



2021-22

# Parent/Guardian and Student Handbook



## Non-Discrimination Statement

Gateway Community Charters and Community Outreach Academy prohibits, at any school or school activity, discrimination, harassment, including sexual harassment, intimidation, and bullying, based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. This shall apply when applicable, to interns, volunteers, and job applicants.

For questions, concerns or complaints, please contact Equity and Title IX Compliance Officer:

Christine McCormick, Assistant Superintendent

5112 Arnold Ave. McClellan CA 95652

916-286-5199

[christine.mccormick@gcccharters.org](mailto:christine.mccormick@gcccharters.org)



## Contents

Site Directory .....	4
Welcome Statement .....	5
CCCS Mission and Vision .....	7
California School Dashboard .....	9
Distance and Hybrid Learning Options .....	9
Capturing Kids' Hearts .....	10
Five Keys to Success at CCCS / Student Expectations .....	11
Parent/Guardian Expectations .....	15
Grade Placement and Promotion Criteria .....	16
Criteria for Approval for over 35 credits .....	17
Service Learning Graduation Requirement and Graduation Policy .....	18
Possible Modified Graduation Requirements .....	19
Concurrent Enrollment at Community College .....	19
CCCS Classes and Graduation Requirements .....	20
Career and Technical Education (CTE) Pathways .....	23
Other Programs .....	27
A-G Course Placement .....	29
CCCS Suggested High School Course Progression Map .....	30
Community, Career and Counseling Resources .....	31
Student Mental Health Resources .....	32
Health .....	33
Parent Involvement .....	35
Safety .....	35
Animals on Campus Policy .....	37
CCCS Code of Academic Conduct .....	39
Independent Study Program Expectations .....	40
Policy for Extra-Curricular Activity Participation .....	40
Anti-Bullying Policy .....	41
Sexual Harassment Policy .....	41
Progressive Discipline .....	42
Dangerous Objects .....	43
Instructional Calendar .....	44

## Site Directory

### COMMUNITY COLLABORATIVE CHARTER SCHOOL

SITE	LOCATION	Grades Available
<b>Main Site</b> Camellia Building (916) 286-5161	5715 Skvarla Avenue McClellan, CA 95652	9-12
<b>K-8 Campus</b> (916) 286-5158	3701 Stephen Dr, North Highlands, CA 95660	K-8
<b>Firehouse Community Center</b> (916) 286-1913	810 Grand Ave, Sacramento, CA 95838	9-12
<b>North Highlands CTE Center</b>	3701 Stephen Dr, North Highlands, CA 95660	9-12
<b>West Sacramento</b> (916) 286-1960 x1817	2945 Ramco Street West Sacramento, CA 95691	9-12
<b>Sacramento Youth Center Learning Hub</b> (916) 286-5161	1901 Del Paso Blvd. Sacramento, CA 95815	9-12

#### CCCS Media

CCCS Website: <https://cccs-sacramento.org/>

Like and follow us on **Facebook**:

<https://www.facebook.com/CCCSSchool>

Follow CCCS on **Twitter**: [@CCCS\\_School](https://twitter.com/CCCS_School)

## Welcome Statement

Greetings Students & Parents/Families,

I would like to thank you for making Community Collaborative Charter School your school of choice for the 2021-22 school year.

A new school year full of promise awaits you. You are fortunate to have a talented group of teachers, support staff, and administrators eager to assist you. Education is their calling, and these adults have purposely chosen to work with each student and their families. An outstanding staff is assembled to help guide each student through their personal educational journey; however, it is ultimately up to the student to take charge of their own education. This means students must strive for excellence in every academic endeavor, taking personal ownership in school safety, respecting others, and being true to themselves. Academic success is the primary objective, yet CCCS hopes students will consider what they can do beyond the walls of the school to enrich their education and help others in our community. I implore all students and families to take full advantage of the opportunities before you. My favorite annual event is participating in our graduation ceremony. I have the honor of meeting graduates on the stage and celebrating in every graduate's unique success story. The smiles and tears of joy I see are a reflection of challenges met and opportunities fulfilled. I look forward to shaking each graduate's hand at graduation in the near future.

Best wishes and good luck this year,

Jon Campbell  
Principal





## CCCS Mission and Vision

It is the mission of CCCS to provide high quality curriculum, instructional support, and community and social resources to families and students in our community. We do this by:

- Implementing an innovative, data-driven, Common Core-aligned curriculum that is differentiated to meet the needs of each individual student
- Utilizing data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving
- Engaging parents and guardians as integral participants in their students' educational experiences
- Providing access to district/social/community services and support, as well as mentoring opportunities
- Building relational capacity between and among all school stakeholders
- Developing social-emotional intelligence among students for future success.

