lowest rating possible. Overall, any category that receives an average of under 4.00 becomes an area of focus by GCC administration. CCCS consistently scores above this target in every area.

Overall results found that the school received the indicated average score for each of the following areas:

- School culture is one of trust and respect between staff members: 4.59
- School culture is one of trust and respect between staff and parents: 4.31
- School culture is one that embodies Capturing Kids' Hearts principles/components: 4.72
- The principal supports creative ideas: 4.82
- The principal keeps teachers well-informed: 4.57
- The principal is an instructional leader: 4.50
- The principal models and supports CKH principles/components: 4.89
- The school administration values and seeks to utilize parent involvement: 4.59
- The school administration seeks input/involvement of staff in a collaborative culture: 4.69
- Conflict is handled appropriately among staff: 4.45
- Conflict is handled appropriately among students: 4.69
- Conflict/concern is handled appropriately among parents: 4.59
- The school staff embraces change: 4.29
- The school staff embraces collaboration: 4.86
- The school staff embraces diversity: 4.89
- The school staff embraces CKH principles/components: 4.75
- We celebrate student accomplishments: 4.69
- We celebrate staff/teacher accomplishments: 4.59

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations of all teachers are conducted on an ongoing basis throughout the school year, facilitated by the school's open floor plan model. Formal observations of all staff are conducted at least twice per year. Observations are based on the school's performance rubric and TQAI, which include a heavy focus on research-based educational practices and Capturing Kids' Hearts implementation. Findings from these observations are used to improve student achievement with constructive feedback, open dialogue about strengths and areas for improvement, and the sharing of best practices. Staff members in need of additional support are identified and provided with additional coaching and consulting from administrators, a curriculum coach, and core subject specialists.

New teachers shadow master teachers for several student hours, or as needed, before being assigned students. This allows them to get up to date on all policies, procedures, and best practices relevant to teaching independent study. In order to become highly

effective, a formal process should be instituted for assigning mentors to new teachers. Currently, this is done specific to our instructional/engagement model for the K-8 programs compared to 9-12 grade programs. It has been identified as an area of growth and improvement to formalize this process to better support new teachers. This would be followed up by monthly peer and mentor observations to help determine areas in need of support.

Performance evaluations are conducted by the administration with each full-time teacher. The pre-conference is scheduled to articulate expectations, while the post-observation conference is used to provide constructive feedback. The principal, vice principal, and curriculum coach regularly observe teacher/student meetings and provide coaching as needed. This observation is used to plan further professional development.

In the 2015-2016 school year, a Teacher Goal-Setting plan was implemented. In this teacher-driven process, teachers chose three goals for improvement—one CKH goal, one academic goal, and one technology goal. Teachers then met with an administrator to review these goals and develop a plan for tracking their performance in these areas. Goals will be reviewed a total of twice times per year—September/October and April/May.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The two state assessments used to identify student strengths and areas for improvement, set long-term performance goals, and measure overall student achievement are the California Assessment of Student Performance and Progress (CAASPP), and, for English Learners, the California English Language Development Test (CELDT.) Additionally, the primary local assessment used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth is the Renaissance Learning STAR assessment, given in both reading and math. This test is administered to all grades schoolwide.

CAASPP SUMMARY:

The 2016-2017 school year was the second year in which CCCS received CAASPP score data. The data shows that, across most grade levels, subgroups, and tests, fewer than 20% of students met or exceeded the standards, but as an ASAM's school, the results in ELA and Math were equal to or exceeded district and state averages. As this is the second year that CCCS has received this data, the school will continue to work on analyzing the data received and determining an intervention plan to help bring these scores up.

CELDT SUMMARY:

All students at CCCS who are designated as English Learners (ELs), which is determined through the annual Home Language Survey, are tested yearly using the CELDT. Students are tested during a weekly scheduled time during the fall months. The oral component is administered individually, while the other sections (reading, listening, and writing) are given in a group setting. Additionally, testing is administered as students enroll or as new documentation is found that indicates a given student may have a home language other than English. Test administrators are all certificated and trained in CELDT procedures. Students qualifying for English Language Development are placed into the EL cohort, and individual student levels and descriptors of each level are given to EL teachers to assist in placement for instruction.

The total number of English Learners at CCCS has shown a significant decline in two specific years: 2014-16, due to the splitting off of the Winterstein site, and again with the splitting off of the West Sacramento EPIC site. In response to this, in the 2015-2016 and 2016-2017 school year, CCCS reduced the number of ELD Specialists from two to one.

LOCAL ASSESSMENT SUMMARY:

While Community Collaborative Charter School participates in all required state testing, due to the highly transitory nature of the student population, the primary standardized assessments used to drive student instruction are the Renaissance Learning STAR Reading and STAR Math assessments. As part of the Academic Conference process, students take this assessment three times per year—upon enrollment, at the end of the first semester, and at the end of the school year. Using this data, teachers meet in cohorts three times per year for Academic Conferences, in which they group students according to level, and create an action plan with interventions for each group. Data is evaluated to determine student needs both by cohort as well as schoolwide.

Because of the high mobility in the student population, Renaissance Learning score data is not compared year over year. Rather, as per the charter Measurable Student Outcomes, LCAP, and schoolwide action plan, growth is measured over the course of a single school year. Per the charter's MSOs:

- An average of at least 70% of students who have been enrolled at CCCS for at 90 consecutive school days during the current academic year will demonstrate at least a 50 point growth on the scaled score for Renaissance Learning STAR Reading assessment.
- An average of at least 70% of students who have been enrolled at CCCS for at 90 consecutive school days during the current academic year will demonstrate at least a 50 point growth on the scaled score for Renaissance Learning STAR Math assessment.

In the 2016-2017 school year, students showed an average of 92 of growth in Reading, but only 38 points growth in Math. The Math score decreased 10 points from the previous year. This is possibly due to the implementation of a new math curriculum, and more teachers needing training on this curriculum. We responded to this data by adding additional math classes, giving para-educators training in Integrated Math, adding open math support lab hours with the Math Specialist, and implementing math intervention using MyPath by Edgenuity, which provides web-based, personalized instruction informed by students' Renaissance Learning math scores.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum-embedded assessments are used in core subjects to monitor student progress and inform instruction. Specifically, teachers use data from these assessments to measure student mastery of content and skills, identify need for remediation, and develop instructional plans. Renaissance Learning assessments in reading and math are used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All but three teachers meet highly-qualified requirements under the ESEA. The three who do not are elementary teachers in their second year in the classroom, and are working toward completing their credential requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are trained and monitored on the use and application of SBE-adopted instructional and intervention materials, and research-based educational practices to improve student achievement.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development content is focused on improving student achievement through research-based educational practices, defined by the direction of school-, district-, and state-wide initiatives such as Academic Conferences, SMART Goals, Capturing Kids Hearts, Common Core State Standards, Smarter Balanced Assessments, application of technology, and Service Learning, and based on needs identified through student assessment data, informal and formal observations, surveys, and open feedback from staff.

Under CCCS's independent study model, course curriculum is prepared by one or more highly-qualified curriculum specialists, and is provided for all teachers to use. Due to the sheer breadth of subjects required of each teacher, staff development is essential, and both formal and informal training are provided throughout the year. All full-time and part-time staff are supported by staff development, either through the cohort meetings, the weekly staff meetings, or through the five GCC staff development days.

