



Community Collaborative Charter School
5715 Skvarla Avenue, McClellan, CA 95652 ■ (916)286-5161
Website: <https://cccs-gcc-ca.schoolloop.com>
CDS Code: 34765050108837

Principal

Jon Campbell
Toolie Younger

Gateway Community Charters

5726 Dudley Boulevard, McClellan, CA 95652 ■ (916)286-5129
www.gcccharters.org

Board of Trustees

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Twin Rivers Unified School District

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

Superintendent/CEO

Dr. Cindy Petersen

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- View this SARC online at the school and/or LEA web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents and community members should contact the school principal or the GCC Central Office

Mission Statement

Community Collaborative Charter School (CCCS) is a K-12 program utilizing non classroom based instruction and traditional independent study as an innovative and creative full service program dedicated to meeting the needs of the whole child. We do this by:

- Partnering with community resource providers
- Emphasizing standards-based curriculum
- Providing parents and guardians instructional guidance and support
- Identifying student instructional needs and providing individualized education plans

• Providing access to district/social/community services and support as well as mentoring opportunities. It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place and then we work to create multiple path-ways to meet the divergent needs of our student population.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Community Collaborative Charter School main campus at (916)286-5161. Parents who wish to volunteer at CCCS West Sacramento may call (916)438-3051.

District & School Profile

Community Collaborative Charter School is a Gateway Community Charters (GCC) charter school. Gateway Community Charters was created in April of 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving under-served and at-risk populations. Each of our schools has a unique mission and vision and has a track record of serving students within the charter school construct. Gateway Community Charters has a total of six charter schools and is with Twin Rivers Unified School District and San Juan Unified School District as the LEA/oversight agencies.

As a non-classroom based program, middle and high school students are required to attend CCCS for a minimum of one hour per week to meet with their master teacher. The school provides numerous opportunities for additional support. A homework lab, which is supervised by highly qualified English and Mathematics teachers, is open for student use 30 hours each week, and lab attendance can be assigned by teachers for struggling students. Students may use the lab for assistance with their weekly assignments to prepare for the CAHSEE, or use the computers to complete assigned work or research jobs, colleges, or vocational programs. In addition to these labs, the ELD and special education programs offer their own labs for one-on-one tutorials. Finally, a staffed Career and Family Resource center is available during school hours to provide resources and assistance with receiving jobs and financial aid, and accessing community resources.

CCCS also offers hybrid programs for students in grades K-12 for both academic support and enrichment. Recognizing the fact that elementary students are not traditionally the best candidates for independent study unless they are in a fully supported environment with highly engaged parents/guardians, CCCS provides two options for its K-8 students. Each model allows for specific degrees of targeted teacher support, social interaction, field trips, and activities in a small group environment.

Student Enrollment by Grade Level (School Year 2013-14)

Kindergarten	68
Grade 1	55
Grade 2	52
Grade 3	28
Grade 4	28
Grade 5	23
Grade 6	18
Grade 7	15

Grade 8	30
Grade 9	70
Grade 10	73
Grade 11	72
Grade 12	292
Total Enrollment	824

Student Enrollment by Student Group (School Year 2013-14)

Group	Percentage
Number of Students	824
Black or African American	14.0%
American Indian or Alaska Native	1.1%
Asian	1.5%
Filipino	0.4%
Hispanic or Latino	27.1%
Native Hawaiian or Pacific Islander	0.6%
White	51.7%
Two Or More Races	3.6%
Socioeconomically Disadvantaged	91.7%
English Learners	33.4%
Students with Disabilities	14.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

	School			District
	11-12	12-13	13-14	2013-2014
Fully Credentialed	66	66	60	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	38	25	17	52

Teacher Misassignments and Vacant Teacher Positions

	11-12	12-13	13-14
Misassignments of Teachers of English Language Learners	1	0	0

Total Missassignment of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	100%	0%
District	75%	24%
High Poverty Schools in District	75%	24%
Low Poverty Schools in District	0%	0%

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year Year and Month in which data was collected: December 2014

Community Collaborative Charter School Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-6 th	English/Language Arts	Houghton Mifflin CA	2010
7 th -11 th	English/Language Arts	Pearson Common Core	2014
12 th	English/Language Arts	McDougal Littell	2009
K-6 th	History/Social Science	Houghton Mifflin Scott Foresman	2004 2009
7 th -8 th	History/Social Studies	McDougal Littell	2009
9 th -12 th	History/Social Studies	McDougal Littell	2009
K-6 th	Mathematics	Scott Foresman	2009
6 th -8 th	Mathematics	Pearson Digits 6-8	2014
9 th -12 th	Mathematics	McDougal Littell	2009
K-6 th	Science	Harcourt (CA)	2010
7 th -8 th	Science	Holt	2009
9 th -12 th	Science	Glencoe/Holt	2009

