

CAPITOL COLLEGIATE PERFORMANCE REVIEW



*Action for 2011-12
School Year*

Our Mission

Capitol Collegiate Academy prepares students in kindergarten through grade eight to compete, achieve, and lead in college and in life.

Our Vision

Capitol Collegiate Academy is a school founded on the firm belief that all students, regardless of race, home language, family education level, or socio-economic status, are entitled to a high quality education. We believe that a no-excuses culture is the foundation for success and that with discipline, structure, challenging work, humility, and unyielding optimism, we will ensure that students have the early foundation necessary to excel in high school, in college, and in their careers.

Core Beliefs and Values

A challenging curriculum and cohesive culture are the foundational stones on which Capitol Collegiate is built. We create a small, safe, and structured learning environment that challenges students to push themselves to perform at their personal bests. School culture drives the focus of all classrooms, while at the same time addressing the individual needs of each student. Teachers create planning documents that reflect the deliberate consideration of how students learn and what will propel them forward in achievement. Teachers are given the structure, support, and resources needed to collaborate with each other, challenge students in the classroom, and construct exceptional lesson plans and standards-driven curriculum. For those students unable to master academic content during class, daily tutoring and homework support during the last block of the day are provided to ensure that each student is receiving the time and attention necessary to achieve. Finally, by extending the grade span of the school to include kindergarten through eighth grades within a slow growth model, Capitol Collegiate capitalizes on its organization, discipline, and academics in all areas to make certain a smooth transition for elementary and middle school students into high school.

CORE VALUES

Capitol Collegiate is characterized by academics and culture. We strive to build a strong community within the school and work to actively engage our students in their learning. We believe that the more students are invested in school, the less opportunity there will be for disruption. As a result, we operate with six core values for all members of our school community – humility, effort, respect, optimism, integrity, courage. To be at CCA, you are H.E.R.O.I.C. – you display boldness and bravery in your work and accomplishments – and we do this through our core values. This is who we are at Capitol Collegiate and it is expected that all students and staff will live by these values.

HUMILITY

1. We are proud of our accomplishments without boast or brag.
2. We can be happy for others and ourselves at the same time.
3. We recognize both our strengths and our weaknesses.

EXCELLENCE

1. We do our best work every day.
2. We never give up.
3. There is no such thing as “good enough.”

RESPECT

1. We treat each person as valuable and worthy.
2. We accept each person for who they are.
3. We show our respect at all times for people, property, and ideas.

OPTIMISM

1. We are confident in our achievement and abilities.
2. We assume the best in others.
3. We expect a successful outcome.

INTEGRITY

1. We align our actions with our beliefs.
2. We do the right thing because it is the right thing to do.
3. We are honest.

COURAGE

1. We know there is no obstacle too large to overcome.
2. We confront our fears with a positive attitude.
3. We maintain mental and moral resolve to always move forward.

Our Goals

To realize this vision, we must be clear about what success looks like: success is **every** student achieving. With this strategic plan, we will hold ourselves accountable for achievement at all levels of our system. We will evaluate our success by looking at our growth over time and our ability to close the achievement gap. We commit to creating a system that supports our students in meeting or exceeding expectations, so that all students are prepared to succeed in a four-year college. Over the next five years, we will work towards our ultimate goals that:

Academics

- 100% of our students who have been in our system for three or more years meet proficient or advanced levels on every California Standardized Test subject and/or Common Core assessment
- Our school has an Academic Performance Index of 900 or greater

Leadership

- 100% of our high-performing staff are retained
- 100% of staff receive an evaluation based on student achievement and excellent teaching indicators
- 100% of our staff is paid using a compensation structure that rewards excellent performance
- 100% of new leaders will undergo a comprehensive leadership residency program

Infrastructure

- Provide at least 3 computers with internet in every core classroom; Develop a technology growth plan
- 100% of dollars spent are tracked to student outcomes
- 100% of payroll staff have clear, achievement-driven roles and responsibilities

This Strategic Plan is our road map to achieving this vision and meeting our goals. Over the next two years we will move forward with a set of foundational strategies that will help us focus our work and benchmark our results.