During the mandatory staff development days before school begins, all staff receive training on new curriculum and programs, and ongoing training occurs during the year. For example, in the 2014-2015 school year, CCCS implemented new Common Core-aligned ELA and math curricula. Due to their critical nature, staff development throughout that school year focused on training and implementation of these curricula. In addition, starting in August of 2016, the school began a process to implement a more rigorous schoolwide writing program. This has grown to incorporate professional development activities at multiple levels of the school/charter management organizational level. CCCS partnered with Innovate Ed and began leadership training around the coherence framework and created and subsequently implemented a schoolwide writing action plan as an outcome of this collaboration. Throughout the last eighteen months the school leadership team has participated in on-going professional development through Innovate Ed, created a series of writing workshops for all high school teachers aligned to critical focus skills and outcomes in the action plan. For the 2017-2018 school year, the school has also began work with Area 3 writing project through UC Davis.

All curriculum specialists are allotted hours in their schedule each week to facilitate curriculum development and meet with other teachers as needed to assist them in implementing the curriculum. Additionally, recognizing that student needs change from year to year, especially in a largely at-risk student population, all curriculum specialists also work together regularly with a curriculum coach to continue refinement of the curriculum and ensure its alignment to content standards.

Recognizing the potential of technology to streamline the clerical nature of the student instructional hour, CCCS has made significant investments in technology and technology training so that teachers may spend more time teaching their students and less time managing paperwork. A credentialed teacher certified in computer training and repair is based at the McClellan site to maintain the site technology and conduct formal and informal training, and is also available to travel to the outreach sites to conduct maintenance and training. Full-time teachers are eligible to complete a technology portfolio annually through a GCC program that provides a stipend in exchange for demonstrating proficiency with a variety of computer hardware and software. Finally, selected staff have been trained to administer the Renaissance Learning assessment program, Illuminate data management program, Aeries.net attendance program, Naviance, and Edgenuity online education platform, and act as support providers for other staff in these programs as needed. Additionally, all teachers new to the school spend a minimum of a week shadowing other teachers before their first student interactions.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are provided with instructional support and assistance from administrators, core subject specialists, curriculum coaches, and expert consultants when requested and/or when the need is identified through assessment data and/or informal and formal observation. Teachers and administrators provide continual support to one another through coaching and mentoring.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers collaborate monthly in cohort meetings, which focus on student groupings such as grade level, English Language Development, Special Education, graduates, credit recovery, and Seniors(credit eligible). In these cohorts, teachers evaluate data, set goals, monitor progress, and attend to cohort-specific business.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All core subject curriculum, instruction, and materials are aligned to current state-wide content and performance standards. Common Core alignment for reading/language arts and math curriculum is complete in grades K-12. Science classes are transitioning to NGSS.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

In independent study, instructional time with teachers and paraprofessionals is limited to several hours total per week. However, students are assigned and expected to engage independently in instructional activities that meet the recommended instructional minutes for reading/language arts and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students are assigned intervention courses in both reading/language arts and mathematics based on need as determined by individual assessment data and/or teacher recommendation. All students have access to these courses, and content is modified based on student need as determined by assessment data. Flexibility is paramount when dealing with this student population in order to ensure their success. New teachers are frequently hired mid-year as enrollment increases, and total student loads of each teacher never exceed 30 students per teacher.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are used with all students in all core subjects, and offered at several levels in order to best meet defined student need, including that of English Language Development and Special Education students. K-12 Common Core alignment is complete for ELA and Math.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials used with all students. Intervention materials are assigned based on defined student need identified through assessments, primarily the Renaissance Learning local assessments.

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers have high expectations for all students, and underperforming students are provided with standards-based and intervention curriculum and instruction, modified pacing, additional instruction and assistance, personalized, web-based education intervention courses in Math and English, and support from paraprofessionals and tutors in academic labs.

For academic support, CCCS provides open labs staffed with credentialed teachers and paraeducators that students can attend for assistance with their work. All students in grades 9-11 have access to on-going small group learning classes in English and Math as well as short term, topic specific seminar series classes focused on key issues in core subjects. A support lab is also available for special education students. Each of these options for tutoring requires staff to develop an individualized mentoring relationship regarding students' own lives, their value of education, and their perception of the value in meeting the grade-level standards.

Because of the one-on-one nature of independent study, students are able to build strong relationships with school staff. From the time a student walks in the door, they are greeted by the caring support staff, and all student meetings begin with a discussion of good things going on in the student's life, as well as a quick assessment of any needs the student might have. Additionally, all students have a social contract with their teacher to help guide behavior and interaction.

Although students are only required to meet with their teachers for one hour per week, for many students, this is the only hour of undivided time they may receive from an adult in a week. During the appointment time, teachers are able to learn more about their students' lives, and the students learn to become more comfortable sharing their abilities and challenges in safe environment. Another benefit of the independent study model is that, because of the one-on-one setting, students exhibit fewer behavioral problems generally attributed to peer pressure. Finally, many students build strong relationships with lab instructors, support staff, and administrators throughout their daily interactions on campus.

14. Research-based educational practices to raise student achievement

Teachers and paraprofessionals use Direct Instruction, SDAIE strategies, GLAD strategies, constructive feedback, close reading, Capturing Kids' Hearts strategies, SMART Goals, Academic Conferences, and other research-based educational practices to raise student achievement.

Recognizing that many of CCCS's students lack a stable connection with an adult, CCCS staff hope to build a mentoring relationship with each student. In the 2011-2012 school year, CCCS began implementation of the Capturing Kids' Hearts, or CKH, model. CKH, through training provided by The Flippen Group, is the core of a powerful process that transforms schools by building trusting relationships among teachers, staff, and students.

Under this program, all staff become equipped with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. At its core, CKH principles are designed to pave the way for students to be able to use the skills they've learned with confidence and enthusiasm. The site goal is that every student will have an adult to turn to if needed, in either a formal or informal process. As part of the enrollment process and personalized orientation tour, students are introduced to either the At-Risk/Career Specialist or counselor.

Many changes to the curriculum have been initiated by teachers other than the curriculum specialists, as all teachers strive to work together to develop the best program to help CCCS students meet state standards and achieve academic success. For example, in response to teacher feedback that math students were jumping into the weekly lessons without working through the instructional material or example problems, the math specialists developed format sheets to be used weekly to ensure students were reviewing the instructional material. In order to create and integrate curriculum across the subject areas, curriculum specialists and teachers make use of cohort meetings, staff meetings, and staff development days. One new piece of the CCCS curriculum this year is the change from Fuel Education to Edgenuity online learning platform. The Edgenuity program offers an intervention program called My Path. This feature allows teachers to build targeted intervention lessons for students in order to target achievement gap areas/focus skills for individual students.

