

## Form B: Project Abstract

Community Collaborative Charter School (CCCS) is a K-12th grade public charter school that operates multiple resource centers throughout Sacramento County in addition to its main campus located on the former McClellan AFB in North Highlands, California. CCCS serves special populations that include but are not limited to a high percentage of students who are credit deficient, 5th-year seniors, pregnant and parenting teens, emancipated youth, homeless youth, and English Language Learners. Without entrance requirements, disadvantaged students are more likely to enroll and participate in a challenging program. CCCS accepts all students that apply within capacity limitations and according to the lottery process.

The CCCS educational program utilizes non-classroom based and independent study education as an innovative and creative full-service program dedicated to meeting the needs of the whole child by partnering with community resource providers. It is the mission of CCCS to provide a high-quality curriculum, instructional support, and community and social resources to families and students. CCCS strives to create multiple pathways to meet the divergent needs of this unique student population. CCCS is committed to providing access to high-quality education to students by emphasizing a standards-based curriculum in creative, alternative, educational settings. Teachers, subject specialists, and paraeducators provide instructional guidance and support and assist in identifying student instructional needs and providing individualized educational plans. CCCS has a variety of successful academic support labs, tutoring opportunities, and small classes to support students to success within their academic program.

By linking social service organizations and education, CCCS is able to serve students who have been disenfranchised from the traditional school system. The school operates on the belief that all students can learn and achieve if their basic needs are being met. By facilitating access to district/social/community services and support, CCCS works with students and families to ensure that successful support systems are in place to meet the unique needs of at-risk youth. CCCS currently partners with organizations like Camp Pollock, Sacramento Food Bank and Family Services, to provide all students with nutritious meals outside of school, Next Move, Student Reach, Soroptimist, Serve Partnerships Unlimited (SPU), City of Sacramento, Mutual Assistance Network, The Effort, Sacramento Youth Center, Stanford Youth, When Everyone Acts Violence Ends (WEAVE), and services as well as other new and developing partners. Currently, CCCS partners with WEAVE to provide educational services to the children of families that seek support and shelter from WEAVE. This ensures that all children can receive quality education when families are going through tumultuous circumstances.

CCCS currently partners with community organizations to provide services to the students. The school would like to have students work with community partners to take an active role in improving and supporting the community. We want to foster relationships and partnerships for students to volunteer with children with disabilities at Camp Pollock and assist at the Sacramento Food Bank. These opportunities to grow go beyond volunteering at local organizations. Students will participate in a social-emotional peer mentorship program to become peer mentors for other students. This program is fostered through a partnership with Sacramento Youth Center. Another mentorship program, Student REACH, stresses student involvement through leadership and extracurricular activities.

The vision of the Community School Coordinator is to address barriers to student learning and success by building a solid foundation to fully develop Community Collaborative Charter School as a community school with integrated student supports. The coordinator will serve as a member of the school leadership team, lead the analysis of site needs and assets, develop, coordinate, and sustain partnerships throughout the community. This role will provide support and leadership around a community school's core elements: school culture and climate, health and wellness, expanded learning, family engagement, youth leadership, academic and social-emotional learning, and school readiness and transitions.

The coordinator will develop integrated support services by implementing a needs assessment process to determine the highest priority needs as identified by the community. A high priority for the coordinator is to actively engage and integrate educational partners (students, parents, local governmental agencies, community partners, local businesses, school staff) in the planning and development of the program by conducting interviews, surveys, focus groups, community resource mapping, and program evaluation. The role will include coordinating partnerships and programs to support school and student needs, by strengthening existing partnerships and using need assessment data to cultivate new partnerships.

Although the full needs assessment will guide which partnerships, services, programs, and supports will be prioritized, one of the needs already identified is mental health support for students. The coordinator will expand on current supports to develop partnerships that will provide weekly on-site counseling with agencies such as Hope for Healthy Families. The coordinator will expand the current partnership with the Sacramento Youth Center for mentoring, peer mentoring, social-emotional health classes, and peer specialist services. In partnership with the Sacramento Youth Center, the coordinator will explore and pursue new partnerships to bring health care to students with agencies such as Dignity Health and the UC Davis Health System.

The coordinator will also develop expanded and enriched learning time and opportunities with the development of arts programs. The school would like to create a partnership with local hip hop artist Mission Smith for classes in Music Audio Recording and Production, and based on need assessment results, would like to explore additional opportunities in the arts such as art therapy, drama, and dance. The development of supplemental tutoring programs, summer programs, and community-based, project-based learning opportunities, such as a Cultural Diversity class with a community service component, will be initiated. Workforce development opportunities in partnership with the Sacramento Youth Center will be expanded, such as barista training/culinary arts, space for youth entrepreneurs to sell their products, ironworker training, internships, and others to be developed.

Finally, the Community School Coordinator will record and analyze data on outcomes and participant feedback and regularly present it to a collaborative leadership group of community stakeholders, including students, parents, teachers, staff, and community partners, to evaluate the effectiveness of programs, develop a shared vision for future direction, and make adjustments to shifting needs. At the end of the two-year period, the goal is that the four pillars of community schools will be developed and integrated, community partnerships are well-established, the school will be a thriving community center, and evidence of a positive impact on students' overall health, well-being, sense of belonging, and ability to learn is starting to emerge.

We believe the foundational elements of our school make us a great candidate for this planning grant.