

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2018-2019 School Year  
Published During 2019-2020**



**Community Collaborative Charter School**  
5715 Skvarla Avenue, McClellan, CA 95652 ■ (916)286-5161  
Website: [www.cccs-sacramento.org](http://www.cccs-sacramento.org)  
CDS Code: 34765050108837

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**Principal**

Jon Campbell

**Gateway Community Charters**

5112 Arnold Ave. Suite A, McClellan, CA 95652 ■ (916)286-5129

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

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

**Board of Trustees**

Lillie Campbell  
Bruce Mangerich  
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**Twin Rivers Unified School District**

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

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

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

**Superintendent/CEO**

Dr. Cindy Petersen

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

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

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **Mission Statement**

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, standards-based 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;
- Developing social-emotional intelligence amongst students for future success.

## **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, 21<sup>st</sup> 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; may include but is not limited to Academy of Creative Arts, CTE programs, Online/Blended learning program, Service Learning, Community Impact Academy, college trips, and 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 focus on the needs, and affirms the worth, of each student.

## **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 or the North Sacramento campus at (916) 286-5199.

## 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 nine charter schools and works with Twin Rivers Unified School District, San Juan Unified School District, Elk Grove Unified School District, Sacramento City Unified School District, and Yolo County Office of Education 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 computer lab for assistance with their weekly assignments, to complete assigned work, or to 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. 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 has a strong visual-performing arts program and provides multiple CTE and service learning opportunities for students.

CCCS also offers a hybrid program 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 a model for K-8 students that focuses on targeted teacher support, social interaction, field trips, and activities in a small group environment.

## Student Enrollment by Grade Level (School Year 2018-19)

Kindergarten	11
Grade 1	12
Grade 2	11
Grade 3	13
Grade 4	11
Grade 5	13
Grade 6	10
Grade 7	14
Grade 8	17
Grade 9	75
Grade 10	62
Grade 11	61
Grade 12	154
Total Enrollment	464

## Student Enrollment by Student Group (School Year 2018-19)

Group	Percentage
Number of Students	464
Black or African American	11.2%
American Indian or Alaska Native	0.9%
Asian	1.3%
Filipino	0.2%
Hispanic or Latino	41.2%
Native Hawaiian or Pacific Islander	0.9%
White	36.9%
Two Or More Races	6.5%
Other	0.5%
Socioeconomically Disadvantaged	88.4%
English Learners	18.3%
Students with Disabilities	14.9%
Foster Youth	0.4%
Homeless	10.8%

### A. Conditions of Learning

#### State Priority: Basic

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

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

#### Teacher Credentials

	School			District
	17-18	18-19	19-20	2018-2019
Fully Credentialed	31	28	24	1210
Without Full Credentials	0	0	0	54
Working Outside Subject	8	8	8	46

#### Teacher Misassignments and Vacant Teacher Positions

	17-18	18-19	19-20
Misassignments of Teachers of English Language Learners	0	0	0
Total Missassignment of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year  
Year and Month in which data was collected: December 2019**

Community Collaborative Charter School Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-6 <sup>th</sup>	English/Language Arts	McGraw Hill	2015
7 <sup>th</sup> -11 <sup>th</sup>	English/Language Arts	Pearson Common Core	2014
12 <sup>th</sup>	English/Language Arts	Pearson Common Core	2016
K-6 <sup>th</sup>	History/Social Science	Houghton Mifflin Scott Foresman	2004 2009
7 <sup>th</sup> -8 <sup>th</sup>	History/Social Studies	McDougal Littell	2009
9 <sup>th</sup> -12 <sup>th</sup>	History/Social Studies	McDougal Littell	2009
K-6 <sup>th</sup>	Mathematics	Pearson Envision	2016
6 <sup>th</sup> -8 <sup>th</sup>	Mathematics	Pearson Digits	2014
9 <sup>th</sup> -12 <sup>th</sup>	Mathematics	McDougal Littell Houghton Mifflin – Integrated Math I Integrated Math II	2009 2016 2017
K-6 <sup>th</sup>	Science	Harcourt (CA)	2010
7 <sup>th</sup> -8 <sup>th</sup>	Science	Holt	2009
9 <sup>th</sup> -12 <sup>th</sup>	Science	Glencoe/Holt	2009
K-12 <sup>th</sup>	Online Curriculum	Edgenuity	2017

**School Facilities (2019-2020)**

For 2019-2020, Community Collaborative Charter School consisted of approximately 28 classrooms split between the main campus and numerous resource centers throughout the Greater Sacramento region. In 2018-2019, CCCS opened a new elementary facility in North Highlands to house the rapidly expanding K-8 program. In 2016-2017, CCCS added a new theater to its facilities for its VAPA program. All campuses are equipped with teacher work areas, technology centers, and space for students to socialize. GCC works with facility landlords to ensure a clean and safe environment for students and employees.

