



Community Collaborative Charter School
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Gateway Community Charters

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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.

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 as the LEA/oversight agency.

Community Collaborative Charter School had a CBEDS enrollment of 873 students in grades kindergarten through twelve for the 2010-11 school year. Student demographics are illustrated in Table 1.

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.

Table 1: Student Enrollment

Group	Percentage
Number of Students	873
Black or African American	9.0%
American Indian or Alaska Native	3.3%
Asian	2.9%
Filipino	0.7%
Hispanic or Latino	23.4%
Native Hawaiian or Pacific Islander	0.3%
White	58.3%
Two Or More Races	1.8%
Socioeconomically Disadvantaged	84.3%
English Learners	34.4%
Students with Disabilities	2.6%

Discipline & Climate for Learning

Community Collaborative Charter School provides an atmosphere that is conducive to learning and overall personal growth. The school places a heavy emphasis on the well-being and safety of everyone at the school and believes that students have the right to learn in a safe, nurturing environment. CCCS has specific rules regarding discipline and dress code that are outlined in the school’s parent/student handbook. Parents of every student who enrolls at the school, new or returning are required to sign off assuring that they have read and received a copy of the handbook. The main points are outlined to parents and students by the enrollment/intake specialist at each enrollment appointment.

Table 2 illustrates total cases of Suspensions and Expulsions for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some

students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Table 2: Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	12	10898	6864	6641
Suspension Rate	0.0%	0.0%	0.6%	35.2%	22.0%	21.0%
Expulsions	0	0	0	64	52	26
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

School Enrollment & Attendance

Charter Schools, schools and districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Community Collaborative Charter School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Table 3 illustrates the enrollment trend by grade level for the past three school years.

	2008-2009	2009-2010	2010-2011
K	26	29	49
1 st	24	29	44
2 nd	28	28	31
3 rd	29	22	41
4 th	17	32	29
5 th	20	19	40
6 th	18	22	30
7 th	32	29	28
8 th	51	54	33
9 th	142	157	65
10 th	126	158	67
11 th	124	124	92
12 th	99	139	324
Total Enrollment	736	842	873

School Leadership

Leadership at CCCS is a responsibility shared among Gateway Community Charters and site administrators. Principal Jon Campbell is in his seventh year as site administrator and worked for six years as a teacher before moving up to administration. Principal Joi Tikoi is in her fourth year of administration and taught for 10 years prior

to moving to administration. Both Principal Campbell and Principal Tikoi participate in monthly one-on-one meetings with the Superintendent as well as additional monthly meetings with the CBO for collaborative budget review and management. Principals also participate in twice monthly professional learning community work with the GCC central administration and all GCC principals. School leadership and the School Site Council work to ensure that school programs meet all expected standards and continuously support all students.

Superintendent Cindy Petersen Ed.D. has over 25 years experience as an educational leader, an administrator and classroom teacher. The school leadership team also includes lead teachers and BTSA Support Providers. The faculty and staff participate in various grade level teams and leadership teams.

School site support includes: BTSA Support Providers, Director of Categoricals, Academic and Assessment Coordinator, and Director of Community Engagement and Development. The staff also participates in weekly staff development and coordinated team meetings.

Teacher Assignment

Community Collaborative Charter School recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential (Table 5). Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year (Table 6).

Table 5: Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	32	35	58	1091
Without Full Credentials	1	0	0	12
Working Outside Subject	0	0	0	14

Table 6: Misassignments/Vacancies

	08-09	09-10	10-11
Misassignments of Teachers of English Language Learners	0	0	12
Total Missassignment of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Table 7: NCLB Compliant Teachers

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	75.68%	24.32%
District	90.6%	9.4%
High Poverty Schools in District	90.6%	9.4%
Low Poverty Schools in District	N/A	N/A

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and GCC policies. All teachers are formally evaluated annually and are informally observed on a regular basis.

Each teacher is evaluated annually via a performance pay system. The assessment of performance is completed by themselves, their administrator, and a peer. Criteria for the evaluation are based upon the California Standards for the Teaching Profession. Using a rubric for evaluation, teachers have the opportunity to earn performance pay based upon observable quality teaching performance.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. 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. Collaboration time is provided weekly for review of school-wide and student specific data to create critical intervention, support and success strategies for CCCS students.

Community Collaborative Charter incorporates two hours for staff development and another hour for teacher cohort meetings into the schedule for all staff members. Both events are designed to increase communication amongst staff in order to better identify and serve students.