It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the divergent needs of our student populations.

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors. CCCS students will graduate with a high school diploma and will have opportunities to gain skills that will prepare them for college, career, and citizenship. CCCS provides students with:

- A high degree of personalization, mentoring, 21st Century skills, college and career readiness opportunities, and a standards-driven core curriculum
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, interests, modalities, and college and/or career goals
- The ability to participate in a variety of supportive core educational experiences, in addition to a variety of enrichment opportunities; may include but is not limited to Academy of Creative Arts, CTE programs, Online/Blended learning program, Service Learning, Community Impact Academy, college trips, & field trips
- A partnership between students, parents, the community, and social services to provide students with support systems appropriate to their needs
- A supportive, nurturing environment grounded in Capturing Kids Hearts principles that focuses on the needs, and affirms the worth, of each student.

## **Beliefs**

CCCS provides a viable educational choice for parents and students interested in a personalized curriculum that emphasizes rigor, relationship and relevance. At CCCS all staff members serve as role models and mentors actively engaged in student education.

The CCCS program educational goals include:

- The teaching of character traits and basic life skills is evident and consistent.
- Students are aware of what they are expected to learn, know what they have learned, and know what they still need to learn.
- Students are encouraged to understand and appreciate their individual uniqueness and how their talents and abilities can be used to benefit themselves and others.
- All staff members are seen as role models and will mentor CCCS students.
- Parents/guardians are welcomed as active partners in the school and in their student's academic success.
- Community members may work with students individually and in small groups to provide mentoring and to teach students the skills and attitudes of successful employees and community members.
- Through the charter school we create a structure and instructional methods to provide a learning environment, which enables students to become self-motivated, confident, competent lifelong learners.
- At the beginning of each school year, the CCCS staff analyzes assessment data for the purpose of identifying the academic needs of students and planning instruction to meet those needs. Programs or strategies that are not demonstrating success in improving student academic achievement are modified or replaced.
- Academic goals are additionally set and revised in the Single School District Plan and LCAP and are routinely monitored through the School Site Council.
- We believe that the cultural, linguistic, and socioeconomic variety within our community is one of the strongest assets for individual and collective progress. We proactively seek out, listen to, and embrace the diverse voices and perspectives that make up our vibrant community. Differentiated instructional strategies are utilized to address the diverse needs of our students.



## **School Accountability Report Card**

The California Department of Education requires all schools to publish a School Accountability Report Card (SARC) annually that describes our school's demographics, academic achievement data, and other important characteristics of the school. A copy of the SARC can be found at [www.sarconline.org](http://www.sarconline.org). This information is also linked at the bottom of the CCCS home page: [www.cccs-sacramento.org](http://www.cccs-sacramento.org).

<http://www.sarconline.org/SarcPdfs/11/34765050108837.pdf>

## **California School Dashboard**

The California School Dashboard is a state run website that features easy to read reports on multiple measures of school success, including test scores, graduation rates, English learner progress, and attendance information. The dashboard is part of California's school accountability system. These dashboards support student learning and inform the public as to the progress of all California schools and students. The CCCS dashboard can be found at [www.caschooldashboard.org](http://www.caschooldashboard.org). This information is also linked at the bottom of the CCCS home page: [www.cccs-sacramento.org](http://www.cccs-sacramento.org).

<https://www.caschooldashboard.org/reports/34765050108837/2019>

## Capturing Kids' Hearts

"If you have a child's heart, you have his head." - Flip Flippen

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. Capturing Kids' Hearts (CKH) provides tools for administrators, faculty and staff to create such an environment and build positive, productive, trusting relationships among themselves and with their students. These processes can transform the learning environment and campus environment, paving the way for high performance. All CCCS staff are trained in CKH and have been taught skills that help:

- Develop safe, trusting, self-managing learning groups
- Improve school attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model (Engage, Xplore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and backgrounds

CCCS students will be introduced to CKH practices through building a social contract that creates a self-managing school environment. Students will greet CCCS staff and other students every time they are on campus to promote positive, professional etiquette. Each student will leave campus with a positive, motivational "launch" from their teacher.

## Five Keys to Success at CCCS / Student Expectations

When enrolling in a non-classroom based, blended learning instructional program at CCCS, students acknowledge and agree to adhere to the following expectations with regards to attendance, academics, lab, assessments, and behavior.

