School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Community Collaborative Charter School	34 76505 0108837	11.2.2020	11.3.2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program
X Comprehensive Support and Improvement
This plan is intended to document the implementation of federal funding and other school funding sources aligned to accomplish goals and actions established after a review of our comprehensive needs assessment, a review of recent student achievement data and other perception survey data.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Community Collaborative Charter School Single Plan for Student Achievement (SPSA) has been aligned to our most recent school Local Control Accountability Plan (LCAP). For the prior two years, our LCAP plan met all requirements for SPSA and hence we had only one active document. In California, due to COVID related school closures, the LCAP process was suspended for the end of the 2019-2020 school year through the present. This new SPSA was very closely aligned with the most recent LCAP because it contains goals, actions and services that are already aligned to the schools' mission, vision, beliefs and general educational philosophies within the current charter and contains direct aligned to the Gateway Community Charters Blueprint for Excellence framework all together working toward our achieving excellence within our three goals.

Through the implementation of Capturing Kids Hearts (CKH), high quality educational professional development, and the implementation of a large network of basic needs support services for our students, we have created an atmosphere of trust and respect between school and community is conducive to meeting the needs of the whole child, as we work to improve student achievement and close the achievement gaps. Community Collaborative Charter School SPSA goals:

1. Ensure all students graduate college and career ready
2. Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all sub-groups and special populations
3. Promotion of a positive school culture through learning environments that are clean, healthy, safe and facilitation of diverse, on-going opportunities for stakeholder engagement.

Through our annual stakeholder engagement process, the following priority themes emerged from the comprehensive needs analysis which guided decision-making in determining program and related spending priorities. It is our goal to have expenditures of federal, state, and other local supplemental funding be implemented toward accomplishing these three aforementioned goals. The actions and services listed in the plan are combinations of staffing, resources, technology, and professional development that will allow for a strong needs-centered student focus, adequate staffing and resources for successful implementation, as well as opportunities for professional development that will build future capacity for all programs.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

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

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

PARENT SURVEY DATA:

The most recent parent survey was completed in the fall of 2020, using phone, paper, and online surveys. The results were as follows:

1) How did you first hear about CCCS?

Flyer in the mail   8.3%

Social media   8.3%

Web site 8.3%

Recommended by family/friend 50%

Recommended by another school 25%

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

Less than one year 33.3%

One year 9.7%

Two years 16%

Three years   33%

Four years or more   8.3%

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

Counselor 66.7%

Teacher   83.3%

Office   50%

Administrator   41.7%

Paraeducator 8.3%

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

Posters/flyers   67.7%

Staff members   41.7%

Phone call from school 83%

Social Media 33%

School/Teacher App 50%

5) I am encouraged by at least one adult on campus to get involved in events and activities at school.

Yes   81,56%

No   18.44%

6) If I call/text my student's teacher, they will get back to me within 24 hours.

Always   72.7%

Most of the time   27.3%

Sometimes   0%

Never   0%

7) My student's teacher has high academic expectations of my student

Always   96.15%

Most of the time 19.05%

Sometimes   1.28%

Never   2.56%

8) Please check all statements that you believe are true.

The students treat staff with respect and dignity. 91.7%

The students treat each other with respect and dignity. 58.3%

The staff treat students with respect and dignity. 100%

The staff at this school treat me with respect. 91.7%

9) I feel my student is safe at school.

Always 83.3%

Most of the time	16.7%
Sometimes	0.0%
Never	0.0%

10) I feel my student is making good progress at CCCS.

Always 50%

Most of the time 55.5%

Sometimes	16.7%
Never	0%

CCCS did not collect student survey data during the Spring 2020 due to COVID campus closures.

DASS STUDENT SURVEY:

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

STAFF SURVEY DATA:

Gateway Community Charters conducts an annual school culture survey each fall. The following are the results from the 2019-2020 school year. The results of this survey, plus narrative comments from staff (not included in this report, but available upon visiting committee request), are submitted to Gateway Community Charters and used to determine areas of growth to prioritize in regards to school culture.

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

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

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

Overall results found that the school received the indicated average score for each of the following areas:
- School culture is one of trust and respect between staff members: 4.64
- School culture is one of trust and respect between staff and parents: 4.59
- School culture is one that embodies Capturing Kids' Hearts principles/components: 4.71
- The principal supports creative ideas: 4.68
- The principal keeps teachers well-informed: 4.57
- The principal is an instructional leader: 4.50
- The principal models and supports CKH principles/components: 4.71
- The principal clearly communicates the mission and vision of GCC 4.71
- The principal clearly communicates the mission and vision of the school 4.75
- The school administration values and seeks to utilize parent involvement: 4.46
- The school administration seeks input/involvement of staff in a collaborative culture: 4.64
- Conflict is handled appropriately among staff: 4.43
- Conflict is handled appropriately among students: 4.71
- Conflict/concern is handled appropriately among parents: 4.57
- The school staff embraces change: 4.26
- The school staff embraces collaboration: 4.68
- The school staff embraces diversity: 4.86
- The school staff embraces CKH principles/components: 4.71
- We celebrate student accomplishments: 4.71
- We celebrate staff/teacher accomplishments: 4.29

Classroom Observations

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

It is the perspective of the CCCS administrative team, that formal evaluation alone is not an effective method of providing support and feedback for teachers. AT CCCS, we aim to implement a process of on-going observations by administrators, curriculum coaches, and peer/cohort teacher teams aligned to schoolwide, school leadership, and individual teacher growth goals. Informal observations of all teachers are conducted on an ongoing basis throughout the school year with formal observations of all staff are conducted as required based on the Gateway Community Charters (GCC) teacher evaluation process called Reflections On Teacher Practice of (ROTP). Observations are based on the school's ROTP performance rubric and TQAI, which include a heavy focus on

research-based educational practices and Capturing Kids' Hearts implementation. Performance evaluations are conducted by the administration with each full-time teacher. The pre-conference is scheduled to articulate expectations, while the post--observation conference is used to provide constructive feedback. The principal, vice principal, and curriculum coach regularly observe teacher/student meetings and provide coaching as needed. This observation is used to plan further professional development. Findings from these observations are used to improve student achievement with constructive feedback, open dialogue about strengths and areas for improvement, and the sharing of best practices. Staff members in need of additional support are identified and provided with additional coaching and consulting from administrators, a curriculum coach, and core subject specialists.

New teachers shadow master teachers for several student hours, or as needed, before being assigned students. This allows them to get up to date on all policies, procedures, and best practices relevant to teaching independent study. In order to become highly effective, a formal process should be instituted for assigning mentors to new teachers. Currently, this is done specific to our instructional/engagement model for the K-8 programs compared to 9-12 grade programs. It has been identified as an area of growth and improvement to formalize this process to better support new teachers. All new teachers also complete a forma ROTP observation in their first semester of work. This would be followed up by monthly peer and mentor observations to help determine areas in need of support. In addition, our school works with multiple educational consultant groups providing teacher coaching and support in core academic areas which often include lesson study and peer coaching opportunities.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

CAASPP SUMMARY:
Due to COVID related school closures, we do not have state assessment data available from the 2019-2020 school year. The vast majority of our outcome data included in this plan is from the 2018-2019 school year. The data shows that, across most grade levels, subgroups, and tests, that less than 20% of students met or exceeded the standards but the majority of testing outcomes - by subject and subgroup - indicated that most students were decreasing their percent from meeting the standard

ELPAC SUMMARY:
All students at CCCS who are designated as English Learners (ELs), which is determined through the annual Home Language Survey, are tested yearly using the ELPAC. Students are tested during a weekly scheduled time during the fall months. The oral component is administered individually, while the other sections (reading, listening, and writing) are given in a group setting. Additionally, testing is administered as students enroll or as new documentation is found that indicates a given student may have a home language other than English. Test administrators are all certificated and trained in ELPAC procedures. Students qualifying for English Language Development are provided additional classroom interventions, additional push-in EL supports and/or access to labs designated for EL students. When available, prior year assessment results, individual student levels and descriptors of each level are given to EL teachers to assist in placement for instruction. We have limited English Learner data from the last two years due to a gap in testing due to the change from CELDT testing model to the new ELPAC testing model and lack of testing done in Spring 2020 due to COVID related school closures.