Counseling & Support Staff

It is the goal of Community Collaborative Charter School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1.5:566. Table 8 lists the support service personnel available at Community Collaborative Charter School.

Table 8: Counseling & Support Services Staff

	Number of Staff	Average Number of Students per Academic Counselor
Counselor	1.5	566
Parent Liaison	-	
Psychologist	1 (As Needed)	
Resource Specialist Program Teacher	1	
Speech and Language Specialist	1 (As Needed)	

Parent Involvement

CCCS looks to engage all parents in the educational process and academic progress of their students. As a school that operates as a non-classroom based model parents are expected to encourage, support and be actively involved in students overall educational needs. Parents are provided opportunities to be directly involved in many of our small group, student-centered activities; in ESL support classes, school field trips, and as members of our School Site Council. Upon enrollment, parents and students meet with an enrollment specialist and go over the student's needs and the school's expectations. Parents are encouraged to contact the office or come in to the school at anytime to inquire about further opportunities to engage with the school.

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 non-classroom based model. Because teachers meet students one-on-one, because of the low overall student teacher ratio, and because each student has only one teacher, the teacher, parent, and student are able to build a good working relationship in order to help each student succeed.

Curriculum Development

All curriculum development at Community Collaborative Charter School revolves around the California State Content Standards and Frameworks. The writing and implementation of the CCCS curriculum is an ongoing process. Administrators, teachers, and specialists align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials

Table 9 displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Table 9: Gateway Community Charters Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-6 th	English/Language Arts	Macmillian/McGraw-Hill	2010
7 th -8 th	English/Language Arts	McDougal Littell/Pearson	2009
9 th -12 th	English/Language Arts	Globe Fearson/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
7 th -8 th	Mathematics	McDougal Littell	2009
9 th -12 th	Mathematics	McDougal Littell	2009
7 th -8 th	Science	Holt	2009
9 th -12 th	Science	Glencoe/Holt	2009

School Facilities & Safety

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

School safety is a primary concern of Community Collaborative Charter School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. The safety plan was updated and reviewed with staff in August 2010. A school site representative participates on the Gateway Community Charters Safety Committee.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch. All classrooms have internet availability for student research. All sites have library or library access through the main campus.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Table 10 illustrates the combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period. Table 11 shows the combined percentage of students scoring at the Proficient and Advanced levels for English/Language Arts, Math, Science, and Social Studies by subgroup. For results on course specific tests, please see <http://star.cde.ca.gov>.

Table 10: California Standards Test (CST)

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English/Language Arts	15%	18%	23%	38%	39%	40%	49%	52%	54%
Mathematics	9%	16%	31%	35%	40%	41%	46%	48%	50%
Science	8%	13%	16%	34%	39%	41%	50%	54%	57%
History/Social Science	7%	7%	7%	25%	27%	29%	41%	44%	48%

**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.*

Table 11: California Standards Test (CST) Subgroups

Subject	English/Language Arts	Mathematics	Science	History/Social Studies
All Students in the District	40%	41%	41%	29%
All Students at the School	23%	31%	16%	7%
Male	24%	29%	22%	10%
Female	23%	33%	11%	5%
Black or African American	10%	4%	12%	3%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	6%	7%	3%	3%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	32%	38%	24%	12%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	26%	32%	18%	8%
English Learners	30%	48%	11%	3%
Students with Disabilities	6%	0%	0%	0%
Students Receiving Migrant Education Services	-	-	-	-

**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.*

Academic Performance Index

As summarized in Table 12, the Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. This is an Alternative School Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Table 12: Academic Performance Index (API)

	School	District	State
All Students	643	726	778
Black or African American	517	663	696
Hispanic or Latino	492	713	729
White	695	764	845
Socioeconomically Disadvantaged	641	716	726
English Learners	717	709	707
Students with Disabilities	298	557	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in Table 13.