In the elementary and middle school hybrid programs, all students have access to the curriculum, which is aligned with state standards in Language Arts, math, social science, and science. Teachers use a variety of strategies to support learning. Teachers provide weekly lesson plans and follow pacing guides. Teachers use backwards planning with a GLAD (Guided Language Acquisition Design) focus using integrated thematic instruction in social studies and science, and then ELA standards are integrated throughout those. GCC training and support are provided for teaching staff, including curriculum training, presentations on teaching strategies, and collaborative meetings. Elementary and middle school teachers and paraprofessionals have participated in Guided Language Acquisition Design (GLAD) training on going for the last four years, have implemented GLAD strategies into their instruction, and have done guided observations at other elementary sites to see how other teachers implement this program.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

One of the challenges CCCS's students face is that many parents do not understand how they can support the academic lives of their children. In both formal and informal surveys, parents have indicated that they experience stress trying to provide for the many needs of their students. However, they are often enthusiastic about wanting to learn more about instructional targets and positive discipline strategies that may help their students. Recognizing this, CCCS strives to help students to succeed by bringing parents into their child's academic life and offering a variety of ways for parents to be full partners in all aspects of the school.

Central to this goal is the independent study model. Because teachers meet with students one-on-one, because of the low overall student-teacher ratio, and because each student only has one teacher, the teacher, parent, and student are able to build a good working relationship in order to help each student succeed.

At the beginning of each school year or when a new student enters the school, students and their parents or guardians meet one-on-one with an enrollment specialist or counselor to discuss the student's progress and their future needs and goals. This review and planning session gives parents an opportunity to ask questions and help determine the course of their child's academic future.

Another challenge that some parents face is that, even if they want to participate in their child's education, a language barrier is often present. In response to this, CCCS has developed a number of ways to meet family needs. First, at the time of registration, all students are asked to identify their home language, enabling the school to identify those homes which may need to have information translated. Phone surveys are conducted periodically to make sure that school materials are arriving home to parents/guardians. Registration materials for parent events request that parents indicate whether a translator is needed. The vice principals/curriculum coaches coordinate any translation needs parents may have, locating translators if needed for parent-teacher meetings. Staff members assume translation duties as needed and able, and vice principals work with local outreach groups as needed to translate documents into other languages as the need arises.

CCCS has an elected School Site Council composed of parents, teachers, and staff. The School Site Councils meet on a monthly basis to make recommendations to the administration regarding the operation of the school, and to ensure that operations are in alignment with the school's stated mission, vision and priorities. The Council advises the school leadership team on matters such as allocation of resources, communications, school culture, and identified needs. The principal regularly advises the GCC Superintendent/ CEO and the Board of Directors of the Gateway Community Charters, Inc. on the School Site Council meetings, feedback and reports.

To help students and their families prepare for post-high school education there are a wide variety of activities available at CCCS on a weekly, monthly, and annual basis. Weekly, CCCS offers weekly college and career readiness workshops for students in grade 11/12. There are monthly field trips to local community colleges, universities, and high interest skill trade schools led by CCCS staff. CCCS holds a Financial Aid Night four times per year (one in November, December, January, and February) for seniors who plan to continue their education after high school. At this event, students and their families are introduced to the state, federal, and private financial aid system. Computers are provided during the event so that students can begin the FAFSA application during the event. CCCS also holds an annual College and Career Fair, where representatives from community colleges, private colleges and universities, trade schools, and military branches provide information to students and their families. Students are also welcome to see the counselor and other staff members if they need further assistance with the application process. Within the elementary & middle school hybrid programs, all parents must attend an introductory orientation before the beginning of each school year. Additionally, the program hosts a Back to School Night in the fall and an Open House in the spring, as well as parent-teacher conferences twice per year. Student Study Teams take place on an as-needed basis when called by the parent or teacher in order to support parents and students.

Families of the surrounding Greater Sacramento area communities are served by Community Collaborative Charter School through our multiple outreach efforts directly linked to some of the neediest and underserved populations of students and families. School staff members work closely with these organizations and surrounding communities to provide various needs to families and students in need, including:

- Academic counseling services, as needed
- Coordinate services with local shelters, county programs, and make referrals to local agencies, as necessary
- Free nutritious snacks and drinks are available for some of the most needy students, for others
- Federal free and/or reduced price breakfast and lunch meals are served on campus, daily
- Free public transit tickets are arranged and available, as needed
- Access to take home computers and take home wireless internet/hotspots to support off-campus learning

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Community Collaborative Charter, all students and their families are provided an enrollment orientation, for new students as well as for all students at the beginning of each school year, where they meet one-on-one with an enrollment specialist or counselor to discuss what services or programs the school offers to meet the full academic and personal needs of the student. In addition, the student's progress and their future needs and goals are discussed and integrated into the learning plan. This review and planning session gives parents an opportunity to ask questions and help determine the course of their child's academic future.

The school hosts an annual Back to School night, Open House, Care community resource fair, & College Fair open to all students, parents and stakeholders.

In addition, the school is working to create and improve the following services:

- School has established a School Site Council and an English Learner Advisory Committee (ELAC) to work more directly with all interested parents
- Annual LCAP review by all stakeholder groups
- SST & SART intervention processes
- On-going teacher/parent/staff conferences
- Teachers discuss assessment results with all students and parents during weekly meetings and conferences.
- School website informs parents of school information, requirements, and student grades.
- School wide data results discussed at School Site Council and School ELAC meetings.
- Translation of student expectations, school handbook, and school information for parents into their primary language.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I, II, III directly support our initiatives to meet the needs of low socio-economic and English language learners. Services provided include ELA and math online interventions, full-time paraeducators to support and run intervention programs, and small group pull-out interventions.

18. Fiscal support (EPC)

Community Collaborative Charter School is a direct-funded charter school under the governance of Gateway Community Charters. The internal fiscal oversight present in GCC and in CCCS ensures that CCCS will be fiscally sustainable and accountable. GCC staff, provides accounting, payroll, health benefits management, retirement benefit reporting, budget planning and preparation, budget management reports, assistance with hiring auditors, purchasing, procuring insurance, requisition processing, attendance accounting/reporting, development of financial statements and records, compliance with external funding requirements, and all fiscal reporting. GCC-specific fiscal procedures and safeguards have been created to meet or exceed generally accepted accounting procedures as regards charter school fiscal oversight.

Community Collaborative Charter School is governed by the GCC Board of Directors. The Board has scheduled meetings twice a month. It acts on all matters involving finances, policy, procedures, compliance, and educational outcomes. The Board is responsible for the decision that guides the overall operations and maintenance of the charter school, its standards, policies and staffing. It approves the Comprehensive Plan for Student Achievement for the school, and the site reports to the board on assessment results, student achievement, major accomplishments, growth, and community concerns.

The board delegates to staff the day-to-day decisions that implement the vision and the manner in which they will meet stated goals and objectives. Beginning July 2, 2008, the Gateway Community Charters Board of Directors hired a Superintendent/CEO and Director of Business Services to carry out the day-to-day decisions and operations of the charter schools. All expenditures are carefully reviewed and approved by the Superintendent/CEO and/or Chief Business Official and expenditures over \$30,000 must also be approved by the Board of Directors.

The site also has an elected School Site Council (SSC). The School Site Council has representatives of parents, teachers, and staff. They meet regularly and make recommendations to the administration regarding how the school is operating in alignment with the stated mission, vision and priorities. The council advises the School Leadership Team on matters such as allocation of resources as well as communications, school culture and identifies needs. The principal regularly advises the GCC Superintendent/CEO and the Board of Directors of the Gateway Community Charters, Inc on the School Site Council meetings, feedback and reports.