LOCAL ASSESSMENT SUMMARY:
While Community Collaborative Charter School participates in all required state testing, due to the highly transitory nature of the student population, the primary standardized assessments used to drive student instruction are the Renaissance Learning STAR Reading and STAR Math assessments. As part of the Academic Conference process, students take this assessment three times per year—upon enrollment, at the end of the first semester, and at the end of the school year. Using this data, teachers meet in cohorts three times per year for Academic Conferences, in which they group students according to level, and create an action plan with interventions for each group. Data is evaluated to determine student needs both by cohort as well as schoolwide. Because of the high mobility in the student population, Renaissance Learning score data is not compared year over year. Rather, as per the charter Measurable Student Outcomes, LCAP, and schoolwide action plan, growth is measured over the course of a single school year. Per the charter's MSOs: An average of at least 70% of students who have been enrolled at CCCS for at 90 consecutive school days during the current academic year will demonstrate at least a 50 point growth on the scaled score for Renaissance Learning STAR Reading assessment and STAR Mathematics assessment

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

Curriculum-embedded assessments are used in core subjects to monitor student progress and inform instruction. Specifically, teachers use data from these assessments to measure student mastery of content and skills, identify need for remediation, and develop instructional plans. Renaissance Learning assessments in reading and math are used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth. For high school student, the vast majority of whom use Edgenuity online learning platform, students must pass an assessment at the end of each unit in order to earn a credit. The assessments are done under the direct supervision of the teacher and students are required to provide error analysis for all missed test answers before moving on to the next lesson.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet highly-qualified requirements under the ESEA.

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

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

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

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

For CCCS K-8 teachers and educational staff development planning and pacing for each school year is data-driven and outcomes-oriented. All K-8 teachers are trained initially and then receive ongoing training in GLAD (Guided Language Acquisition Design) strategies, which focus on English language arts, social studies, and science content standards as well as English language development. All of our teachers also participate in Math Matters training through Sacramento County Office of Education several times each year. Math Matters provides teachers with tools and coaching related to math content standards and how to empower students to become comfortable and confident in the productive struggle of solving math problems. Personalized professional development needs for individual teachers, grade levels or school wide are determined through cycles of inquiry led by our teaching team. Teachers meet weekly with peer coaches to collaborate on the current cycle of inquiry. Each member of our teaching team is an instructional leader and drives our professional development plans and needs.

For CCCS 9th-12th grade teachers and educational staff the CCCS independent study model, course curriculum is provided through an online curriculum platform, Edgenuity. The courses in Edgenuity are prepared and supervised by our curriculum coach or a highly-qualified curriculum specialists and then made available for use with students by master teachers. Due to the sheer breadth of subjects required of each teacher, staff development is essential, and both formal and informal training are provided throughout the year. All full-time and part-time staff are supported by staff development, either through the cohort meetings, the weekly staff meetings, or through the five GCC staff development days. During the mandatory staff development days before school begins, all staff receive training on new curriculum and programs, and ongoing training occurs during the year.

CCCS recently partnered with Innovate Ed and began leadership training around establishing systems of continuous improvement, a coherence framework, and created and subsequently implemented a schoolwide writing action plan as an outcome of this collaboration. Throughout the last three plus years, the school leadership team has participated in on-going professional development through Innovate Ed, created a series of writing workshops for all high school teachers aligned to critical focus skills and outcomes in the action plan. Over the last eighteen months, the school has also engaged in professional learning around improving the schoolwide graduation rates. The focus has been on staff practices, school supports and short term success indicators that will predict student progress and overall achievement. CCCS 9th-12th grade programs have made significant investments in technology and technology training so that teachers may spend more time teaching their students and less time managing technology and paperwork. Full-time teachers are eligible to complete a technology portfolio annually through a GCC program that provides a stipend in exchange for demonstrating proficiency with a variety of computer hardware and software.

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

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

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

All teachers collaborate monthly in cohort meetings. As a small school, we do not have multiple teachers working in the same grade levels K-8. We engage teachers in peer-coaching and grade-level grouping teams for our professional learning time. As a small school, we are able to capitalize on this opportunity and have whole school professional learning time on a monthly basis. For 9th-12th grade teachers, they participate in monthly cohort meetings and focus on data, interventions and student needs in areas such as ELA, Math, writing, credit achievement, English Language Development, Special Education, Seniors(credit eligible). In these cohorts, teachers evaluate data, set goals, monitor progress, and attend to cohort-specific business.

Teaching and Learning

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

All core subject curriculum, instruction, and materials are aligned to current state-wide content and performance standards. Common Core alignment for reading/language arts and math curriculum is complete in grades K-12. Science classes are transitioning to NGSS. CCCS has engaged in consultant-based professional learning over the past three years with Innovate Education. This collaboration began with a root-cause analysis around literacy, graduation rates and student achievement for both K-8 and 9-12 grade programs. The results have been the creation and on-going facilitation of action plans created with a goal of providing teachers the capacity to provide a true first, best instruction, where applicable. For CCCS 9th-12th grade students, an online learning platform, Edgenuity, is utilized with almost every student for core instruction. This curriculum is accepted as reputable and aligned to state-standards in our state.

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

In independent learning environment, instructional time with teachers and paraprofessionals is limited to several hours total per week. However, students are assigned and expected to engage independently in instructional activities that meet the recommended instructional minutes for reading/language arts and mathematics. K-8 students engage in small group learning that allows for engagement at or above recommended instructional minutes.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Students at the CCCS K-8 campus have equitable opportunities in hopes of achieving equitable outcomes. We've begun to implement the RTI (Response To Intervention) model in which all students receive immediate intervention when they are not meeting learning targets. We have plans to add before school ELA and math intervention classes when our students and staff return to campus. Our English language learners are pulled out for 30 minutes of designated ELD instruction daily and also receive daily, integrated ELD instruction from their general education teachers. Our teachers are trained in GLAD (Guided Language Acquisition Design) and are well-equipped to differentiate for students who have diverse language and learning needs.

CCCS HS programs provide provides open labs staffed with credentialed teachers and paraeducators that students can attend for assistance with their work. All students in grades 9-12 have access to on-going small group learning classes in English and Math as well as short term, topic specific seminar series classes focused on key issues in core subjects. An additional support lab is also available for special education students. Each of these options for tutoring requires staff to develop an individualized mentoring relationship regarding students' own lives, their value of education, and their perception of the value in meeting the grade-level standards.

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

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

Evidence-based educational practices to raise student achievement

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

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

Recognizing that many of CCCS's students lack a strong role ,model and/or stable connection with an adult, CCCS staff hope to build a mentoring relationship with each student. In the 2011-2012 school year, CCCS began implementation of the Capturing Kids' Hearts, or CKH, model. CKH, through training provided by The Flippen Group, is the core of a powerful process that transforms schools by building trusting relationships among teachers, staff, and students. Under this program, all staff become equipped with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. At its core, CKH principles are designed to pave the way for students to be able to use the skills they've learned with confidence and enthusiasm. The site goal is that every student will have an adult to turn to if needed, in either a formal or informal process. As part of the enrollment process and personalized orientation tour, students are introduced to either the At-Risk/Career Specialist or counselor. CCCS was selected as a CKH National Showcase School for the third consecutive year during the 2019-2020 school year and our Charter Management Organization was selected as a CKH showcase district in 2019-2020.