Table 13: Adequate Yearly Progress (AYP)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate- English- Language Arts	No	Yes
Met Participation Rate- Mathematics	No	Yes
Met Percent Proficient- English Language Arts	No	No
Met Percent Proficient- Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	Yes

Federal Intervention Program

Charter schools, schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Table 14: Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in PI (2010-11)	Year 1	Year 2
Number of Schools Currently in PI		47
Percent of Schools Identified for PI		83.9%

Physical Fitness

In the spring of each year, Community Collaborative Charter School is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. The results of the test are summarized in Table 15. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Table 15: Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	15.40%	7.70%	7.70%
7 th	0.00%	12.50%	12.50%
9 th	15.20%	9.10%	9.10%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Table 16 displays the percent of students, by group, achieving at the Proficient or Advanced level for the past three years. Table 17 displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

Table 16: California High School Exit Examination Results for All Grade Ten Students- Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English Language-Arts	14%	11%	13%	35%	34%	34%	52%	54%	59%
Mathematics	15%	9%	7%	37%	34%	35%	53%	54%	56%

Table 17: 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	66%	21%	13%	65%	25%	10%
All Students at the School	87%	9%	4%	93%	7%	0%
Male	95%	0%	5%	95%	5%	0%
Female	82%	15%	3%	91%	9%	0%
Black and African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	94%	6%	0%	95%	5%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	78%	13%	9%	89%	11%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	86%	10%	4%	94%	6%	0%
English Learners	95%	5%	0%	95%	5%	0%
Students with Disabilities	100%	0%	0%	0%	0%	0%
Students Receiving Migrant Educational Services	0%	0%	0%	0%	0%	0%

**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.*

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, Table 18 displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Table 18: Completion of High School Graduation Requirements

Group	Graduating Class of 2011		
	School	District	State
All Students	29%	78.0%	N/D
Black or African American	23%	71.0%	N/D
American Indian or Alaska Native	-	70.0%	N/D
Asian	30%	84.0%	N/D
Filipino	-	0.0%	N/D
Hispanic or Latino	-	77.0%	N/D
Native Hawaiian or Pacific Islander	-	77.0%	N/D
White	56%	84.0%	N/D
Two or More Races	-	63.0%	N/D
Socioeconomically Disadvantaged	25%	75.0%	N/D
English Learners	28%	77.0%	N/D
Students with Disabilities	-	76.0%	N/D

* Note: "N/D" means that no data were available to the CDE or LEA to report.

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.

Dropout & Graduation Rates

Community Collaborative Charter School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Daily academic support labs on-campus, Reading Intervention, CAHSEE support, Teen Parenting classes, parent support groups, Anger Management classes, and career assistance programs for students.

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 high mobility throughout the year. Community Collaborative is committed to serving all students who request service no matter the time of year or their past challenges. Often CCCS begins the year with approximately 400 students and will have provided services for some 1400 students in some form throughout the school year.

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).

The dropout rate calculations posted on the CDE Web site compare the counts of dropouts over the entire school year with a single day enrollment count on CBEDS Information Day (first Wednesday of October). By design, alternative schools and dropout recovery high schools, such as CCCS, may serve many students over the course of a school year. Students may stay in these schools for short periods of time with the intent of returning to their local comprehensive high schools. 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.

Table 19: Dropout and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-Year)	0.0	52.5	41.3	0.0	9.5	10.6	4.9	5.7	4.6
Graduation Rate	38.89	31.20	29.94	70.53	76.69	78.28	80.21	78.59	80.44

Career Technical Education

Community Collaborative Charter School continues to work toward creating career opportunities for students within the charter school construct. Additionally, CCCS students can enroll in Regional Occupational Program (ROP) courses through the Twin Rivers Unified School District and Sacramento County ROP.

Table 20 displays information about participation in the school's Career Technical Education (CTE) programs.

Table 20: Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

UC/CSU Course Completion

Students at Community Collaborative Charter are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. Representatives from UC and CSU come to the school to discuss their programs and encourage students to prepare for college.

Table 21: Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	94.7%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

A: Two years of history/social science

B: Four years of English

C: Three years of college preparatory mathematics (Four recommended for UC)

D: Two years of laboratory science (Three recommended for UC)

E: Two years of a single language other than English (Three recommended for UC)

F: One year of visual/performing arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of “C” or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Expenditures & Services Funded

Prior to fiscal year 2008–09, funds for 38 categorical programs were restricted to specific purposes. Per *EC* Section 42605, these funds are now unrestricted. Schools may use the funds to provide services under the pre-flexed programs or for other education purposes or programs. Gateway Community Charters utilizes these funds for educational costs for each of our schools. Community Collaborative Charter receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title I ARRA
- Title II
- Title II-LEP
- Title III-Immigrant
- SFSF
- Education Jobs
- State Lottery
- State Lottery, Instructional Materials

Data Sources

Data within the SARC was produced by Gateway Community Charters, provided by Twin Rivers Unified School District through CCCS’s MOU for testing services, retrieved from the 2010-11 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Additional data was provided using the schools ZOOM: Data Director program and Aeries student information system.