Description of Barriers and Related School Goals

Major needs and barriers for Community Collaborative Charter School:

Community Collaborative Charter School has a unique mission and vision of serving special populations of students; socio-economically disadvantaged, English Language Learners, as well as students who are extremely at-risk of not achieving a high school diploma. On Average, based on assessment data collected on students at their point of enrollment, Community Collaborative Charter students in grades 9-12 enter with a English-Language Arts and Mathematics knowledge and skills more than 3 years below the assigned grade level. Its independent study program provides flexibility for students with needs and/or circumstances that may make succeeding difficult in a traditional school setting. Each teacher works with the student, the student's family, school administration, and other school staff to create a personalized instructional plan that takes into account any challenges the student might face, and assists the student in accessing any resources that will facilitate their success. Community Collaborative Charter Students in grades K-8 students are brought to CCCS by parents, guardians and other extended family members because they are looking for a school that is safe, supportive, and provides a small group/flexible learning environment that meets the individual needs of every student. The K-8 program has a high percentage of EL and socioeconomically disadvantaged families who are looking to work with the school to engage with community services and resources to be used to better support students at home and also to better prepare them for school.

DASS information --- In the Fall 2017, the State of California transitioned to a new process of eligibility determination and accountability for alternative education programs. The old model ASAM (Alternative School Accountability Model) was replaced with the new DASS (Dashboard Alternative School Status) model and all schools interested in applying for DASS status were required to complete and submit an application with student survey data to the California Department of Education (CDE). In the DASS model, there are ten indicators that would qualify a student as "at-risk" and if a school has an active enrollment of 70% or above of unduplicated students who meet at least one of the criteria then the school would qualify as for DASS. The indicators for DASS were in the areas of truancy/recovered dropouts, suspension/expulsion, credit deficiency, retention, foster youth status, ward of the court, pregnant/parenting teen and others. For Community Collaborative Charter School, our initial DASS report submitted to CDE in

October 2017 identified that we had 451/638 or 70.7% of our K-12 enrollment qualify based on the identified criteria. The majority of these students qualified as credit deficient and truancy related education history prior to entry at CCCS.

School Goals related to identified barriers: LCAP

Goal #1: Ensure all students graduate college and career ready.

Goal #2: Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all subgroups and special populations

Goal #3: Promotion of a positive school culture through learning environments that are clean, healthy, and safe and facilitation of diverse, on-going opportunities for stakeholder engagement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	56	6	*	55	5	*	55	5	*	98.2	83.3	
Grade 4	31	7	*	30	7	*	29	7	*	96.8	100	
Grade 5	32	9	*	30	8	*	29	8	*	93.8	88.9	
Grade 6	25	7	*	22	7	*	21	7	*	88.0	87.5	
Grade 7	33	21	32	29	20	30	23	18	30	87.9	95.2	93.8
Grade 8	32	32	30	28	29	26	25	27	26	87.5	90.6	86.7
Grade 11	175	169	106	101	112	78	83	93	77	57.7	56.6	73.6
All Grades	384	251	198	295	188	160	265	165	159	76.8	68.3	80.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2367.2	*	*	4	*	*	18	*	*	31	*	*	47	*	*
Grade 4	2375.6	*	*	0	*	*	13	*	*	17	*	*	67	*	*
Grade 5	2466.7	*	*	10	*	*	23	*	*	37	*	*	27	*	*
Grade 6	2458.0	*	*	0	*	*	14	*	*	27	*	*	55	*	*
Grade 7	2491.7	2484.3	2444.4	0	6	0.00	17	22	16.67	31	17	13.33	31	56	70.00
Grade 8	2499.9	2475.3	2448.0	4	0	0.00	14	19	11.54	32	19	15.38	39	63	73.08
Grade 11	2487.2	2496.5	2482.4	4	3	2.60	11	15	9.09	20	26	29.87	48	56	58.44
All Grades	N/A	N/A	N/A	3	2	1.89	15	18	11.32	26	22	24.53	45	58	62.26

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	5	*	*	35	*	*	60	*	*	
Grade 4	0	*	*	34	*	*	66	*	*	
Grade 5	17	*	*	38	*	*	45	*	*	
Grade 6	0	*	*	52	*	*	48	*	*	
Grade 7	4	0	3.33	39	56	33.33	57	44	63.33	
Grade 8	8	11	11.54	44	26	15.38	48	63	73.08	
Grade 11	10	5	2.60	43	44	46.75	47	51	50.65	
All Grades	7	5	5.03	40	41	37.11	52	54	57.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	*	*	49	*	*	45	*	*
Grade 4	3	*	*	41	*	*	55	*	*
Grade 5	10	*	*	55	*	*	34	*	*
Grade 6	5	*	*	43	*	*	52	*	*
Grade 7	0	6	6.67	65	44	23.33	35	50	70.00
Grade 8	4	0	3.85	36	41	19.23	60	59	76.92
Grade 11	7	6	3.90	31	33	23.38	61	60	72.73
All Grades	6	5	4.40	43	36	24.53	51	59	71.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	*	*	62	*	*	29	*	*
Grade 4	3	*	*	66	*	*	31	*	*
Grade 5	7	*	*	66	*	*	28	*	*
Grade 6	0	*	*	76	*	*	24	*	*
Grade 7	4	11	0.00	52	56	53.33	43	33	46.67
Grade 8	8	4	0.00	52	52	42.31	40	44	57.69
Grade 11	4	5	10.39	42	60	51.95	54	34	37.66
All Grades	5	6	5.66	56	59	53.46	39	35	40.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	*	*	47	*	*	45	*	*
Grade 4	7	*	*	34	*	*	59	*	*
Grade 5	10	*	*	59	*	*	31	*	*
Grade 6	5	*	*	48	*	*	48	*	*
Grade 7	0	6	6.67	70	39	23.33	30	56	70.00
Grade 8	4	7	3.85	56	30	42.31	40	63	53.85
Grade 11	6	6	2.60	52	52	40.26	42	42	57.14
All Grades	6	7	5.03	51	45	36.48	43	47	58.49

Conclusions based on this data:

1. CCCS 11th grade students have significant need in both writing and inquiry CAASPP strands. Some marginal growth is evident overall in ELA scores but many students achieved well below standard.

2. CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The CCCS leadership team will need to drive better alignment of materials and instruction to the California Content Standards and the Common Core State Standards, increase data management and analyses related to core subjects, as well as provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn, and CCCS leadership and school staff continue to strive for ways to effectively meet student needs and support their grade level expectations.
3. Elementary and middle school student scores have some grade levels without significant enough numbers to be reported group. In some cases, the numbers that were reported showed a wide range of successes and challenges due to the low number of overall students. The focus will be placed on using resources to support our English language learners through the use of technology, interventions, guided language acquisition design (GLAD) strategies, and project-based learning opportunities. All of these strategies will be linked to the Common Core State Standards for English language arts, math, and English language development. The California Content Standards will be the driving force for our science and social studies units, as these standards and aligned resources continue to become available, until they are fully updated to meet all required aspects of Common Core.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	56	6	*	55	5	*	54	5	*	98.2	83.3	
Grade 4	31	7	*	30	7	*	28	7	*	96.8	100	
Grade 5	32	9	*	31	8	*	31	7	*	96.9	88.9	
Grade 6	25	7	*	22	7	*	21	7	*	88.0	87.5	
Grade 7	33	21	32	28	21	30	26	18	30	84.8	100	93.8
Grade 8	32	32	30	28	29	27	27	26	27	87.5	90.6	90
Grade 11	175	169	106	99	102	78	76	82	78	56.6	61.4	73.6
All Grades	384	251	198	293	179	163	263	152	163	76.3	71.9	82.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2404.7	*	*	2	*	*	42	*	*	27	*	*	27	*	*
Grade 4	2425.5	*	*	3	*	*	13	*	*	37	*	*	40	*	*
Grade 5	2450.1	*	*	0	*	*	16	*	*	35	*	*	48	*	*
Grade 6	2475.8	*	*	0	*	*	9	*	*	41	*	*	45	*	*
Grade 7	2482.0	2465.7	2428.7	0	0	0.00	7	17	6.67	46	22	16.67	39	61	76.67
Grade 8	2460.6	2439.4	2434.9	0	0	3.70	14	0	0.00	14	19	14.81	68	81	81.48
Grade 11	2446.5	2454.0	2440.5	0	1	0.00	1	2	2.56	7	16	6.41	69	80	91.03
All Grades	N/A	N/A	N/A	1	1	0.61	14	4	4.29	24	18	11.04	51	78	84.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	*	*	41	*	*	31	*	*
Grade 4	14	*	*	29	*	*	57	*	*
Grade 5	0	*	*	39	*	*	61	*	*
Grade 6	0	*	*	38	*	*	62	*	*
Grade 7	0	6	3.33	42	28	10.00	58	67	86.67
Grade 8	11	0	3.70	7	15	14.81	81	85	81.48
Grade 11	0	1	0.00	12	11	7.79	88	88	92.21
All Grades	8	1	1.24	27	14	11.18	64	85	87.58

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	*	*	52	*	*	44	*	*
Grade 4	4	*	*	46	*	*	50	*	*
Grade 5	10	*	*	19	*	*	71	*	*
Grade 6	0	*	*	52	*	*	48	*	*
Grade 7	4	11	0.00	50	28	43.33	46	61	56.67
Grade 8	7	0	0.00	48	46	29.63	44	54	70.37
Grade 11	0	2	0.00	37	39	28.57	63	59	71.43
All Grades	3	3	1.23	43	37	29.63	54	61	69.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	*	*	59	*	*	30	*	*
Grade 4	4	*	*	36	*	*	61	*	*
Grade 5	3	*	*	52	*	*	45	*	*
Grade 6	0	*	*	52	*	*	48	*	*
Grade 7	4	11	0.00	73	39	33.33	23	50	66.67
Grade 8	4	0	3.70	19	42	18.52	78	58	77.78
Grade 11	0	1	1.30	41	34	42.86	59	65	55.84
All Grades	4	2	1.23	47	38	36.42	49	61	62.35

Conclusions based on this data:

1. CCCS 11th grade students are not successful on the Math CAASPP testing. There were fewer students in the at or near standard range and more in the below standard range in most areas. This is something that school administration has identified as a significant concern for the current at-risk population served at CCCS, due to the high rigor and academic standards covered in the test compared to the average academic achievement level of CCCS 11th grade students, with most students working at the Algebra I level or below. The school leadership team needs to work to create and implement a more comprehensive MTSS/RTI plan in order to move students toward Algebra and beyond earlier in their high school years.
2. CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The CCCS leadership team will need to drive better alignment of materials and instruction to the California Content Standards and the Common Core State Standards, increase data management and analyses related to core subjects, as well as provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn, and CCCS leadership and school staff continue to strive for ways to effectively meet student needs and support their grade level expectations.
3. Elementary and middle school student scores have some grade levels without significant enough numbers to be reported group. In some cases, the numbers that were reported showed a wide range of successes and challenges due to the low number of overall students. The focus will be placed on using resources to support our English language learners through the use of technology, interventions, guided language acquisition design (GLAD) strategies, and project-based learning opportunities. All of these strategies will be linked to the Common Core State Standards for English language arts, math, and English language development. The California Content Standards will be the driving force for our science and social studies units, as these standards and aligned resources continue to become available, until they are fully updated to meet all required aspects of Common Core.

School & Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***			***							***		
1	2	25		18	25	***	36	25	***	25			18	25	
2	2			26	***		49			12	***	***	12		***
3				38	50	***	36	50	***	18			8		***
4	5			36		***	27	***	***	23		***	9		
5	13			53		***	20	50		7	25		7	25	
6				50	***	50	33	***		17		50		***	
7		50		75	25	***	25				25				
8					***	***		***	***						
9			20	***	43	20	***	57	60	***					
10				20	38	50	60	63	33	20		17			
11	10		17	30	50	25	40	50	42	20		8			8
12	6	9	11	50	32	42	39	50	32		5	16	6	5	
Total	3	7	9	32	35	40	37	47	31	17	5	15	11	5	4

Conclusions based on this data:

1. The CELDT data shows a significant change in the EL enrollment at CCCS. This is due to two school resource centers transitioning to becoming independent programs, opening as their own charter. The result is that the majority of the remaining EL students are in concentrated in grades 9-12.
2. The current year data shows a there are a high number of students in the Intermediate and Early Advanced levels compared to prior years.
3. The data indicates the majority of students who come to CCCS as English learners are eventually redesignated to Fluent English Proficient status during their enrollment at our school.

School & Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			17	1		50	10	33		9	17		80	50	33
1	2	25		18	25	20	39	25	40	25			18	25	40
2	2			26	50	25	51			11	25	50	11	25	25
3				39	40	***	37	40	***	17			7	20	***
4	5			36		25	27	***	25	23		25	9		25
5	12			59		***	18	50		6	25		6	25	
6	13			38	***	50	25	***		13		50	13	***	
7		50		60	25	***	40				25				***
8				***	***	***	***	***	***						
9	17		14	17	38	29	50	63	43	17		14			
10				17	38	45	58	63	45	17		9	8		
11	9		14	39	46	36	39	54	36	13		7			7
12	7	11	8	52	32	33	33	43	33		7	13	7	7	13
Total	3	7	7	27	32	39	33	44	29	13	7	12	24	11	13

Conclusions based on this data:

1. The CELDT data show significant change in the EL enrollment at CCCS. This is due to two school resource centers transitioning to becoming independent programs, opening as their own charter. The result is that the majority of the remaining EL students are in concentrated in grades 9-12.
2. The current year data shows a there are a high number of students in the Intermediate and Early Advanced levels compared to prior years.
3. The data indicates the majority of students who come to CCCS as English learners are eventually redesignated to Fluent English Proficient status during their enrollment at our school.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
At the end of the 2017-18 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in English/Reading.
SCHOOL GOAL #1:
At the end of the 2017-18 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in English/Reading.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CAASPP results in ELA• CELDT results• Renaissance Learning Reading results for individual students• Writing assessment results• Enrollment & Attendance trend data• Cohort SMART goals & action plan implementation• ASAM indicator success rates & initial DASS application data• School culture surveys
Findings from the Analysis of this Data:
Community Collaborative Charter School (CCCS) was granted ASAM status by CDE in March 2009. CCCS enrollment trend data and initial annual assessment data show a high number of credit-deficient students enrolling on an on-going basis throughout the school year, leading to the school serving students who need significant academic growth to meet state and federal expectations for academic achievement. The school works individually with every student and family at the time of enrollment to identify areas of growth and create a plan for students to achieve at higher rates. In order to continue to increase capacity to serve the most at-risk students, CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards, continue and strive to increase data management and analyses related to core subjects, and provide targeted professional development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations.