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

Parental Engagement

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

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

Central to this goal is the individualized learning, independent study model utilized at CCCS. Because teachers meet with students one-on-one or in small groups, because of the low overall student-staff ratio, and because each student only has one teacher, potentially an assigned at-risk specialist, counselor, mentor, or community partner resource, the teacher, parent, resource person, and student are able to build a good working relationships in order to help each student succeed. At the beginning of each school year or when a new student enters the school, students and their parents or guardians meet one-on-one with a teacher or administrator to discuss the student's progress and establish an annual plan to move them toward their future needs and goals. This review and planning session gives parents an opportunity to ask questions and help determine the course of their child's academic future. Students and families in grades K-8 participate in parent/teacher conferences at the end of each tri-mester. Students and families in grades 9-12 have the ability to connect with a teacher during weekly student/teacher meetings or at anytime upon request.

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

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

To help students and their families prepare for post-high school education there are a wide variety of activities available at bi-CCCS on a weekly, monthly, and annual basis. Weekly, CCCS offers bi-weekly college and career readiness workshops for students in grade 9-12. There are monthly field trips to local community colleges, universities, and high interest skill trade schools led by CCCS staff. CCCS holds a Financial Aid Night four times per year (one in November, December, January, and February) for seniors who plan to continue their education after high school. At this event, students and their families are introduced to the state, federal, and private financial aid system. Computers are provided during the event so that students can begin the FAFSA application. CCCS also holds an annual College and Career Fair, where representatives from community colleges, private colleges and universities, trade schools, and military branches provide information to

students and their families. Students are also welcome to see the counselor and other staff members if they need further assistance with the application process. Within the elementary & middle school hybrid programs, all parents must attend an introductory orientation before the beginning of each school year.

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

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

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

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

CCCS creates opportunities for students, parents, and staff to provide school leadership feedback through annual school surveys. These are done to gather and assess parent, student, staff perception data around areas such as safety, academic quality and interventions, and school culture

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

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

Funding

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

Title I, II, III, IV and Comprehensive Support and Improvement(CSI) funds directly support our initiatives to meet the needs of low socio-economic students and families, English language learners, and students in other at-risk subgroups. Services provided include teacher positions identified to serve students identified as at-risk of not graduating HS, resources and staffing to support core learning interventions, full-time paraeducators to support and run intervention programs, and small group pull-out interventions, and multiple options for internal and external professional development for staff.

Fiscal support (EPC)

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

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

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

For Community Collaborative Charter School (CCCS) we have met all SPSA requirements through our state required Local Control Accountability Plan (LCAP) with all goals and actions being embedded within the plan as well as the ESSA addendum. Due to COVID-19 related school closures in March of 2020, the LCAP process was placed on pause until what has been communicated as December 2020. It was identified by Gateway Community Charters (GCC) leadership that CCCS would need to create an independent Single Plan for Student Achievement (SPSA) for the 2020-2021 school year. The school leadership team reviewed the most recent SPSA and most recent LCAP and worked to create a draft that reflected these works and connected goals and indicators from then and now into the initial draft plan.

The school provided opportunity for review and input from parents, community members, students, staff members, and other stakeholders through School Site Council annual review and analysis process. This review consisted of reviewing recent survey results from the comprehensive needs assessment as well as surveys related to distance learning and our campus re-opening plan from parents, students, and staff. After receiving feedback from these groups, the School Leadership Team revised the SPSA plan taking into consideration the input from the various stakeholder groups In addition, the school administration and leadership team completed a matrix relating to how goals in their LCAP plans, WASC plans, Gateway Community Charters (GCC, Charter Management Organization) Blueprint for excellence, and the charter petition, aligned with the eight State priorities under the LCAP and federal program requirements.

During the October 2020 School Site Council meeting, a initial draft of the SPSA was then shared with the various stakeholders at the school. The following data sources was made available to stakeholders related to the most recent SPSA to inform the goal setting process: DASS data, Graduation rates, CAASPP scores, ELPAC results, local assessments including: DRA, benchmark assessments, Renaissance testing, writing rubrics, suspension, expulsion, and attendance/ truancy rates. The plan will return to the School Site Council in November of 2020. This draft was then submitted to Gateway Community Charters leadership for submission to the GCC board of directors for approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our school and CMO collaborate to annually collect, dis-aggregate, and data regarding interim Renaissance Learning ELA and Math assessments, school benchmark writing scores, cohort eligible graduation rate, persistence/attendance, credit completion and ELPAC/CAASPP data. In addition, we follow a similar process for school and organizational goals identified in our current charter measurable outcomes which are linked to both state LCAP priorities and current year school Single Plan for Student Achievement (SPSA) and aligned Local Control Accountability Plan (LCAP) goals.

Community Collaborative Charter School (CCCS) has a special and unique mission and vision of educating under-served, socio-economically disadvantaged students as a school of choice in the

greater Sacramento. Our data indicates that the majority of students who enroll as new CCCS students have significant socio-emotional, family-based challenges as well as core academic skills between two and three years below grade level, on average. Over the past five plus school years, initial assessments completed within the first ten days after initial enrollment shows that CCCS serves students who enter the school with significant performance gaps. In reading/ELA, students are entering CCCS with an average grade equivalency of one grade level below standard for elementary students, three grade levels below in middle school, and four grade levels below in high school. In math, students score at an average grade equivalency of one grade level below in elementary grades, two and a half grade levels below in middle school, and four grade levels below in high school. In writing, according to the beginning of the year assessment, students are scoring an average of 2.77 (below basic) on an expository writing rubric with a scale from 1 (far below basic) to 5 (advanced).

After the completion of SPSA stakeholder engagement process during School Site Council meetings (SSC) and through review of stakeholder survey data from the prior school years, it was determined that the greatest need for our current student population as a whole continues to be a for all students to demonstrate continued and potentially accelerated academic growth through applications of multiple levels of student interventions due to the high level of academic need identified through a review of recent assessment data. In addition, it was determined that more choice and relevance in the schoolwide educational program was needed in order to facilitate an increase the level of college and career readiness among CCCS graduates.

During the 2017-2018 school year, Community Collaborative Charter School qualified for the new California Dashboard Alternative School Status (DASS) program. This program was established to replace the Alternative Schools Accountability Model (ASAM) program which Community Collaborative Charter has qualified since the 2008-2009 school year. For the new DASS application process, each school was asked to collect information and evidence on the current student population in order to show that seventy percent or more of unduplicated students qualified under one or more at-risk student category. Community Collaborative Charter School has qualified for three consecutive years through maintaining a student population with over seventy percent of new student having one or more at-risk indicator upon their initial enrollment date.

