
STUDENT STUDY TEAM POLICY

The Board of Directors of the Capital College & Career Academy (“CCCA” or the “Charter School”) recognizes there are students who may need additional support within the classroom both academically and behaviorally.

A Student Study Team (“SST”) process utilizes a team of CCCA staff dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and connecting them to appropriate interventions and supports through the regular instructional setting.

An SST uses a systematic problem-solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Referral to an SST

A student may be referred to the SST process for any reason, including, but not limited to:

1. Lack of academic progress;
2. Increasing behavioral concerns;
3. Consideration for retention;
4. Attendance/truancy issues;
5. Parent concerns; and/or
6. Any other reason appearing to impact a student’s access to education.

Any CCCA teacher or staff member who has a concern for a student can refer that student to the SST for consideration.

Specifically, all students who have a grade point average (GPA) of 2.0 or below or who demonstrate significantly decreasing grades within a 4-week period (two consecutive

grade checks) will be flagged for participation in a student success team (SST) meeting. Parents and/or guardians of families will be notified about this process, along with an invitation to attend, in writing and via a phone call/email from the student's advisor. At these meetings, the team will identify research based academic and/or social-emotional supports necessary for the student to succeed.

SST Meeting

The purpose of the SST is to discuss issues and concerns related to a student's performance, identify intervention strategies which may help a student succeed, and monitor his or her progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST may suggest and offer different supports that may include monitoring student progress, developing support plans, referring students to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

Anyone who is connected with the student can be included in the SST to provide information to share about the student's strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, principals, parents/guardians, counselors, doctors, administration, social workers, and/or law enforcement. The meeting is designed to bring out the best in the people involved.

The CCCA SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths of the student are identified.
5. Concerns are discussed, clarified and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized with one or two chosen for focus.
8. Strategies to deal with concerns are chosen; options are brainstormed.
9. Team chooses the best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Formalization of an SST support plan.
13. Follow-up meeting date is set.

A support plan will be developed by the key educational partners, including parents, students, teachers, and the executive director. Parent/guardian engagement will be an

integral part of each student's support plan. Although we understand each student and their respective challenges will be unique, regular communication between the advisor, student, and designated family member will be a standard component of each support plan.

Follow-up after an SST

After implementation of an SST support plan and follow up meeting, if the student continues to exhibit academic and/or behavioral concerns and/or should the student need additional supports, the SST may discuss making revisions to the student's support plan and/or providing the student with additional supports (please see below section on Academic Probation), or if necessary, the SST may refer the student for assessment for special education services and/or a Section 504 accommodation plan as applicable.

Informal check-ins between the interested parties may take place prior to the next official SST follow-up meeting. If the student continues to demonstrate minimal academic progress or remains below a 2.0 GPA at the next meeting, additional support and/or accommodations will be discussed by the SST and, if appropriate, provided to the student.

Academic Probation & Increased Support

At the end of the semester, if the student has not responded positively to the interventions put in place, an academic probation meeting will be held. At this meeting, the team will reconvene to assess progress, discuss the student's progress in the program, and determine the viability of additional supports that may need to be implemented. Moreover, students who remain on academic probation will be unable to participate in dual-enrollment courses per the current regulations set forth by both American River College and Sacramento State. The team will also determine if additional assessments or other Child Find obligations related to the struggling student. Students placed on academic probation will have another SST check-in midway through the following quarter, in addition to informal check-ins with the advisor, parent(s)/guardian(s), and the impacted student, as indicated by the SST plan. At the conclusion of the quarter, a full reevaluation of the student's academic progress will take place. Students below a 2.0 GPA or with a D or F will remain on academic probation through the semester. For those who are still not making academic progress and who do not trigger any additional Child Find obligations, a formal academic review will take place. Students who demonstrate improvement in their grades at the close of either the quarter or the semester will be removed from academic probation. However, academic and/or social-emotional supports will remain in place for at least the following quarter to ensure continued academic progress. Regular communication

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between the student's advisor, family representative, and the student will be critical to ensuring students stay on track for graduation.



STUDENT SUCCESS TEAM (SST)

Student: Date: GPA:

Academic Progress: A student will be placed on Academic Probation if he/she earns an average academic GPA below 2.0 or receives any Fs in any semester of a school year. Students being placed on academic probation will have until the end of the concurrent semester to raise his/her grades to a 2.0 GPA and raise their “F’s to at least “D’s. A student placed on Academic Probation may be excluded from extracurricular activities. This includes Game Masters, non curricular related field trips, and dances.

_____	_____	_____	_____
Parent Signature	Administrator Signature	Academic Advisor	Student

Context for the Meeting	Student Strengths	Student Concerns	Current Interventions (see below for a summary of teacher contact/behavior interventions)	Actions Moving Forward	Responsibility (Who and When?)
•	•	•	•	•	•