School Facilities

Community Collaborative Charter School consists of approximately 28 classrooms split between our main campus and numerous resource centers throughout the Greater Sacramento region. The main CCCS campuses are located at

McClellan Park, Robertson Center and West Sacramento. In 2014-2015, CCCS opened a new elementary facility at McClellan Park with three classrooms, a teacher work area, and a new playground. All campuses are equipped with teacher work areas, technology centers, and space for students to socialize.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences programs of study.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (Grades 5, 8, 10)	23%	22%	23%	46%	44%	48%	60%	59%	60%

Note: Science assessments include California Standards Tests (CST's), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science School Year 2013-2014

Group	% Proficient/Adv.
All Students in the LEA	48%
All Students at the School	23%
Male	26%
Female	20%
Black or African American	18%
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	11%
Native Hawaiian or Pacific Islander	NA

White	34%
Two or More Races	NA
Socioeconomically Disadvantaged	19%
English Learners	5%
Students with Disabilities	10%
Students Receiving Migrant Education Services	NA

Note: Science assessments include CST's, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students - Three Year Comparison

Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English/Language Arts	23%	25%	28%	40%	42%	40%	54%	56%	55%
Mathematics	31%	30%	34%	41%	41%	40%	49%	50%	50%
History/Social Science	7%	8%	12%	29%	31%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-2011	2011-2012	2012-2013
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2011-2012	Actual API Change 2011-2012	Actual API Change 2012-2013
All Students at the School	89	-4	19
Black or African American	ND	ND	ND
American Indian or Alaska Native	ND	ND	ND
Asian	ND	ND	ND
Filipino	ND	ND	ND
Hispanic or Latino	49	-12	-11
Native Hawaiian or Pacific Islander	ND	ND	ND
White	77	4	3
Two or More Races	ND	ND	ND

Socioeconomically Disadvantaged	86	-2	14
English Learners	82	11	-7
Students with Disabilities	ND	ND	ND

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

Measure	Percent
2012-13 Students Enrolled in Courses required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students- Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	9%	10%	14%	37%	34%	32%	56%	57%	56%
Mathematics	13%	10%	18%	37%	35%	34%	58%	60%	62%

California High School Exit Examination Grade Ten Results by Student Group- Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61%	23%	16%	58%	31%	12%
All Students at the School	86%	12%	2%	82%	17%	1%
Male	90%	8%	3%	80%	17%	2%
Female	82%	16%	2%	84%	16%	N/A
Black or African American	82%	12%	6%	81%	13%	6%

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	91%	9%	N/A	89%	11%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	85%	15%	N/A	77%	23%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	87%	11%	1%	86%	13%	N/A
English Learners	N/A	N/A	N/A	100%	N/A	N/A
Students with Disabilities	95%	5%	N/A	95%	5%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2013-2014)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	5.0%	25.0%	15.0%
7 th	20.0%	6.7%	N/A
9 th	22.6%	3.2%	3.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2013-2014)

Parent Involvement

Community Collaborative Charter School greatly benefits from its supportive parents who participate in various school activities, field trips, and volunteer at the school sites. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and provide feedback regarding the school's Single School District and LCAP plans. Various parent events such as educational family nights, parent forums, open houses, awards nights, etc. are held on a regular basis. Upon enrollment, parents and students meet with an enrollment specialist and go over the student's needs and the school's expectations. For more information about parent involvement opportunities at the school, contact the school office at 916.286-5161. For volunteer opportunities at CCCS West Sacramento, please call 916.438.3051

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High School dropout rates; and
- High School graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	54.7	56.8	48.1	21.6	19.4	16.4	14.7	13.1	11.4
Graduation Rate	18.24	15.77	23.29	68.66	72.32	75.31	77.14	78.87	80.44

Alternative School Dropout Rates

CCCS has a heart and a mission to serve the at-risk/at-promise students of Sacramento County. The charter school participates as an Alternative School Accountability Model school and has a high mobility throughout the year. Community Collaborative Charter School is committed to serving all students who request service no matter the time of year or their past challenges.

Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations with high mobility schools. Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible or participating in the Alternative Schools Accountability Model (ASAM). Calculating dropout rates for schools with a high volume of short term students may result in overstated rates in excess of 100 percent because the point-in-time enrollment count will significantly understate the actual enrollment over time.