In addition, Community Collaborative Charter was identified to participate in Comprehensive Support and Improvement program for the 2019-2020 and 2020-2021 school year(s). CCCS worked with an outside agency to perform a root cause analysis pertaining to low graduation rate. This process included a school team as well as representatives from the central office and two meetings, one for the root cause analysis and one to create the improvement plan. Multiple sources of data were analyzed including three years of graduation rate data, school generated student credits earned tracking sheets, and Renaissance Learning cohort growth data. Once the data had been recorded and analyzed, the team determined possible next steps in four areas: Instructional Program, Progress Monitoring and Evidence of Impact, School Climate, and Shared Leadership and Collaboration. This data analysis and possible next steps that were developed by the team were shared with the entire staff for input and further information.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.96%	0.86%	0.95%	5	4	4
African American	12.09%	11.21%	8.75%	63	52	37
Asian	1.34%	1.29%	0.47%	7	6	2
Filipino	%	0.22%	0.24%		1	1
Hispanic/Latino	38.39%	41.16%	43.26%	200	191	183
Pacific Islander	0.77%	0.86%	0.47%	4	4	2
White	38.00%	36.85%	39.72%	198	171	168
Multiple/No Response	0.58%	1.08%	0.71%	3	5	3
			Total Enrollment	521	464	423

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	14	11	18
Grade 1	11	12	13
Grade 2	14	11	15
Grade3	10	13	12
Grade 4	9	11	17
Grade 5	15	13	13
Grade 6	9	10	12
Grade 7	16	14	12
Grade 8	30	17	9
Grade 9	36	75	70
Grade 10	73	62	85
Grade 11	105	61	63
Grade 12	179	154	84
Total Enrollment	521	464	423

Conclusions based on this data:

1. Enrollment has reduced over the past couple of years due to loss of two resource center campuses - La Familia campus and North Sacramento campus. Although the North Sacramento program did move and continue some

operations at the Firehouse community center campus, the smaller spaces used at the Forehouse campus does not allow for the same program enrollment.

2. Enrollment declines in grads 11 and 12 are due to changes in local policy/school policy of grade level placement for high school students.

3. While schoolwide enrollment has decreased. The trends are that grades 9-12 have declined over the past two years but enrollment in K-6 programs has actually increased during this time.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	101	85	85	19.4%	18.3%	20.1%
Fluent English Proficient (FEP)	76	78	73	14.6%	16.8%	17.3%
Reclassified Fluent English Proficient (RFEP)	11	0	6	11.2%	0.0%	7.1%

Conclusions based on this data:

1. This change reflects changes to recent ELPAC testing and reclassification guidelines.

2. The number of EL learners has been consistent over the past two years.

3. The reclassification process was incomplete during the 19-20 school year due to COVID related campus closures.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	12	13	*	11	12	*	11	12		91.7	92.3
Grade 4	*	12	16	*	11	14	*	11	14		91.7	87.5
Grade 5	*	16	11	*	15	11	*	15	11		93.8	100
Grade 6	*	*	11	*	*	10	*	*	10			90.9
Grade 7	32	20	23	30	19	22	30	19	22	93.8	95	95.7
Grade 8	30	46	26	26	39	26	26	39	26	86.7	84.8	100
Grade 11	106	139	84	78	119	71	77	119	71	73.6	85.6	84.5
All	198	255	184	160	223	166	159	223	166	80.8	87.5	90.2

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	2323.	2304.	*	0.00	0.00	*	9.09	0.00	*	18.18	16.67	*	72.73	83.33
Grade 4	*	2392.	2385.	*	0.00	0.00	*	18.18	14.29	*	27.27	14.29	*	54.55	71.43
Grade 5	*	2430.	2424.	*	6.67	0.00	*	20.00	18.18	*	13.33	18.18	*	60.00	63.64
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2444.	2437.	2468.	0.00	0.00	0.00	16.67	5.26	27.27	13.33	21.05	13.64	70.00	73.68	59.09
Grade 8	2448.	2463.	2459.	0.00	0.00	3.85	11.54	20.51	7.69	15.38	15.38	26.92	73.08	64.10	61.54
Grade 11	2482.	2505.	2489.	2.60	7.56	4.23	9.09	12.61	16.90	29.87	30.25	21.13	58.44	49.58	57.75
All Grades	N/A	N/A	N/A	1.89	4.48	2.41	11.32	14.35	17.47	24.53	25.11	20.48	62.26	56.05	59.64

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	9.09	0.00	*	9.09	33.33	*	81.82	66.67
Grade 4	*	9.09	7.14	*	36.36	21.43	*	54.55	71.43
Grade 5	*	20.00	0.00	*	26.67	54.55	*	53.33	45.45
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	3.33	0.00	9.09	33.33	26.32	36.36	63.33	73.68	54.55
Grade 8	11.54	5.13	3.85	15.38	30.77	23.08	73.08	64.10	73.08
Grade 11	2.60	14.29	11.27	46.75	48.74	30.99	50.65	36.97	57.75
All Grades	5.03	10.76	8.43	37.11	39.91	33.73	57.86	49.33	57.83

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	0.00	0.00	*	27.27	0.00	*	72.73	100.0
Grade 4	*	0.00	0.00	*	18.18	35.71	*	81.82	64.29
Grade 5	*	6.67	9.09	*	46.67	36.36	*	46.67	54.55
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	6.67	0.00	0.00	23.33	42.11	50.00	70.00	57.89	50.00
Grade 8	3.85	5.13	7.69	19.23	28.21	34.62	76.92	66.67	57.69
Grade 11	3.90	7.56	5.63	23.38	35.29	35.21	72.73	57.14	59.15
All Grades	4.40	5.83	5.42	24.53	33.63	36.75	71.07	60.54	57.83

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	9.09	8.33	*	45.45	50.00	*	45.45	41.67
Grade 4	*	18.18	0.00	*	27.27	78.57	*	54.55	21.43
Grade 5	*	6.67	0.00	*	53.33	54.55	*	40.00	45.45
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	0.00	0.00	0.00	53.33	36.84	54.55	46.67	63.16	45.45
Grade 8	0.00	5.13	3.85	42.31	53.85	38.46	57.69	41.03	57.69
Grade 11	10.39	9.24	9.86	51.95	56.30	57.75	37.66	34.45	32.39
All Grades	5.66	7.62	5.42	53.46	52.02	57.23	40.88	40.36	37.35

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	*	0.00	0.00	*	18.18	16.67	*	81.82	83.33
Grade 4	*	0.00	0.00	*	45.45	42.86	*	54.55	57.14
Grade 5	*	6.67	0.00	*	33.33	54.55	*	60.00	45.45
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	6.67	0.00	9.09	23.33	31.58	31.82	70.00	68.42	59.09
Grade 8	3.85	7.69	3.85	42.31	35.90	30.77	53.85	56.41	65.38
Grade 11	2.60	8.40	8.45	40.26	46.22	38.03	57.14	45.38	53.52
All Grades	5.03	7.17	8.43	36.48	40.36	36.14	58.49	52.47	55.42

Conclusions based on this data:

1. Many conclusions from prior years remain valid due to a lack of state assessment data during the 2019-2020 school year.

2. CCCS students need significant academic growth to meet state and federal expectations for academic achievement. CCCS 11th grade students have significant need in both writing and inquiry CAASPP strands. Some marginal growth is evident overall in ELA scores but many students achieved well below standard.

3. Elementary and middle school student scores have some grade levels without significant enough numbers to be reported group. In some cases, the numbers that were reported showed a wide range of successes and challenges due to the low number of overall students. .