SETTING THE CONTEXT

Great Opportunities, Many Challenges

Capitol Collegiate Academy will eventually serve grades K - 8, with more than 450 students expected to enroll at the original site. Capitol Collegiate reflects the environment in which it operates. Several factors have shaped CCA in recent years and must be considered as new strategies are undertaken:

- **Community:** South Sacramento is a traditionally underserved community in Sacramento. Over 40% of its residents live below the poverty line and it has one of the highest crime rates and the highest infant mortality rate in the county. Currently, the education opportunities in South Sacramento are limited, with each of its traditional schools ranked as some of the lowest performing in the region. As such, residents of South Sacramento are twice as likely to drop out of high school and three times more likely to not graduate from college.
- **Limited Budgets:** Capitol Collegiate is funded from a number of sources: state general purpose and special purpose funds; local levy funds and taxes; federal funds; and additional smaller forms of funding. As California continues to undergo a series of budget crises, the funding for public schools varies from year to year and oftentimes changes during the school year after school budgets have been established. Additionally, revenues have not kept up with increasing costs, as California is one of the lowest funded education systems in the country compared to cost of living. This uncertainty makes budgeting difficult and also limits our ability to effectively allocate resources. Further, the limited information available as well as deferment in funds from the state requires all public schools to take out a line of credit until state funding is distributed. We do not receive basic funding that older charters or existing traditional schools receive such as Class Size Reduction (CSR), access to TRANS loans, and facility funding. This further limits our ability to build a strong financial reserve.
- **Support:** Support from families and stakeholders is vital. Over the last three years, Capitol Collegiate has engaged hundreds of internal and external partners who have been involved in our system. Continued outreach and involvement throughout the community will be critical to CCA's long term success.

Competitive Advantages

Capitol Collegiate is also positioning itself to consider our competitive advantages within our current context to ensure that we access and utilize those areas that have and will make us successful:

- **College-Going Culture:** Our focus on college is at the center of our work. We continually refer to college graduation years, take college trips, monitor student progress to grade-appropriate college goals, and design the structural and esthetic components of the facilities to reflect college pennants.
- **Curriculum:** CCA has developed a curriculum that not only meets the current standards outlined by the local, state, and federal guidelines, but one that also prepares students to meet the requirements of Common Core at and above grade level.
- **Leadership:** Capitol Collegiate understands that a strong system is rooted in the strength of its leadership. As such, we allow leaders to make decisions and take the steps necessary to best serve their students. This autonomy allows for flexibility, as opposed to forcing typical district mandates without critical thought.
- **More Time:** CCA is able to utilize a longer school day in order to provide the supports that our students require. It gives us more time in core areas as well as the flexibility to provide targeted interventions.
- **Personalization:** Everything in CCA is geared towards personalizing the education of every student. We recognize that students have different needs when it comes to learning and that each child grows at different rates. Our program is geared to facilitate these differences.
- **Human Resources:** CCA hires teachers with at-will contracts, giving us the flexibility to recruit, retain, and release teachers based on performance. We are also able to compensate our staff based on their performances and the value that they add to the education of our students.

ORGANIZATIONAL STRUCTURE

Our current and anticipated organizational structure is outlined below. We recognize there are both redundancies and gaps in this structure that must be addressed in order to successfully implement our full academic program. These issues will be addressed over the next twelve to eighteen months.

Role	Start Year	Primary Responsibilities
Head of School	2011-12 (1) 2014-15 (2) 2016-17 (3)	<ul style="list-style-type: none"> • Manages DCI and DO (and the level of their work) • Conducts observations and uses data to drive the work of the DCI and DO • Plans and co-leads professional development • Takes on some of the DCI and/or DO work as needed (depending on year) • Responsible for ensuring school meets ambitious student achievement benchmarks • Student Achievement Council and Family Involvement • Executes on student recruitment plan, ensures full enrollment, manages exits • Reviews all communications going to families • Work with SPED team to ensure all SPED services and review are handled appropriately
DCI	Varies	<ul style="list-style-type: none"> • Ensures complete, rigorous planning and lesson preparation • Manages and supports use and development of best instructional practices • Handles student behavioral issues and disciplinary needs • Meets with Grade Level Chairs weekly to support student achievement • Meets with every teacher weekly or bi-weekly (3+ years) • Report cards – review each report card and reconcile with achievement data • Data review – review all data sheets every week; look for trends; create theories on root causes and potential supports
Grade Chairs	5 th grade (K4) 7 th grade (5-8)	<ul style="list-style-type: none"> • Hold weekly grade level or department level team meetings • Review grade or department level data and develop action plans
Teachers	Varies	<ul style="list-style-type: none"> • Deliver exceptional, data driven lessons using best instructional practices • Exceptional planning in Guided Reading and 1-2 other content areas • Frequent and effective communication with families • Clean, organized, and achievement-oriented classrooms • String classroom management and culture
Floater	Varies	<ul style="list-style-type: none"> • Teaches Reading Mastery to 2 grade levels • Some pull-outs • Exceptional planning in 1-2 other content areas • Participate in one other activity: bus, afterschool, office support
Ops Manager	Every Year	<ul style="list-style-type: none"> • Manages all school-based operations: attendance, meals, bus, school calendars, school menus, trackers, material requests and delivery, visitors, school environment (bulletin boards), lost and found, • Manages all “extras” (ex. picture day, field trips, special events, • Sends daily Operations Email • Sends web site changes, additions, etc.
Office Admin	Every Year	<ul style="list-style-type: none"> • Phones, mail, and office organization • School sales and receipts
Afterschool	Every Year	<ul style="list-style-type: none"> • Run safe, planned, structured, and enriching afterschool program