How the School will Evaluate the Progress of this Goal:

- CAASPP results in ELA
- CELDT results
- Renaissance Learning Reading results for individual students
- Writing assessment results
- Enrollment & Attendance trend data
- Cohort SMART goals & action plan implementation
- ASAM indicator success rates & initial DASS application data
- School culture surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of school-wide curriculum and instructional models with Common Core standards and research-based educational best practices:</p> <ul style="list-style-type: none"> Teachers clearly articulate learning objectives based on key content standards and provide regular and specific feedback about student performance relative to clearly articulated goals. Accurately assess and place students in core, intervention, and enrichment courses. All teachers will utilize the full array of instructional materials provided in the adopted program and follow the CCCS student placement & curriculum use guidelines for instructional delivery. Growth and further creation of academic labs, small group classes and intervention support models that will meet the needs of all students. Ensure that all students have textbooks that can be brought home. Monitor structure and content of support classes. Increase the volume of writing within ELA courses and across the core curriculum, to include annual writing assessments. Staff training regarding data analysis and application to instruction for the purpose of increased student achievement 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	ELA curriculum (grades 9-12) - course improvements/further common core integration	1000-1999: Certificated Personnel Salaries	General Fund	8,000
			Curriculum coach positions	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	165,000
			Innovate Ed; growth of schoolwide writing program	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> Specialists and teachers will work to establish updated curriculum for all core ELA courses for future implementation. All teachers will complete training in English-language arts standards-based curriculum and instructional delivery from school leadership team and core academic subject specialists. Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating English-Language Arts in the core curriculum. Teacher training on strategies for improved EL instruction and ELD best practices. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	Training by Specialists/Lead teachers on use of schoolwide ELA curriculum Area 3 writing project GLAD instructional training & coaching for K-10 teachers	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	General Fund Other Title I	2,000 3,000 7,500
Extended Learning opportunities: <ul style="list-style-type: none"> Increased instructional time for all students in need of extra instructional assistance in core and elective subjects. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	Implementation of intervention teachers	4000-4999: Books And Supplies	LCFF - Supplemental	150,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased access to technology:</p> <ul style="list-style-type: none"> All students in grades 7-12 complete computer based English assessments at the time of enrollment; this data is used by teachers with students to guide curriculum placement. Students have access to technology in academic support labs, and small group classes. Creation of additional technology courses and implementation of online programs for increasing skills and stamina with technology. Use of technology for additional learning opportunities, within course requirements as well as for basic assignment completion. Implementation of online learning programs Exploration of extra technology supports to create equitable educational access for students and families in high poverty. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	<p>Licenses for online curriculum</p> <p>computer/laptop purchases</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Lottery: Instructional Materials</p> <p>Title I</p>	<p>35,000</p> <p>19,000</p>
Increased College/Career readiness programs	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	<p>Teacher for Online program implemenation</p> <p>College field trips</p> <p>Career Readiness program resources</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>Other</p> <p>Other</p>	<p>65,000</p> <p>1,500</p> <p>1,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> Teachers discuss assessment results with all students and parents during weekly meetings and conferences. School website informs parents of school information, requirements. School wide data results discussed at School Site Council and School ELAC meetings. Translation of student expectations, school handbook, and school information for parents into their primary language. 	August 2017-June 2018	School Leadership Team	Supplies & refreshments for parent engagement meetings/events	None Specified	Title I	0
			Services for translation of school materials	None Specified	General Fund	0
			Homeless Youth Services	None Specified	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Use defined assessments that will provide accurate placement data. • Develop and define a school-wide grading policy (K-6 & 7-12) that bases grades on proficiency with standards with use of aligned rubrics. • Establish on-going process for communication of information about progress and achievement to students and parents. • Utilize Renaissance Learning to monitor student achievement. • Ensure that assessment information is timely and accurate. • Analyze disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	Renaissance Learning - Student assessment program	5800: Professional/Consulting Services And Operating Expenditures	General Fund	6,500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
At the end of the 2017-18 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in Mathematics.
SCHOOL GOAL #2:
At the end of the 2017-18 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in Mathematics
Data Used to Form this Goal:
<ul style="list-style-type: none">• CAASPP results in ELA• CELDT results• Renaissance Learning Reading results for individual students• Writing assessment results• Enrollment & Attendance trend data• Cohort SMART goals & action plan implementation• ASAM indicator success rates & initial DASS application data• School culture surveys
Findings from the Analysis of this Data:
Community Collaborative Charter School (CCCS) was granted ASAM status by CDE in March 2009. CCCS enrollment trend data and initial annual assessment data show a high number of credit-deficient students enrolling on an on-going basis throughout the school year, leading to the school serving students who need significant academic growth to meet state and federal expectations for academic achievement. The school works individually with every student and family at the time of enrollment to identify areas of growth and create a plan for students to achieve at higher rates. In order to continue to increase capacity to serve the most at-risk students, CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards, continue and strive to increase data management and analyses related to core subjects, and provide targeted professional development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations.

How the School will Evaluate the Progress of this Goal:

- CAASPP results in Math
- CELDT results
- Renaissance Learning Mathematics results for individual students
- Writing assessment results
- Enrollment & Attendance trend data
- Cohort SMART goals & action plan implementation
- ASAM indicator success rates & initial DASS application data
- School culture surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of school-wide curriculum and instructional models with Common Core standards and research-based educational best practices:</p> <ul style="list-style-type: none"> Teachers clearly articulate learning objectives based on key content standards and provide regular and specific feedback about student performance relative to clearly articulated goals. Accurately assess and place students in core, intervention, and enrichment courses. All teachers will utilize the full array of instructional materials provided in the adopted program and follow the CCCS student placement & curriculum use guidelines for instructional delivery. Growth and further creation of academic labs, small group classes and intervention support models that will meet the needs of all students. Ensure that all students have textbooks that can be brought home. Monitor structure and content of support classes. Staff training regarding data analysis and application to instruction for the purpose of increased student achievement. 	August 2017-June 2018	Principal, Vice-Principal, & Curriculum Coach	<p>Math curriculum (grades 7-12) - course improvements/further common core integration</p> <p>Curriculum coach positions</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>General Fund</p> <p>LCFF - Supplemental</p>	<p>8,000</p> <p>158,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>.Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Specialists and teachers will work to establish updated curriculum for all core Math courses for future implementation. • All teachers will complete training in Mathematics standards-based curriculum and instructional delivery from school leadership team and core academic subject specialists. • Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating Mathematics in the core curriculum. • Teacher training on strategies for improved EL instruction and ELD best practices. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, & Teachers	Training by Specialists/Lead teachers on use of schoolwide math curriculum	1000-1999: Certificated Personnel Salaries	General Fund	2,000
<p>Extended Learning opportunities:</p> <ul style="list-style-type: none"> • Increased instructional time for all students in need of extra instructional assistance in core and elective subjects. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, & Teachers	Implementation of intervention teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	150,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased access to technology:</p> <ul style="list-style-type: none"> All students in grades 7-12 complete computer based Mathematics assessments at the time of enrollment; this data is used by teachers with students to guide curriculum placement. Students have access to technology in academic support labs, and small group classes. Creation of additional technology courses and implementation of online programs for increasing skills and stamina with technology. Use of technology for additional learning opportunities, within course requirements as well as for basic assignment completion. Implementation of online learning programs Exploration of extra technology supports to create equitable educational access for students and families in high poverty. 	August 2017-June 2018	Principal, Vice-Principal, Curriculum Coach, Specialists, & Teachers	<p>Licenses for online curriculum</p> <p>computer/laptop purchases</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Lottery: Instructional Materials</p> <p>Title I</p>	<p>0</p> <p>20,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Use defined assessments that will provide accurate placement data. • Develop and define a school-wide grading policy (K-6 & 7-12) that bases grades on proficiency with standards with use of aligned rubrics. • Establish on-going process for communication of information about progress and achievement to students and parents. • Utilize Renaissance Learning to monitor student achievement. • Ensure that assessment information is timely and accurate. • Analyze disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals. 	August 2017-June 2018	School leadership team	Renaissance Learning - Student Assessment program	5800: Professional/Consulting Services And Operating Expenditures	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): <ul style="list-style-type: none"> Teachers discuss assessment results with all students and parents during weekly meetings and conferences. School website informs parents of school information, requirements. School wide data results discussed at School Site Council and School ELAC meetings. Translation of student expectations, school handbook, and school information for parents into their primary language. 	August 2017-June 2018	School leadership team	Supplies & refreshments for parent engagement meetings/events	None Specified	Title I	500
			Services for translation of school materials	None Specified	General Fund	250
			Homeless student services	None Specified	Title I	250

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL:
By the end of the 2017-2018 school year, 100% of English Learners at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
SCHOOL GOAL #3:
By the end of the 2017-2018 school year, 100% of English Learners at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
Data Used to Form this Goal:
<ul style="list-style-type: none">• California English Language Development Test (CELDT) Results for EL students• English-Language Arts Renaissance Learning assessments and other local assessment results• Mathematics Renaissance Learning assessments and other local assessment results• ASAM indicator success rates & initial DASS application data• School/District perception surveys• SSC/ELAC parent feedback/input

Findings from the Analysis of this Data:

Community Collaborative Charter School (CCCS) was granted ASAM status by CDE in March 2009. CCCS enrollment trend data and initial annual assessment data show a high number of credit-deficient students enrolling on an on-going basis throughout the school year, leading to the school serving students who need significant academic growth to meet state and federal expectations for academic achievement. In the Fall 2017, the State of California transitioned to a new process of eligibility determination and accountability for alternative education programs. The old model ASAM (Alternative School Accountability Model) was replaced with the new DASS (Dashboard Alternative School Status) model and all schools interested in applying for DASS status were required to complete and submit an application with student survey data to the California Department of Education (CDE). In the DASS model, there are ten indicators that would qualify a student as "at-risk" and if a school has an active enrollment of 70% or above of unduplicated students who meet at least one of the criteria then the school would qualify as for DASS. The indicators for DASS were in the areas of truancy/recovered dropouts, suspension/expulsion, credit deficiency, retention, foster youth status, ward of the court, pregnant/parenting teen and others. For Community Collaborative Charter School, our initial DASS report submitted to CDE in October 2017 identified that we had 451/638 or 70.7% of our K-12 enrollment qualify based on the identified criteria. The majority of these students qualified as credit deficient and truancy related education history prior to entry at CCCS.

As a DASS school with so many students with high/individual need, the school works individually with every student and family at the time of enrollment to identify areas of growth and create a plan for students to achieve at higher rates. In order to continue to increase capacity to serve the most at-risk students, CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards, continue and strive to increase data management and analyses related to core subjects, and provide targeted professional development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations.

How the School will Evaluate the Progress of this Goal:

- California English Language Development Test (CELDT) Results for EL students
- English-Language Arts Renaissance Learning assessments and other local assessment results
- Mathematics Renaissance Learning assessments and other local assessment results
- CAASPP results
- ASAM indicator success rates & initial DASS application data
- School/District perception surveys
- SSC/ELAC parent feedback/input

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention curriculum and curriculum training for EL students and teachers working with EL students	August 2017-May 2018	School Leadership Team; Core subject specialists	development/initial implementation of new EDGE EL intervention curriculum	1000-1999: Certificated Personnel Salaries	Title III	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum and intervention resource development of ELD curriculum aligned to both common core standards & ELD standards	August 2017-May 2018	School Leadership Team; Core subject specialists	development/initial implementation of new EDGE EL intervention curriculum	1000-1999: Certificated Personnel Salaries	Title III	1,500
Provide staff targeted to serve academic needs of students in identified special subgroup populations	August 2017-May 2018	School Leadership Team	part-time EL intervention teacher	1000-1999: Certificated Personnel Salaries	Title III	8,800
			Implementation of 28 para educator hours for EL student support	2000-2999: Classified Personnel Salaries	LCFF	18,000
Provide teachers with instructional training & coaching	August 2017-May 2018	School Leadership Team	GLAD training for CCSS English language learner unit planning	5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000
Use of At-Risk & Homeless youth specialists	August 2017-May 2018	School Administration	Use of At-Risk & Homeless youth specialists to serve most at-risk students and provide targetted retention interventions	1000-1999: Certificated Personnel Salaries	Title I	88,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Services for Special Populations
LEA GOAL:
By the end of the 2017-2018 school year, 100% of identified students at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
SCHOOL GOAL #4:
By the end of the 2017-2018 school year, 100% of identified students at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
Data Used to Form this Goal:
ASAM indicator success rates & initial DASS application data English-Language Arts Renaissance Learning assessments and other local assessment results Mathematics Renaissance Learning assessments and other local assessment results IEP goals for SPED students
Findings from the Analysis of this Data:
CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects as well as provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations. In the Fall 2017, the State of California transitioned to a new process of eligibility determination and accountability for alternative education programs. The old model ASAM (Alternative School Accountability Model) was replaced with the new DASS (Dashboard Alternative School Status) model and all schools interested in applying for DASS status were required to complete and submit an application with student survey data to the California Department of Education (CDE). In the DASS model, there are ten indicators that would qualify a student as "at-risk" and if a school has an active enrollment of 70% or above of unduplicated students who meet at least one of the criteria then the school would qualify as for DASS. The indicators for DASS were in the areas of truancy/recovered dropouts, suspension/expulsion, credit deficiency, retention, foster youth status, ward of the court, pregnant/parenting teen and others. For Community Collaborative Charter School, our initial DASS report submitted to CDE in October 2017 identified that we had 451/638 or 70.7% of our K-12 enrollment qualify based on the identified criteria. The majority of these students qualified as credit deficient and truancy related education history prior to entry at CCCS.