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	12	13	*	12	13	*	12	13		100	100
Grade 4	*	12	16	*	12	16	*	12	16		100	100
Grade 5	*	16	11	*	16	11	*	16	11		100	100
Grade 6	*	*	11	*	*	11	*	*	11			100
Grade 7	32	20	23	30	19	22	30	19	22	93.8	95	95.7
Grade 8	30	46	26	27	39	26	27	39	26	90	84.8	100
Grade 11	106	140	84	78	117	73	78	117	73	73.6	83.6	86.9
All	198	256	184	163	225	172	163	225	172	82.3	87.9	93.5

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	2335.	2352.	*	0.00	0.00	*	0.00	7.69	*	25.00	15.38	*	75.00	76.92
Grade 4	*	2396.	2403.	*	0.00	6.25	*	33.33	0.00	*	8.33	37.50	*	58.33	56.25
Grade 5	*	2416.	2412.	*	6.25	0.00	*	6.25	9.09	*	12.50	27.27	*	75.00	63.64
Grade 6	*	*	2504.	*	*	9.09	*	*	0.00	*	*	63.64	*	*	27.27
Grade 7	2428.	2418.	2404.	0.00	0.00	0.00	6.67	0.00	0.00	16.67	10.53	18.18	76.67	89.47	81.82
Grade 8	2434.	2413.	2405.	3.70	0.00	0.00	0.00	2.56	3.85	14.81	17.95	7.69	81.48	79.49	88.46
Grade 11	2440.	2457.	2447.	0.00	0.00	0.00	2.56	5.98	2.74	6.41	8.55	8.22	91.03	85.47	89.04
All Grades	N/A	N/A	N/A	0.61	0.44	1.16	4.29	5.78	2.91	11.04	12.00	17.44	84.05	81.78	78.49

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	0.00	0.00	*	16.67	30.77	*	83.33	69.23
Grade 4	*	8.33	6.25	*	25.00	18.75	*	66.67	75.00
Grade 5	*	12.50	0.00	*	6.25	27.27	*	81.25	72.73
Grade 6	*	*	9.09	*	*	45.45	*	*	45.45
Grade 7	3.33	0.00	0.00	10.00	0.00	13.64	86.67	100.0	86.36
Grade 8	3.70	0.00	3.85	14.81	12.82	7.69	81.48	87.18	88.46
Grade 11	0.00	1.71	0.00	7.79	7.69	5.48	92.21	90.60	94.52
All Grades	1.24	2.22	1.74	11.18	9.78	13.95	87.58	88.00	84.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	0.00	0.00	*	8.33	38.46	*	91.67	61.54
Grade 4	*	16.67	6.25	*	25.00	12.50	*	58.33	81.25
Grade 5	*	6.25	0.00	*	18.75	27.27	*	75.00	72.73
Grade 6	*	*	0.00	*	*	72.73	*	*	27.27
Grade 7	0.00	0.00	0.00	43.33	21.05	22.73	56.67	78.95	77.27
Grade 8	0.00	0.00	0.00	29.63	23.08	11.54	70.37	76.92	88.46
Grade 11	0.00	2.56	0.00	28.57	25.64	30.14	71.43	71.79	69.86
All Grades	1.23	2.67	0.58	29.63	23.11	27.91	69.14	74.22	71.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	0.00	0.00	*	33.33	38.46	*	66.67	61.54
Grade 4	*	0.00	6.25	*	50.00	18.75	*	50.00	75.00
Grade 5	*	0.00	9.09	*	31.25	18.18	*	68.75	72.73
Grade 6	*	*	0.00	*	*	63.64	*	*	36.36
Grade 7	0.00	0.00	0.00	33.33	52.63	40.91	66.67	47.37	59.09
Grade 8	3.70	0.00	0.00	18.52	28.21	26.92	77.78	71.79	73.08
Grade 11	1.30	2.56	0.00	42.86	37.61	38.36	55.84	59.83	61.64
All Grades	1.23	1.33	1.16	36.42	36.89	35.47	62.35	61.78	63.37

Conclusions based on this data:

1. Many conclusions from prior years remain valid due to a lack of state assessment data during the 2019-2020 school year.

2. CCCS 11th grade students are not successful on the Math CAASPP testing. There were fewer students in the at or near standard range and more in the below standard range in most areas. This is something that school administration has identified as a significant concern for the current at-risk population served at CCCS, due the the high rigor and academic standards covered in the test compared to the average academic achievement level of CCCS 11th grade students, with most students working at the Algebra I level or below.

3. Elementary and middle school student scores have some grade levels without significant enough numbers to be reported group. In some cases, the numbers that were reported showed a wide range of successes and challenges due to the low number of overall students.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*		*		*		*	
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	1531.5	*	1513.5	*	1549.2	*	11
Grade 10	1554.2	*	1549.3	*	1558.4	*	16	10
Grade 11	*	*	*	*	*	*	*	10
Grade 12	1541.7	1591.7	1523.9	1580.0	1558.9	1602.7	19	11
All Grades							84	72

	Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
2		*	*	*		*	*	*	*	*
3		*		*	*	*	*	*	*	*
4		*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6		*	*	*		*	*	*	*	*
8		*	*	*	*	*	*	*	*	*
9	*	9.09	*	36.36	*	27.27	*	27.27	*	11
10	*	*	*	*	*	*	*	*	16	*
11	*	*		*	*	*		*	*	*
12	*	18.18	*	63.64	*	18.18	*	0.00	19	11
All Grades	22.62	9.72	30.95	38.89	27.38	31.94	19.05	19.44	84	72

	Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3		*	*	*		*	*	*	*	*
4		*		*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6		*	*	*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	27.27	*	18.18	*	27.27		27.27	*	11
10	*	*	*	*	*	*	*	*	16	*
11	*	*	*	*	*	*		*	*	*
12	*	36.36	*	54.55	*	0.00	*	9.09	19	11
All Grades	40.48	25.00	29.76	38.89	17.86	13.89	*	22.22	84	72

	Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
2		*		*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4		*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
6		*		*	*	*	*	*	*	*
8		*	*	*	*	*	*	*	*	*
9	*	9.09		18.18	*	45.45	*	27.27	*	11
10	*	*	*	*	*	*	*	*	16	*
11		*	*	*	*	*	*	*	*	*
12	*	18.18	*	27.27	*	54.55	*	0.00	19	11
All Grades	16.67	6.94	13.10	20.83	40.48	40.28	29.76	31.94	84	72

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
2	*	*	*	*	*	*	*	*
9	*	0.00	*	63.64	*	36.36	*	11
10	*	*	*	*	*	*	16	*
11	*	*	*	*	*	*	*	*
12	*	0.00	*	81.82	*	18.18	19	11
All Grades	36.90	9.72	42.86	65.28	20.24	25.00	84	72

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	45.45	*	36.36		18.18	*	11
10	*	*	*	*		*	16	*
12	73.68	72.73	*	18.18	*	9.09	19	11
All Grades	58.33	58.33	28.57	20.83	13.10	20.83	84	72

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
9	*	9.09	*	63.64	*	27.27	*	11
10	*	*	*	*	*	*	16	*
12	*	18.18	*	72.73	*	9.09	19	11
All Grades	19.05	11.11	32.14	50.00	48.81	38.89	84	72

| | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
4	*	*	*	*	*	*	*	*
9		9.09	*	72.73	*	18.18	*	11
10	*	*	87.50	*		*	16	*
12	*	9.09	73.68	81.82	*	9.09	19	11
All Grades	20.24	6.94	71.43	76.39	*	16.67	84	72

Conclusions based on this data:

1. There are some improvements for high school student groups in oral and written language scores within years and across years - this shows that EL students staying with the school are making reasonable growth.

2. The changes from CELDT to ELPAC testing has created some data gaps in our English Learner data.

3. After reviewing data from the section regarding enrollment along with the English Learner data presented in this section, CCCS recognizes that we enroll a significant number of credit deficient students who are remain classified as English learners which is a barrier to high school course success.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
464	**88.4**	**18.3**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	85	18.3
Foster Youth	2	0.4
Homeless	50	10.8
Socioeconomically Disadvantaged	410	88.4
Students with Disabilities	69	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	11.2
American Indian	4	0.9
Asian	6	1.3
Filipino	1	0.2
Hispanic	191	41.2
Two or More Races	30	6.5
Pacific Islander	4	0.9
White	171	36.9

Conclusions based on this data:

1. CCCS has a mission and vision to serve at-risk and socio-economically disadvantaged student populations and these numbers represent and reflect that we are serving our target populations.