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Assessments for students in the general education population and the California Alternate Assessments (CAA’s) for English language arts/literacy (ELA) and mathematics given

in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment (CAPA) for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with cognitive disabilities); and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**  
Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
English/Language Arts	13%	19%	20%	32%	36%	38%	48%	50%	50%
Mathematics	5%	6%	4%	25%	27%	29%	37%	38%	39%

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

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Eleven (School Year 2018-2019)**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	166	90.22%	9.78%	19.88%
Male	91	80	87.91%	12.09%	18.75%
Female	93	86	92.47%	7.53%	20.93%
Black or African American	24	22	91.67%	8.33%	22.73%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	56	88.89%	11.11%	17.86%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	62	56	90.32%	9.68%	25.00%
Two or More Races	23	21	91.30	8.70%	14.29%
Socioeconomically Disadvantaged	158	144	91.14%	8.86%	17.36%
English Learners	48	43	89.58%	10.42%	6.98%

Students with Disabilities	34	31	91.18%	8.82%	9.68%
Students Receiving Migrant Education Services	--	--	--		--
Foster Youth	--	--	--		--
Homeless	16	13	81.25%	18.75%	7.69%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### **CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2018-19)**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	172	93.48%	6.52%	4.07%
Male	90	83	92.22%	7.78%	4.82%
Female	94	89	94.68%	5.32%	3.37%
Black or African American	23	22	95.65%	4.35%	4.55%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	58	90.63%	9.37%	3.45%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	62	60	96.77%	3.23%	3.33%
Two or More Races	23	21	91.30%	8.70%	4.76%
Socioeconomically Disadvantaged	159	150	94.34%	5.66%	3.33%

English Learners	48	47	97.92%	2.08%	2.13%
Students with Disabilities	34	32	94.12%	5.88%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25%	18.75%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3- Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

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

Subject	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Science (Grades 5, 8, 10)	NA	NA	NA	NA	NA	NA	NA	NA	NA

Note: The 2016-2017 and 2017-2018 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards (NGSS). The new California Science Test (CAST) was piloted in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-2019 school year. The CAA for Science was pilot-tested for two years (i.e. 2016-2017 and 2017-2018) and the CAA for Science will be field tested in 2018-2019.

Note: Science test results include the CAST and CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceed the standard on the CAST plus the total number of students who met the standard (i.e. achieved Level 3 Alternate) on the CAA for science divided by the total number of students who participated on both assessments.



### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of pupils participating in CTE	95
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17.20%

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses required for UC/CSU Admission	64.07%
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2018-2019)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 <sup>th</sup>	37.5%	12.5%	0%
7 <sup>th</sup>	26.4%	21.1%	5.3%
9 <sup>th</sup>	38.5%	15.9%	4.5%

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

## C. Engagement

### State Priority: Parental Involvement

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

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

## Opportunities for Parental Involvement (School Year 2019-20120)

### 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 (main campus) or 916.286-5199 (North Sacramento).

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate	48.2%	47.3%	36.4%	8.5%	23.4%	28.3%	9.7%	9.1%	9.6%
Graduation Rate	28.7%	25.6%	28.5%	84.3%	59.7%	61.3%	83.8%	82.7%	83.0%

### 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 a Dashboard Alternative School Status (DASS) 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 DASS. 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.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	0.1%	0.2%	0.0%	7.1%	6.9%	6.1%	3.6%	3.5%	3.5%
Expulsions	0%	0%	0%	0.0%	0.1%	0.1%	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 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.

### Average Class Size and Class Size Distribution (Elementary)

	Average Class Size			Classrooms Containing:								
	16-17	17-18	18-19	1-20 Students			21-32 Students			33+ Students		
				16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
K	NA	14	11	NA	1	1	0	0	0	0	0	0
1	NA	11	12	NA	1	1	0	0	0	0	0	0
2	NA	14	11	NA	1	1	0	0	0	0	0	0
3	NA	10	13	NA	1	1	0	0	0	0	0	0
4	NA	9	11	NA	1	1	0	0	0	0	0	0
5	NA	15	13	NA	1	1	0	0	0	0	0	0
6	NA	9	10	NA	1	1	0	0	0	0	0	0

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

### Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Classrooms Containing:								
	16-17	17-18	18-19	1-22 Students			23-32 Students			33+ Students		
				16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
English	5	5	5	136	113	95	1	0	1	0	0	0
Mathematics	3	3	3	154	159	142	0	0	0	0	0	0
Science	5	4	5	58	74	61	0	0	0	0	0	0
Social Studies	4	5	5	106	105	92	0	0	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	1.0	464

**Student Support Services Staff (School Year 2018-19)**

	Number of FTE Assigned to the School
Academic Counselor	1.0
Counselor (Social/Behavioral)	0
Library Media Teacher (Librarian)	0
Library Media Paraprofessional	1
Psychologist	1 (As Needed)
Social Worker	0
School Nurse	1 (As Needed)
Resource Specialist Program Teacher	1 (As Needed)
Speech and Language Specialist	1 (As Needed)
Athletic Director	1 (As Needed)

Note: Cells with NA values do not require data.

**Expenditures & Services Funded**

In addition to general state LCFF 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

**Advanced Placement Courses (School Year 2018-2019)**

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

## **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 participated in a multitude of trainings regarding the shifts. CCCS participates in writing development training and coherence training with InnovateEd. 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 the school's 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 succeed.