### **#1: Attendance**

- Attend every scheduled meeting requested by teachers and other school staff, always arrive on time, and stay at school for assigned hours. While on campus, students are expected to be working on assignments or participating in scheduled classes or activities.
- Attendance is based upon work completed and submitted. There are no excused absences. Illness or medical and family emergencies do not excuse a student from completing work and therefore earning attendance.
- Your teacher is your primary contact at CCCS. If you cannot attend your meeting with your teacher, you must contact the teacher BEFORE your appointment time and discuss another arrangement for fulfilling attendance obligations.
- Make arrangements to get to and from school prior to the day of your appointment. A consistent weekly transportation method is strongly encouraged. Lack of transportation is not an acceptable reason for failing to attend school and being on time. Students receive Regional Transit bus pass stickers for their student IDs.
- Do not schedule other appointments (doctor, dentist, court, social worker, etc.) on the day of your appointment.
- Students may be withdrawn and referred back to their school of residence if no work is submitted for two weeks in a row, if there are three total missed teacher appointments or required classes, or if the student misses 15 days of attendance. Students may also be withdrawn if they are not making sufficient academic progress to complete at least twenty credits in a semester.

### **#2: Academics**

- Complete all your assigned work prior to your appointment every week. If you have trouble completing your assignments, come to the lab immediately for assistance.
- Academic Integrity: Complete your work with honesty and integrity. The Code of Academic Conduct prohibits violations of academic integrity such as cheating, plagiarism, falsification and fabrication, abuse of academic materials, complicity in academic dishonesty, falsification of records and official documents, personal misrepresentation and proxy, bribes, favors and threats. Students who violate the Academic Code of Conduct will be held accountable following the school's discipline guidelines.

- Grading Policy: Credits and grades are earned based on completion and mastery of assignments and teacher evaluation. Methods of evaluating a student's work include weekly review of assignments, student demonstration of skills, verbal discussion, teacher observations, written and oral tests and quizzes, and cumulative exams.
- Student work is due at the start of the appointment. By law, attendance will not be given for assignments submitted after the due date. Normally students earn five credits in a semester per subject. Credits are based on mastery of all course requirements, and are a function of the amount and quality of work as well as the breadth of study - not number of days, grades or assignments. On average, students should earn 25 credits during a semester to graduate in four years.
- Any academic credits over 35 must have prior administrative approval. The decision to increase credit load will be based on academic history (grades and credits earned in previous semesters) and teacher recommendation. Other opportunities to earn additional credits beyond the 35 credits include: some small group elective classes at CCCS, Driver's Ed, Adult Education, and/or Community College courses.
- Students enrolled for a portion of the semester will only be eligible to earn a pro-rated portion of the credits.

### **#3: Lab**

- Students are required to be on campus for a minimum of six hours a week in a combination of teacher appointment, classes, and lab time. Specific lab sessions and additional hours may be assigned by the student's supervising teacher based on cohort placement and student need.
- The lab is available to work quietly on assignments, obtain assistance from lab staff, to take computer-based tests, and to have work corrected. Lab materials and resources are only to be used for school-related work. Students who are not adhering to the lab rules will be asked to leave and will be held accountable following the school's discipline guidelines.
- Students new to CCCS have a required Onboarding class designed to support student success in independent study. This class is an additional 3 hours per week for the first four weeks (or until four sessions are completed).
- Lab Expectations
  - Ask for and accept guidance and instruction from lab staff.
  - Time in lab is based on mastery of concepts and satisfactory completion of work.
- Students are expected to abide by Computer Use Rules. Violation of these rules will result in revocation of computer privileges.

#### **#4: Assessments**

Students are required to participate in a number of assessments throughout the year. During assessments, students are expected to be on campus for additional hours outside of their normally scheduled teacher appointment and lab requirements.

Required assessments include the following:

- California Assessment of Student Performance and Progress (CAASPP)
  - All 11<sup>th</sup> grade students must take the CAASPP tests in the spring. There are four required tests: English Language Arts, Mathematics, ELA Performance Task, and Math Performance Task.
- California Science Test (CAST)
  - Students take the CAST once during high school, either in 12<sup>th</sup> grade or when they have completed one year of Earth Science and one year of Life Science.
- Renaissance Learning Reading and Math Assessments
  - All students take the Renaissance test in the fall, winter, and spring. This test is used to plan instruction and measure growth over the year.
- Edgenuity Assessments
  - Unit tests in the Edgenuity on-line learning platform must be taken at school.
- English Language Proficiency Assessments (ELPAC)
  - Students in kindergarten through grade twelve, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf>  
If you have any questions about your child taking the ELPAC, please contact our school's office.
- Physical Fitness Test
  - All 9<sup>th</sup> grade students will take the Physical Fitness Test in the spring.
- Writing Assessment
  - All CCCS students will take a diagnostic writing assessment in the fall, a summative writing assessment in the spring, and monthly formative assessments.