How the School will Evaluate the Progress of this Goal:

ASAM indicator success rates & initial DASS application data
 English-Language Arts local assessment results
 Mathematics local assessment results
 IEP goals for SPED students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCCS strives to meet the needs of the whole child through providing individualized resources for socio-economically disadvantaged youth and thier families; meeting all needs that are barriers from a student having full access and opportunities for achieving educational goals	August 2017-May 2018	Principal, Vice Principal(s), & school leadership team	bus passes for students who rely on public transportation for school	0000: Unrestricted	Title I	14,000
			replenish basic needs resource kits for students with identified significant needs	0000: Unrestricted	Title I	500
CCCS coordinates with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with socio economically disadvantaged students.	August 2017-May 2018	Principal, Vice Principal(s), & school leadership team	Capturing Kids Hearts --- School culture professional development	5800: Professional/Consulting Services And Operating Expenditures	Other	5,000
			Partnership with Student Reach mentoring program	None Specified	LCFF - Supplemental	12,500
			Partnership with La Familia counselling center	None Specified	None Specified	0
			Leadership conference & workshops for administrators, curriculum coaches and lead teachers	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCCS supports socio-economically disadvantaged students through individualized educational activities & resources mentoring, and academic or career counseling for socio economically disadvantaged children and families.	August 2017-May 2018	Principal, Vice Principal(s), & school leadership team	partnership with Americorp for mentoring & tutoring	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	18,000
			summer school programs for credit deficient students	1000-1999: Certificated Personnel Salaries	Title I	27,000
			partnership with Serve partnerships Unlimited for mentoring & tutoring	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7,500
Implementation of additional staffing to meet the educational needs of the most at-risk students	August 2017-May 2018	Principal, Vice Principal(s), & school leadership team	Homeless youth specialist	1000-1999: Certificated Personnel Salaries	Title I	90,000
			Intervention teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	120,000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Professional Development
LEA GOAL:
All students will be taught by highly qualified teachers.
SCHOOL GOAL #5:
Provide quality professional development to enhance student achievement and school climate and ensure that all teachers are highly qualified.
Data Used to Form this Goal:
Credential analysis report from district Human Resources
Findings from the Analysis of this Data:
Due to the nature of the highly at-risk populations served at all CCCS campuses and due to the on-going transition to common core standards and CAASPP assessments; teachers need professional development and support in common core instructional and resource applications best practices.
How the School will Evaluate the Progress of this Goal:
Credential analysis report from district Human Resources

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The professional development plan will consist of the administrative team reviewing research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards with special emphasis placed on a transition to Common Core content standards and best practices. The administrative team, with teacher input, will pay special attention to those topics and formats that have the greatest impact on teachers' ability to accelerate the learning of students. They will design a system of professional development that is coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Teachers and administrators will support one another through coaching and mentoring.</p>	August 2017-May 2018	Principal, Vice-Principals, other members of school leadership team, cohort leaders and specialists/teachers	Math Matters PD	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000
			Big Picture PD	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000
			Maker Ed conference	5000-5999: Services And Other Operating Expenditures	Title I	1,000
			CCIS conference	5000-5999: Services And Other Operating Expenditures	Title I	500
			supplies, clerical staff support, district & site admin staff support	0000: Unrestricted	General Fund	250
<p>The administrative team reviews and analyzes data in regard to program accountability to determine next steps in order to improve achievement. This is accomplished through ongoing meetings between Supt/CEO, Asst. Supt, the school leadership team, and site staff.</p>	August 2017-May 2018	Principal, Vice-Principals, other members of school leadership team, cohort leaders and specialists/teachers	supplies, clerical staff support, district & site admin staff support	0000: Unrestricted	General Fund	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BTSA Curriculum based professional development training Common Core training for Core Subject Specialists Teacher/Administrator workshops	August 2017-May 2018	Administrators, Specialists, Teachers, & Paraeducators	new teacher training; on-going teacher support and coaching as needed	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000
All FTE teachers & paraeducators provided with opportunities for yearly goal setting, coaching, and annual evaluation	August 2017-May 2018	Administration, Curriculum Coach, Specialist, Teachers, & Paraeducators	on-going staff goal setting, coaching, & evaluation processes	0000: Unrestricted	General Fund	5,000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA & Mathematics
SCHOOL GOAL #1:
Goal #1: Provide quality professional development through a systematic process of training, collaboration, and coaching enabling teachers to enhance the educational and social experiences of students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA & Mathematics
SCHOOL GOAL #2:
Goal #2: Provide all necessary resource required for students to fully access Common Core State Standards (CCSS) and practices to include standards-aligned curriculum, assessments, high quality teacher instruction and access to technology to prepare students to graduate college and career ready.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA & Mathamatics
SCHOOL GOAL #3:
Goal #3: Implementation of school-wide Response To Intervention practices that will fully support the personal needs of all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA & Mathamatics
SCHOOL GOAL #4:
Goal #4: Increase engagement of students, parents, whole families, local communities, & regional community organizations as partners and full stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	37,000.00
LCFF	18,000.00
LCFF - Supplemental	857,000.00
Lottery: Instructional Materials	35,000.00
None Specified	0.00
Other	11,000.00
Title I	280,250.00
Title II Part A: Improving Teacher Quality	7,500.00
Title III	11,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	24,750.00
1000-1999: Certificated Personnel Salaries	894,800.00
2000-2999: Classified Personnel Salaries	18,000.00
4000-4999: Books And Supplies	189,000.00
5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating	113,000.00
None Specified	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	10,250.00
1000-1999: Certificated Personnel Salaries	General Fund	20,000.00
5800: Professional/Consulting Services And	General Fund	6,500.00
None Specified	General Fund	250.00
2000-2999: Classified Personnel Salaries	LCFF	18,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	658,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	150,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	36,500.00
None Specified	LCFF - Supplemental	12,500.00
5800: Professional/Consulting Services And	Lottery: Instructional Materials	35,000.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating	Other	3,000.00
5800: Professional/Consulting Services And	Other	8,000.00
0000: Unrestricted	Title I	14,500.00
1000-1999: Certificated Personnel Salaries	Title I	205,000.00
4000-4999: Books And Supplies	Title I	39,000.00
5000-5999: Services And Other Operating	Title I	1,500.00
5800: Professional/Consulting Services And	Title I	19,500.00
None Specified	Title I	750.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	7,500.00
1000-1999: Certificated Personnel Salaries	Title III	11,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	475,000.00
Goal 2	339,000.00
Goal 3	126,800.00
Goal 4	297,000.00
Goal 5	19,750.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jon Campbell	X				
Summer Sorosinski		X			
Aly Wilson		X			
Kari Bluff		X			
Rebecca Hammack			X		
Jasmine Shelton					X
Tamara Romenchenko					X
Vlad Yatvuchecenko				X	
Jill Morgan				X	
Numbers of members of each category:	1	3	1	2	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2.1.2018.

Attested:

Jon Campbell / Amos Nugent III

Typed Name of School Principal

Signature of School Principal

Date

Vlad Yavtushenko

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date