Success and Progress to Date

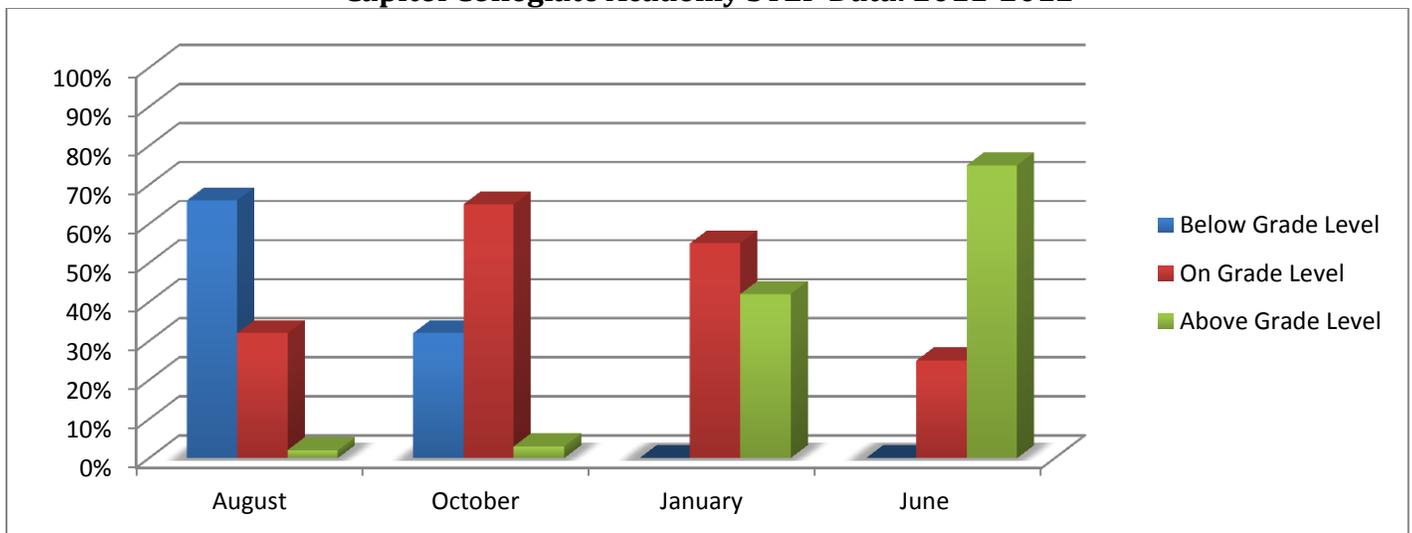
- (A) Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed in the charter or otherwise required by the District.**
(E) Results of any additional internal assessments used by the Charter School.

Capitol Collegiate is about outcomes. Oftentimes public schools are rated by the inputs that go into a child's education. Areas such as computer to student ratios and class sizes dictate whether or not a school is doing well. While we certainly subscribe to best practices in education regarding inputs – more minutes in literacy, access to technology, smaller class sizes in lower elementary – we also know that the effectiveness of those inputs are only so powerful as the outputs they produce. As such, we measure our progress to date by the product of the education we provide. Below is our data from Year 1 on our two most important metrics: literacy and math.

LITERACY

The STEP Literacy Assessment® is a developmental literacy assessment, instructional tool, and data management system that defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. The STEP Assessment is out of the University of Chicago and was **intended** to provide a more rigorous literacy assessment for schools. Specifically, the STEP Assessment provides more rich and high-level data on specific areas of student knowledge in reading that are typically generalized in the more common assessments of Fountas and Pinnell or the DRA. For example, STEP assesses the exact type of comprehension where student knowledge breaks down (fact, inference, or critical thinking) and provides clear rationale as to why. Further, the bar for moving forward within each level is set at a higher standard than other literacy assessments. Finally, the STEP provides the means to directly and thoughtfully address the ELA curriculum to best meet student needs. Below you can see the incredible growth Capitol Collegiate kindergarteners have made.