## **#5: Behavior**

- Students are expected to:
  - Follow directions and be respectful to all school personnel.
  - Create a social contract with their teacher(s) and follow it at all times.
  - Behave and dress appropriately while at school.
  - Show current student identification at the front desk.
  - Put cell phones and other electronic devices away or allow a staff member to hold on to them when appropriate, e.g. during testing.
  - Follow the academic code of conduct.
  - Treat teachers, staff, other students, and school materials with respect.
  - Demonstrate honesty and integrity in regard to all assignments and communications.
  - Violence, vandalism, and the possession or use of drugs, alcohol, and weapons are strictly prohibited.
  - Dress Code: Students must give due attention to personal neatness, cleanliness, and appropriateness of dress. Any clothing that is disruptive or inappropriate to the school learning environment could result in a student being asked to change or being sent home for the day.
  
- **Discipline Guidelines:** Failure to adhere to academic and behavior expectations will result in the following:
  - Being asked to leave campus
  - Parent contact and/or conference
  - Increased lab requirement
  - Behavior/Academic Contract
  - Meetings with school administrators
  - Revocation of work permit
  - Suspension (See Appendix for official policy)
  - Expulsion (See Appendix for official policy)
  - Termination of the Independent Study Agreement and withdrawal from CCCS
  - GCC Board Policy BP 4-17 Suspension and Expulsion is available in the main office.

## Parent/Guardian Expectations

Parents/Guardians are expected to adhere to the following expectations in order to facilitate a positive and successful educational experience at CCCS. The major objective of Independent Study is to provide a voluntary educational alternative for students.

- Make sure that the student attends all scheduled meetings with teachers and all mandatory assessments on time.
- Make sure student attends teacher appointments and labs for a minimum of six hours per week.
- Arrange safe and reliable transportation to and from school (Regional Transit stickers are provided for student IDs).
- Supervise students at home, making sure that all assignments are completed thoroughly, correctly, and with academic integrity.
- If your student cannot attend a meeting with his or her teacher, the teacher must be contacted *before* the appointment time to discuss another arrangement for fulfilling attendance obligations.
- Keep staff/teacher aware of changes to phone number or address.
- Promptly return calls from the teacher and/or school.
- Contact the teacher with any questions or concerns about assignments and student progress.
- Follow through with courses of action agreed upon with school personnel with regards to the student's academic and/or behavioral progress.
- In the case of a prolonged or serious illness or injury, contact the teacher and/or vice principal to discuss alternative arrangements for assignments and attendance.
- Behave and dress appropriately while on the school campus.
- Treat teachers, staff, students, and other parents with appropriate kindness and respect.
- Ensure students maintain campus and school materials with respect. Parents are liable for damage and loss of materials, technology, and campus resources.
- Honesty and integrity are expected of parents in regards to all assignments and communications.
- Parents have the right to appeal any decision about student placement, school program, or transfer by first contacting the supervising teacher and/or vice principal, then contacting the principal. If not satisfied with the results of this communication, the parent/guardian may contact Gateway Community Charters.

## Grade Placement and Promotion Criteria

Placement and promotion in grades nine through twelve is based upon the following criteria.\*

<b>New Students, 2021-22 School Year</b>	
<b>Grade</b>	<b>Criteria</b>
<b>9<sup>th</sup></b>	0-49 credits.
<b>10<sup>th</sup></b>	50-99 credits.
<b>11<sup>th</sup></b>	100-149 credits.
<b>12<sup>th</sup></b>	150-199 credits.

<b>Students Enrolled Prior to the 2021-22 School Year</b>	
<b>Grade</b>	<b>Criteria</b>
<b>9<sup>th</sup></b>	Ended the 2020-21 school year with <50 credits.
<b>10<sup>th</sup></b>	50-99 credits. Students who were in 10 <sup>th</sup> grade in 2020-21 and ended the year with <50 credits will remain 10 <sup>th</sup> graders in 2021-22.
<b>11<sup>th</sup></b>	100-149. Students who were in 11 <sup>th</sup> grade in 2020-21 and ended the year with <100 credits will remain 11 <sup>th</sup> graders in 2021-22.
<b>12<sup>th</sup></b>	Previously designated as 12 <sup>th</sup> grade, or earned 150 or more credits at the start of the school year.