It may also be inappropriate to compare dropout rates for alternative schools and dropout recovery high schools to local comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

Completion of High School Graduation Requirements (Class of 2013)

Group	School	District	State
All Students at the School	43%	67%	84%
Black or African American	43%	61%	75%
American Indian or Alaska Native	41%	53%	77%
Asian	50%	80%	92%
Filipino	ND	68%	92%
Hispanic or Latino	37%	61%	80%
Native Hawaiian or Pacific Islander	ND	66%	84%
White	52%	73%	90%
Two or More Races	100%	73%	89%

Socioeconomically Disadvantaged	42%	69%	82%
English Learners	24%	49%	53%
Students with Disabilities	58%	55%	60%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	0.0	0.3	0.0	9.7	9.3	8.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan

Gateway Community Charters, in conjunction with Community Collaborative Charter School, has adopted a Comprehensive School Safety Plan that is reviewed and revised in February and board-adopted by March 1 each year. The plan addresses required elements such as campus safety and security, emergency preparedness, disaster plans, school uniform policies, student discipline, anti-discrimination and harassment, anti-bullying, etc.

School safety is a primary concern at Community Collaborative Charter School. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each student and office area has an Emergency Preparedness Guide. The school at large has regular fire, earthquake and lockdown drills. The safety plan is updated each year and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Visitors to the school must first check in at the front office.

Discipline & Climate for Learning

Students at Community Collaborative Charter School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of CCCS’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. CCCS is a Flippen Group’s Capturing Kids Hearts (CKH) school. CKH program elements promote positive, self-regulated student behavior and positive school culture. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. Parents are contacted immediately after a discipline concern. For more serious discipline issues, referrals are completed and submitted to an administrative staff member. Appropriate consequences are given to students accordingly.

Student Recognition

CCCS recognizes and celebrates the achievements and successes of students and staff on a regular basis. School-wide and teacher-driven incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students are recognized for their achievement/effort/citizenship during multiple student recognition awards assemblies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-2014)

AYP Criteria	School	District
Made AYP Overall	NA	NA
Met Participation Rate- English-Language Arts	NA	NA
Met Participation Rate- Mathematics	NA	NA
Met Percent Proficient- English-Language Arts	NA	NA
Met Percent Proficient- Mathematics	NA	NA
Met API Criteria	NA	NA
Met Graduation Rate	NA	NA

Federal Intervention Program (School Year 2014-2015)

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in PI	NA	51
Percent of Schools Identified for PI	NA	100.0%

Note: Cells with NA values do not require data.

*DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
K	19.5	8	19	2	10	4	2	3	1	0	0	0
1	20.5	18	18	1	4	2	1	2	1	0	0	0
2	27.7	16	21	2	3	1	0	1	1	1	0	0
3	16.7	17	18	1	3	1	2	1	0	0	0	0

4	27.5	14	19	0	4	1	2	0	1	0	0	0
5	23.0	13	14	1	4	4	1	0	0	0	0	0
6	N/A	26	11	0	1	4	0	6	1	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English	36	6	5	0	182	185	0	0	0	1	1	0
Mathematics	2	4	3	1	188	182	0	1	0	0	0	0
Science	0	6	5	0	75	67	0	1	0	0	0	0
Social Studies	0	5	4	0	140	136	0	1	0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	2.0	412
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	1	NA
Psychologist	1 (As Needed)	NA
Social Worker	0	NA
School Nurse	1 (As Needed)	NA
Resource Specialist Program Teacher	1 (As Needed)	NA
Speech and Language Specialist	1 (As Needed)	NA
Athletic Director	1 (As Needed)	NA

Note: Cells with NA values do not require data.

Expenditures & Services Funded

In addition to general state LCFE funding, CCCS receives state and federal funding for the following categorical and other support programs:

- Title I - Various programs/additional support to assist students of low-socioeconomic status
- Title II - Staff Development
- Title III - Various programs/additional support to assist English Learners
- State Lottery
- State Lottery, Instructional Materials
- BTSA

Advanced Placement Courses (School Year 2013-2014)

	# of Courses	Enrollment
All Courses	0	
Computer Science	-	
English	-	
Fine and Performing Arts	-	
Foreign Language	-	
Mathematics	-	
Science	-	
Social Studies	-	

Professional Development - Most Recent Three Years

Staff members at CCCS participate in a comprehensive program of professional development. With the changing landscape of standards-based education and the onset of Common Core State Standards and Next Generation Science Standards, staff has been participating in a multitude of trainings to prepare for the shifts. CCCS is a Capturing Kids' Hearts (CKH) school - CKH is a comprehensive program designed to enhance school culture as well as build self-regulated behavior among students. The program requires frequent staff development and collaboration. Finally, teachers at the school's elementary sites participate in extensive Guided Language Acquisition and Development (GLAD) training and collaboration to address the needs of our English Learner population.

The school offers five staff development days annually and holds weekly collaboration meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Monday morning collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.