2. The high number of Hispanic students can be correlated to our high English learner population of students.

3. The percentage of socio-economically disadvantaged, homeless and students with disabilities are all above average for schools in our state but are representative of our community need.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Red	**Suspension Rate** Blue
Mathematics Yellow	**Chronic Absenteeism** Red	
College/Career Orange		

Conclusions based on this data:

1. Our graduation rate and absenteeism rate continue to be areas of need for improvement

2. Graduation rate increased from 51.7% to 62.3% but we remain in the red; and subsequently remain in the Comprehensive Support and Improvement program because we did not reach the 70% benchmark

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
74.9 points below standard	100.4 points below standard	0 Students
Increased ++4 points	Increased Significantly ++18.7 points	
109	33	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	78.8 points below standard	127.1 points below standard
	Increased ++7.7 points	Increased ++7.4 points
9	102	18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
90.1 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++8.9 points		1	
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
71 points below standard	89.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	70.3 points below standard
Increased ++11.2 points	12	3	Declined -4.9 points
38			41

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	74.8 points below standard
Increased Significantly ++23 points	9	Declined -5 points
24		66

**Conclusions based on this data:**

1. EL and Students with Disabilities both had an increase in points toward standard greater than all students; each group still achieved below all students in the distance from standard.

2. African American and Hispanic subgroups and Students both had an increase in points toward standard greater than all students; each group still achieved below all students in the distance from standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
138.6 points below standard	133.8 points below standard	
Increased ++11.8 points	Increased ++5.8 points	
111	33	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	140.2 points below standard	186 points below standard
9	Increased Significantly ++15.2 points	Increased Significantly ++35.5 points
	103	19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	
162.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++10.7 points		1	
12			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
133.5 points below standard	149.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	127.3 points below standard
Increased Significantly ++24.6 points	13	3	Increased ++3.6 points
39			41

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
155.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	146 points below standard
Increased ++3.2 points	9	Increased ++11.3 points
24		68

Conclusions based on this data:

1. SED students had an increase in points toward standard greater than all students but overall achieved below all students in the distance from standard. This is the only subgroup with an assigned performance color.

2. Hispanic subgroups had an increase in points toward standard greater than all students but still achieved below all students in the distance from standard. This is the only subgroup with an assigned performance color.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54.7 making progress towards English language proficiency
Number of EL Students: 53
Performance Level: Low
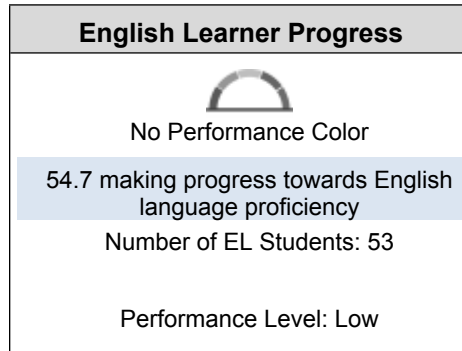
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.2	32.0	7.5	47.1

Conclusions based on this data:

1. Over half of English Learners maintained a level four or advanced a level

2. 45% maintained at least level 2 or 3 or in some cases decreased a level.

3. Changes to the English learner assessment process have created gaps in data.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
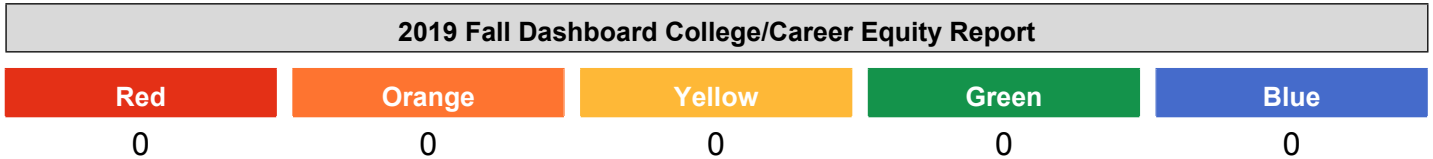
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 4.9 Increased +3.2 162	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
1.7 **Prepared**	1.7 **Prepared**	4.9 **Prepared**
4.7 **Approaching Prepared**	5.8 **Approaching Prepared**	8 **Approaching Prepared**
93.6 **Not Prepared**	92.4 **Not Prepared**	87 **Not Prepared**

Conclusions based on this data:

1. CCCS has a mission and vision to serve at-risk and socio-economically disadvantaged student populations and these numbers represent and reflect that we are serving our target populations.

2. The number of prepared and approaching prepared has grown over the past two years.

3. We need to continue making college and career readiness a priority for our students. This is our LCAP and SPSA goal #1 for this year.
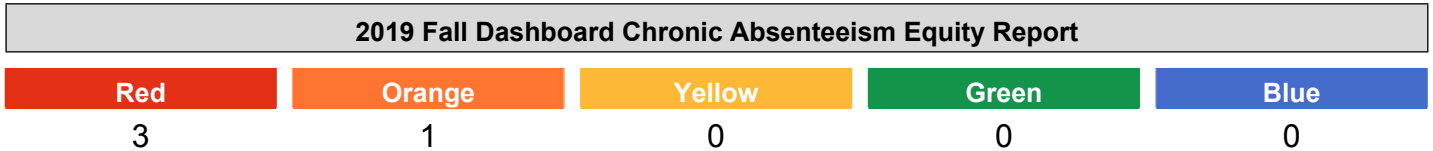
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
29.7	22	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	Increased +6.7	0
148	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
50	29.1	41.7
Increased +11.5	Maintained +0.2	Declined -5.4
12	134	24

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
36.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -15.4	2	1	0
22			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Red
26.5	47.1	Less than 11 Students - Data Not Displayed for Privacy	27.1
Declined -7.6	17	2	Increased +9.9
34			70

Conclusions based on this data:

1. In independent study, positive attendance is earned or counted as a student completes work on a given day and within a given period of time. This data more accurately represents the amount of credits students are earning as well as the high transiency rates of our students
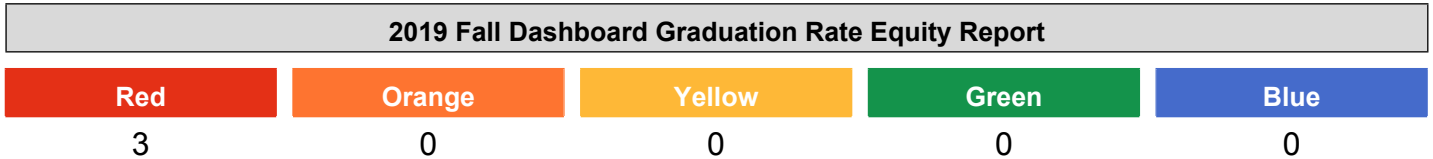
School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
62.4	66.7	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +10.6	Increased +16.7	
162	21	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
59.4	62.4	47.6
Increased +23	Increased +11.5	Declined -14.9
32	141	42

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
44.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.2	2	1	1
18			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
65.8	72.7	Less than 11 Students - Data Not Displayed for Privacy	56.9
Increased +22.3	Increased +11.2	2	Declined -3.9
76	11		51

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
51.7	62.4

Conclusions based on this data:

1. Community Collaborative Charter School is in the second year of Comprehensive Support and Improvement program due to Graduation Rate.