Capitol Collegiate Academy STEP Data: 2011-2012

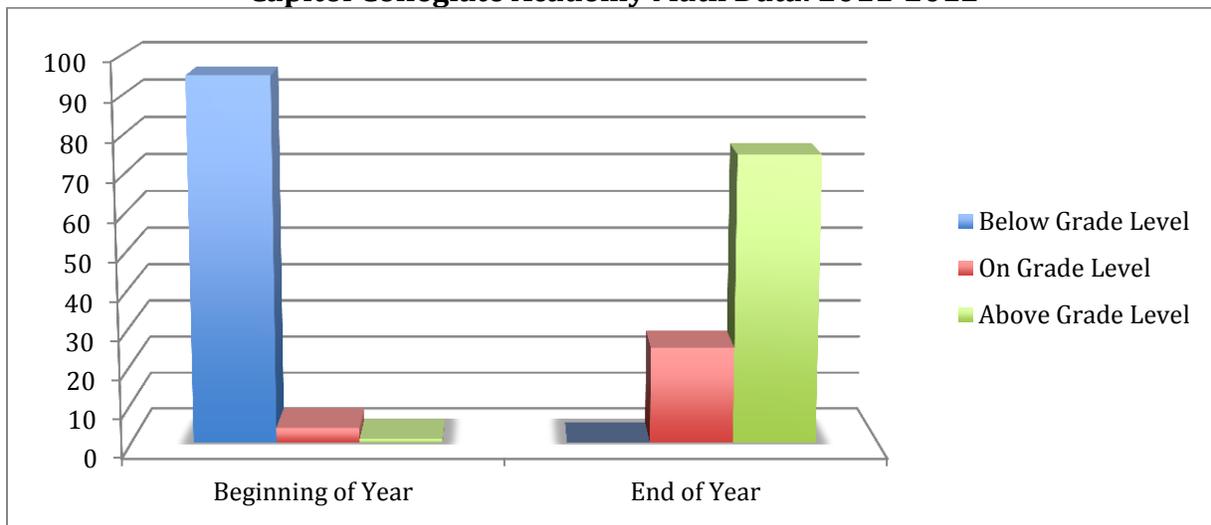


As you can see in the graph above, most of our students came to us below grade level in reading (no familiarity with concepts about print, unable to write first and last names, unable to identify letter names and letter sounds). By the end of the year, over 70% of our students were above grade level (1st grade or higher) – meaning that they were able to read books at a level D or higher and were additionally able to answer fact, inference, and critical thinking questions on the respective grade levels. The remaining students were at grade level (reading decodables at a level C book).

MATH

In our incoming group of students, fewer than 10% could count to 10 accurately and, using Pre-K assessments, we determined that 92% of our students were not yet at a Pre-K level in math ability and skills. As such, the vast majority of our students were below grade level. We are one of the few elementary schools that teach both a Math Problem Solving as well as a Math Procedures Block. We believe that students should be able to represent their knowledge in both contexts. For Math Problem Solving, we use Singapore Math and Math Investigations. Both focus on *how* students solve and justify problems using multiple methods. In Math Procedures, students focus on standards in small groups and learn the specifics behind the steps to solving math problems. As opposed to the Problem Solving, which requires students to construct meaning *before* knowing how to more technically solve a problem, Math Procedures is the more “traditional” math that formally teaches students the logistical steps required to solve “book and paper” problems. This content is heavily based on Common Core and California State standards. Below you can see the incredible growth Capitol Collegiate Kindergarteners made last year based on the Problem Solving and Procedures final exam as well as the Terra Nova.

Capitol Collegiate Academy Math Data: 2011-2012



TERRA NOVA

Capitol Collegiate students take the Terra Nova exam each year. This is to provide external, standardized testing data, as the school will not have CST or Common Core results until it reaches 3rd grade (Year 4). In its inaugural year, all Capitol Collegiate students took the Terra Nova assessment. **100% of students scored within the grade level band.** In the coming school year, we will have it scored in order to provide nationally normed percentile standings for review.

- (B) Information regarding the number of students taking and passage rate of the California High School Exit Exam (“CAHSEE”), if applicable.**
- (C) An analysis of whether student performance is meeting the goals specified in the charter. This data will be displayed on a school-wide basis and also disaggregated by major racial and ethnic categories and shall include analysis based on the Standardized Testing and Reporting (“STAR”) and CAHSEE programs of the State of California**
- (D) The Charter School’s progress towards meeting its Academic Performance Index (“API”) and Adequate Yearly Progress (“AYP”) targets.**

The components of B, C, and D are not applicable: Capitol Collegiate does not enroll high school aged students for the CAHSEE. Capitol Collegiate also does not have STAR testing available (only kindergarten was enrolled in 2011-12). The lack of applicable grade levels for STAR testing also means that Capitol Collegiate did not generate its own API or AYP. Per California Ed Code, we must list the SCUSD average AYP/API on our SARC report, as we do not have one of our own.