2. The schoolwide percent increased over ten percent and increased for all subgroups with the exception of students with disabilities

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	8
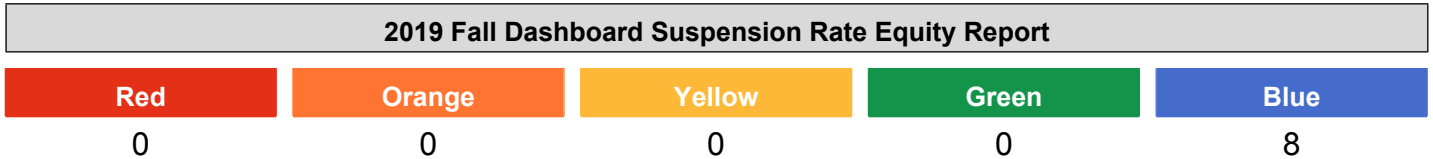
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Maintained -0.2	Declined -0.7	9
787	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Blue	Blue
0	0	0
Declined -0.9	Declined -0.3	Maintained 0
85	672	147

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
	8	9	2
Declined -0.8			
102			

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Blue
0	0	Less than 11 Students - Data	0
		9	
Maintained 0	Maintained 0		Declined -0.4
335	71		251

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

Conclusions based on this data:

1. As an independent study program, we rarely have cause to implement suspensions for student behavior.

2. Our initial and on-going engagement of students and families in a personalized setting, along with implementation of a restorative practices approach to discipline, we are proud to have such positive indicators in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and career readiness

LEA/LCAP Goal

Ensure all students graduate college and career ready

Goal 1

Ensure all students graduate college and career ready

Identified Need

Community Collaborative Charter School (CCCS) has a special and unique mission and vision of educating at-risk, socio-economically disadvantaged students. We serve a high percentage of students with one or more identified indicators making them as at-risk of not graduating high school.

CCCS families have met the criteria to allow our school to qualify as a 100% Free and Reduced Lunch program school for the last three years, our EL and IEP student groups both make up over 20% of our schoolwide enrollment and as of the 2017-2018 school year, Community Collaborative Charter School qualified for the Dashboard Alternative School Status (DASS) program. The CCCS graduation rate increased from 51.7% to 62.3% in 2019-2020. CCCS has a goal of improving our one-year cohort graduation rate to at or above 90% within three years.

As of October 2020, over 55% of CCCS parent and guardians reported that they have never enrolled in college with 16% reporting they achieved a college degree.

We need to find innovative and creative ways to increase course access, increase opportunities for students with disabilities to take CTE courses, increase the percentages of consortium students enrolling in community college after high school, and eventually begin to increase the number of consortium students who will earn an Associate Degree and/or transfer to a four year college. So far, based on our initial endeavors, CTE courses are showing the potential to be a positive solution.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCCS will increase its Graduation Rate by 2% annually Renaissance Learning- eligible student growth scores for Reading; Annually, the average scale score gain of the entire	Graduation rate for 2018-2019 - 62.4% RL ELA scores: 2018-2019 EOY Growth +43 2019-2020 Mid cycle growth +14	Graduation rate for 2019-2020 or 2020-2021 - 70% RL ELA Score: +52 2020-2021 EOY Growth +52 RL Math Scores:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
school population on the Renaissance Learning STAR Reading Assessment will be scale score 50 points Renaissance Learning- eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Mathematics assessments will be scale score 50 points GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. Annual Average Daily Attendance will be at least 95% or will increase by 1% annually. CCCS 9th-12th grade students will earn an average of six credits for every four weeks enrolled.	RL Math scores: 2018-2019 EOY Growth +22 2019-2020 Mid cycle growth +22 GCC writing assessment average - Spring 2019 - 2.27 / 4 P2 ADA - March 2020 - 87.24% Block credit average (2019-2020) B1 - 1.19 / 6 B2 - 3.7 / 6 B3 - 5.29 / 6 B4 - NA B5 - 4.45 / 6 B6-B9 - NA	2020-2021 EOY Growth +26.5 GCC writing assessment average - Spring 2021 - 2.75/4 P2 ADA - March 2022 - 90% Block credit average (2020-2021) B1 - 2.93 / 6 B2 - 4.33 / 6 B3 - 6.15 / 6 B4 - 6.15 / 6 B5 - 5.2 / 6 B6-B9 - 5.2 / 6

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation of teacher position for administration of CTE programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
71,711.70	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries teacher salary costs
25,571.91	LCFF - Supplemental 3000-3999: Employee Benefits teacher benefits costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th-12th grade students

Strategy/Activity

Implementation of Edgenuity online learning platform

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
55,000	CARES Act 5800: Professional/Consulting Services And Operating Expenditures fees for online curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students; socio-economically disadvantaged students

Strategy/Activity

GLAD instructional training and coaching for K-8 teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Implementation of GLAD training and coaching sessions during PD time

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased access to technology:
- All students in grades K-12 complete computer based English assessments at the time of enrollment; this data is used by teachers with students to guide curriculum placement.
- Students have access to technology in academic support labs, and small group classes.
- Creation of additional technology courses and implementation of online programs for increasing skills and stamina with technology.
- Use of technology for additional learning opportunities, within course requirements as well as for basic assignment completion.
- Implementation of online learning programs
- Exploration of extra technology supports to create equitable educational access for students and families in high poverty.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60869	CARES Act 4000-4999: Books And Supplies chromebook purchases
3438	CARES Act 4000-4999: Books And Supplies chromebook carts

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, Students with disabilities, homeless & foster youth

Strategy/Activity

Implement teacher position dedicated to supporting college and career readiness with at-risk students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
76,895	LCFF - Supplemental

	1000-1999: Certificated Personnel Salaries teacher salary costs
22,602.79	LCFF - Supplemental 3000-3999: Employee Benefits teacher benefits costs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th-12th grade students - all special populations

Strategy/Activity

implementation of teacher position for online resource center

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
76,895	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries teacher salary costs
22,602.70	LCFF - Supplemental 3000-3999: Employee Benefits teacher benefits costs

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program effectiveness through schoolwide implementation of Renaissance Learning assessment platform:
- Use defined assessments that will provide accurate placement data.
- Develop and define a school-wide grading policy (K-8 & 9-12) that bases grades on proficiency with standards with use of aligned rubrics.
- Establish on-going process for communication of information about progress and achievement to students and parents.
- Utilize Renaissance Learning to monitor student achievement.
- Ensure that assessment information is timely and accurate.
- Analyze disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,500	CARES Act 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning - Student assessment program

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did not have a Single Plan for Student Achievement (SPSA) during the prior two school years (2018-2019 and 2019-2020). As a California school, we all completed a state Local Control Accountability Plan (LCAP) which met all SPSA requirements but due to COVID related school closures in March of 2020, the LCAP process was suspended and we are now required to complete a SPSA for the 2020-2021 school year. This document is very closely aligned with our most recent school LCAP which we hope will allow for on-going alignment when the LCAP process resumes in Spring 2021.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time - no active plan from the prior year to reference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None at this time - no active plan from the prior year to reference

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Closing the achievement gap

LEA/LCAP Goal

Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all subgroups and special populations.

Goal 2

Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all subgroups and special populations.

Identified Need

Community Collaborative Charter School (CCCS) has a special and unique mission and vision of educating at-risk, socio-economically disadvantaged students. We serve a high percentage of students with one or more identified indicators making them as at-risk of not graduating high school.