- (F) A copy of the Charter School’s governing board’s self-evaluation on prior-year management performance, including summary of major decisions and policies established during the year, and upcoming year goals.**

See attached.

- (G) Data on the level of parent involvement in the school’s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.**

The school has a monthly Student Achievement Council meeting. Last year, we began this work in January and had one per month, through the end of the year in June. The SAC meeting gives families the opportunity to give the school feedback, run initiatives like school fundraisers, and connect directly with staff on school-level issues. Over 20% of families were involved with SAC at some point during the year. Families also receive regular communication through a daily STAR report (behavior log), weekly Classroom Achievement Letter, and monthly newsletter and personal phone call to the home. At the end of the school year, the overall family satisfaction was 93.1% (54 out of 58 families were satisfied or highly satisfied).

- (H) Data regarding the number of staff working at the school and their qualifications.**

Below is a summary of the staff data at the school.

- *Teachers:* 100% of teachers were highly qualified; of the four classroom teachers, all four were female.
- *Support Staff:* One afterschool staff member who also provided supervisory support at recess and lunch.
- *Administration:* Of the three office administrators (Head of School, Operations Manager, and Office Administrator), all three had college degrees and relevant training (including teaching credentials).
- *Racial Breakdown:* Of the eight total staff members, 25% were Hispanic/Latino, 12.5% were African-American, and 62.5% were white.

(I) A copy of the Charter School’s policies, including health and safety policies, and a summary of any major changes to those policies during the year.

No major changes since the charter – as a first year school, all policies consistent with the charter document.

(J) Information demonstrating whether the Charter School implemented the means stated in the charter to achieve a racially and ethnically balanced student population.

We implemented the same strategy outlined in the charter. As a result, we did not have a majority race at the school, with approximately equal balances of both African-American and Hispanic/Latino populations. We will work to increase the number of Asian students in the coming years.

(K) An overview of the Charter School’s admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists.

We used the same processes as outlined in the charter, as is also required by California EdCode. Because this was a Year 1 school, we conducted all application, lottery and enrollment procedures in0line with our charter document. There were no significant adjustments in this work. We had a lottery for our incoming kindergarten class for the 2011-12 school year. We received 87 applications for 66 spots (in order to maintain two classes totaling 58-60 students). We maintained a healthy waitlist that allowed us to remain fully enrolled throughout the year.

(L) Analysis of the effectiveness of the school’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

We had no formal dispute processes (externally or internally).

(M) A report on student discipline, including the number of students suspended or expelled from the Charter School.

In the 2011-12 school year, Capitol Collegiate did not have any expulsions.

In the 2011-12 school year, Capitol Collegiate had 40 days of suspension (0.003% of total days). Below is a breakdown of the reasons for these suspensions:

Cause for Suspensions	Total Number
Physical Aggression or Violence	25
Persistent Defiance and Disrespect	9
Danger to Self	6
Other	0

(N) Any other information regarding the educational program and the administrative, legal and governance operations of the Charter School requested by the District.

CCA will be excellent public school system that clearly serves the students of South Sacramento and shows stronger results with our demographic body than any other school in the area. To continue this work, we must infuse new life into our culture and undertake a new and even more focused approach to our work.

Commitments

- **We are committed to ensuring that all students excel.** For students who enter our system multiple grade levels behind, it is our responsibility to help them reach and exceed grade level proficiency and meet grade level standards. It is also our responsibility to put the supports in place that are needed in order to provide students with the help they need to do this, regardless of their situation, need, or challenges.
- **We are committed to high behavioral expectations, working towards 100% in every classroom, every day.** Culture is largely about the feel that a person may have when they walk the campus. It includes the college paraphernalia, the success-driven dialogue, and the uniforms that our students wear. More importantly, though, it is about working relentlessly to ensure that no student slips through the cracks. It is about ensuring that every student is in appropriate uniform, following school rules, and working with a sense of urgency. It is about ensuring that every staff member is holding all students accountable to their highest sense of accomplishment and knowing that no issue is too small to correct and no success too small to praise.
- **We are committed to individual responsibility and collective accountability.** Each person at Capitol Collegiate is an important part of our community. We must all contribute to the success of our system and we must all be accountable to our own, individual work.
- **We are committed to providing exceptional customer service to families and the community.** We must improve the level of customer service that we provide to families and the community. This was one of the bed rock ideals that were at the inception of CCA and one that we commit to returning our attentions to improving.