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We need to find innovative and creative ways to increase course access, increase opportunities for students with disabilities to take CTE courses, increase the percentages of consortium students enrolling in community college after high school, and eventually begin to increase the number of consortium students who will earn an Associate Degree and/or transfer to a four year college. So far, based on our initial endeavors, CTE courses are showing the potential to be a positive solution.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCCS will increase its Graduation Rate by 2% annually Renaissance Learning- eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the	Graduation rate for 2018-2019 - 62.4% RL ELA scores: 2018-2019 EOY Growth +43 2019-2020 Mid cycle growth +14 RL Math scores:	Graduation rate for 2019-2020 or 2020-2021 - 70% RL ELA Score: +52 2020-2021 EOY Growth +52 RL Math Scores: 2020-2021 EOY Growth +26.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Learning STAR Reading Assessment will be scale score 50 points Renaissance Learning- eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Mathematics assessments will be scale score 50 points GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. Annual Average Daily Attendance will be at least 95% or will increase by 1% annually. CCCS 9th-12th grade students will earn an average of six credits for every four weeks enrolled.	2018-2019 EOY Growth +22 2019-2020 Mid cycle growth +22 GCC writing assessment average - Spring 2019 - 2.27 / 4 P2 ADA - March 2020 - 87.24% Block credit average (2019-2020) B1 - 1.19 / 6 B2 - 3.7 / 6 B3 - 5.29 / 6 B4 - NA B5 - 4.45 / 6 B6-B9 - NA	GCC writing assessment average - Spring 2021 - 2.75/4 P2 ADA - March 2022 - 90% Block credit average (2020-2021) B1 - 2.93 / 6 B2 - 4.33 / 6 B3 - 6.15 / 6 B4 - 6.15 / 6 B5 - 5.2 / 6 B6-B9 - 5.2 / 6

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

Implementation of teacher positions focused on supporting the most at at-risk students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
71,141	Title I 1000-1999: Certificated Personnel Salaries teacher salary
21,521.86	Title I 3000-3999: Employee Benefits teacher benefits
62,969	Title I 1000-1999: Certificated Personnel Salaries teacher salary
11,829.18	Title I 3000-3999: Employee Benefits teacher benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Work with educational consultants and other experts to grow the collective efficacy of the CCCS educational staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultant work with LTL 360
5,587	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultant work with Future Management systems
5,000	General Fund 5800: Professional/Consulting Services And Operating Expenditures Consultant work with Hanover institute
2,500	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures

	Consultant work with Sacramento County Office of Education - Math Matters

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Implementation of part-time EL support teacher

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,600	Title III 1000-1999: Certificated Personnel Salaries teacher salary costs
200.31	Title III 3000-3999: Employee Benefits teacher benefits costs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

Implementation of paraeducators to provide individualized support for at-risk students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
105,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Gen Ed paraeducator salaries
55,000	LCFF - Supplemental 3000-3999: Employee Benefits Gen Ed paraeducator benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Emergency student services

Strategy/Activity

Implementation of basic needs resources for students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies creation of basic needs resource kits
500	Title I 4000-4999: Books And Supplies funds available for emergency resources for students and families
5,500	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures additional wireless hotspots for homeless students (kadjeet program)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Purchase resources for limited English proficient students - newcomers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,900	Title III Immigrant Education Program 4000-4999: Books And Supplies costs for educational resources for teachers and students

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

extended learning music, arts, enrichment, and makerspace program resources

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries extended learning teacher hours
2,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies extended learning resources

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School culture and climate

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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Annual Measurable Outcomes

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Learning STAR Reading Assessment will be scale score 50 points Renaissance Learning- eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Mathematics assessments will be scale score 50 points GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. Annual Average Daily Attendance will be at least 95% or will increase by 1% annually. CCCS 9th-12th grade students will earn an average of six credits for every four weeks enrolled.	2018-2019 EOY Growth +22 2019-2020 Mid cycle growth +22 GCC writing assessment average - Spring 2019 - 2.27 / 4 P2 ADA - March 2020 - 87.24% Block credit average (2019-2020) B1 - 1.19 / 6 B2 - 3.7 / 6 B3 - 5.29 / 6 B4 - NA B5 - 4.45 / 6 B6-B9 - NA	GCC writing assessment average - Spring 2021 - 2.75/4 P2 ADA - March 2022 - 90% Block credit average (2020-2021) B1 - 2.93 / 6 B2 - 4.33 / 6 B3 - 6.15 / 6 B4 - 6.15 / 6 B5 - 5.2 / 6 B6-B9 - 5.2 / 6

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

Implementation of school social worker

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
61000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures MOU partnership with Standford Youth solutions

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

Implementation of Move this World curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures online curriculum and resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kth-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

School counselor position

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
73,874.10	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries counselor salary
18,550.47	LCFF - Supplemental 3000-3999: Employee Benefits counselor salary and benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

Implementation of Capturing Kids Hearts program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Capturing Kids Hearts - staff pd

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

Implementation of Mentoring programs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13807	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Student Reach MOU
10192	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Serve Partnerships MOU

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-12th grade groups: EL, Students with disabilities, Homeless and foster youth, students with one of more indicators of being at-risk for not graduating from high school.

Strategy/Activity

resources for professional development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures work with solution tree for MTSS/RTI training
500	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies books for staff book study

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did not have a Single Plan for Student Achievement (SPSA) during the prior two school years (2018-2019 and 2019-2020). As a California school, we all completed a state Local Control Accountability Plan (LCAP) which met all SPSA requirements but due to COVID related school closures in March of 2020, the LCAP process was suspended and we are now required to complete a SPSA for the 2020-2021 school year. This document is very closely aligned with our most recent school LCAP which we hope will allow for on-going alignment when the LCAP process resumes in Spring 2021.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time - no active plan from the prior year to reference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None at this time - no active plan from the prior year to reference

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,340,008.02

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$130,086.00
Title I	$304,461.04
Title II Part A: Improving Teacher Quality	$27,000.00
Title III	$7,800.31
Title III Immigrant Education Program	$2,900.00
Title IV Part A: Student Support and Academic Enrichment	$15,000.00

Subtotal of additional federal funds included for this school: $487,247.35

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
CARES Act	$125,807.00
General Fund	$15,250.00
LCFF - Supplemental	$706,703.67
None Specified	$0.00
Other	$5,000.00

Subtotal of state or local funds included for this school: $852,760.67

Total of federal, state, and/or local funds for this school: $1,340,008.02

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CARES Act	125,807.00
Comprehensive Support and Improvement (CSI)	130,086.00
General Fund	15,250.00
LCFF - Supplemental	706,703.67
None Specified	0.00
Other	5,000.00
Title I	304,461.04
Title II Part A: Improving Teacher Quality	27,000.00
Title III	7,800.31
Title III Immigrant Education Program	2,900.00
Title IV Part A: Student Support and Academic Enrichment	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	24,750.00
1000-1999: Certificated Personnel Salaries	685,585.80
2000-2999: Classified Personnel Salaries	105,000.00
3000-3999: Employee Benefits	177,879.22
4000-4999: Books And Supplies	70,707.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	248,586.00

None Specified	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CARES Act	64,307.00
5800: Professional/Consulting Services And Operating Expenditures	CARES Act	61,500.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	130,086.00
0000: Unrestricted	General Fund	10,250.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	419,375.80
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	105,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	144,327.87
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	25,500.00
None Specified	LCFF - Supplemental	12,500.00
None Specified	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00
0000: Unrestricted	Title I	14,500.00
1000-1999: Certificated Personnel Salaries	Title I	251,110.00
3000-3999: Employee Benefits	Title I	33,351.04
4000-4999: Books And Supplies	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	18,500.00
1000-1999: Certificated Personnel Salaries	Title III	7,600.00

3000-3999: Employee Benefits	Title III	200.31
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,900.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	7,500.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,000.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	425,086.10
Goal 2	403,248.35
Goal 3	193,423.57
Goal 4	297,000.00
Goal 5	21,250.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jon Campbell	Principal
Marlene Marshall	Classroom Teacher
Briana Peacock	Classroom Teacher
Jody Decker	Other School Staff
OPEN	Secondary Student
AJ Kofler	Secondary Student
Alice Wallace	Parent or Community Member
Vlad Yatvuchecnko	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11.2.2020.

Attested:

Principal, Jon Campbell on 11.2.2020
SSC Chairperson, Alice Wallace on 11.2.2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019