Students over age 19 but less than age 22 may enroll if they are enrolling within 30 days of their last day of attendance from their prior school. Once students turn 19, they may remain at CCCS until their 22<sup>nd</sup> birthday as long as they have been continuously enrolled. Exceptions made for students with IEPs.



## Criteria for Approval for over 35 credits

Before students can be approved to attempt over 35 credits in one semester, they must meet the following criteria:

- 1) Enrollment
  - a. New students must be enrolled for a minimum of four weeks, completing all assigned work, attending all appointments and lab hours, and taking all required assessments.
  - b. Returning students must have demonstrated the following in the previous semester: completed 25+ credits, attended appointments and lab regularly, and took all required assessments.
  
- 2) Academic History
  - a. Student must have demonstrated the ability to complete a minimum of 25 credit pace in the previous semester.
  - b. Consideration will be given to previous grades, attendance, and withdrawals.
  
- 3) Teacher Recommendation
  - a. The student's teacher recommends the student as a candidate capable of earning over 35 credits in one semester.

## Service Learning Graduation Requirement

To graduate with a diploma from CCCS, students must complete a 2.5 credit Service Learning requirement. Service Learning strengthens ties between students and the community, encourages students to explore areas of interest, and allows students to use educational skills and knowledge in real-life situations.

To complete the Service Learning a student must complete one of the following options:

### Option 1:

- Complete 24 hours of supervised, documented service hours at approved volunteer sites.
- Attend 5 service learning labs.
- Make a presentation that represents the culmination of the student's Service Learning experience.

### Option 2:

Complete one of the following courses, when offered:

- Economics in Action
- Government in Action
- Cultural Diversity

## Graduation Policy

Students must meet the following criteria by either December 18, 2021 for winter graduation or May 13, 2022 for spring graduation in order to earn a 2021-22 diploma and participate in graduation activities:

- Complete 200 credits in specific subject areas (see CCCS graduation requirements)
- Fulfill Service Learning requirements

Students who do not fulfill these requirements by the dates above will be ineligible for participation in graduation activities and may not receive their diploma until the close of the 2022-23 school year.

## CPR Graduation Requirement for California High Schools

A new California law implemented in the 2018-2019 school year requires courses in health education to include instruction in performing compression-only cardiopulmonary resuscitation. This CPR training will be provided at CCCS and is a graduation requirement beginning in the 2018-2019 school year.

## Possible Modified Graduation Requirements

### **Applies to: Foster Youth, Homeless Youth, Former Juvenile Court School Pupil, Child of Military, Migrant/Newcomer Students**

Students in one of the following categories who transfer to CCCS in their third or fourth year may qualify for modified graduation requirements: in foster care, experiencing homelessness, a former juvenile court school pupil, a child of a military family, or a migratory youth and newcomer participating in an English proficiency program. See the School Counselor for further information.

### **Certificate of Completion** (Effective Jan 2021)

A Certificate of Completion is an option for all special education students. Course work has been developed within the special education department for students to achieve this certificate. Courses focus on those skills needed for independent living. Students should be working on meeting their IEP goals in each area as determined by the IEP team. Courses may be taken on a pass/fail basis for students who are not working towards a diploma. Students who are working toward a Certificate of Completion participate in graduation ceremonies with their general education peers. No distinction is made between a diploma and certificate at the ceremonies. LEAs/districts may neither develop nor implement an IEP that extends beyond eligibility dates.

## Concurrent Enrollment at Community College

Students who are 16 years old or who have finished the tenth grade may enroll at a community college if their cumulative G.P.A. is 2.7 or higher for American River College or 3.0 for Sierra College. Every unit earned at college can count for 3.33 high school credits. Students cannot take courses that are remedial or available at CCCS.

CCCS may be able to purchase college textbooks for students in concurrent enrollment. Please see Counselor for details.

## CCCS Classes and Graduation Requirements 2021-22

### English Language Arts

English Language Arts 9	10 Credits
English Language Arts 10	10 Credits
English Language Arts 11	10 Credits
English Language Arts 12	10 Credits
Film and Literature 9-12 (classroom based option)	10 Credits
<b>Total Required</b>	<b>40 Credits</b>

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### Mathematics

Introduction to Integrated Math	10 Credits max
College and Career Prep Math	5 Credits max
Financial Math (online only)	10 Credits max
Integrated Math I	10 Credits
Integrated Math II	10 Credits
Integrated Math III	10 Credits
Algebra 1A*	10 Credits
Algebra 1B*	10 Credits
Algebra 1*	10 Credits
Geometry*	10 Credits
Algebra II*	10 Credits
Trigonometry (online only)	5 Credits

**Total Required** (10 credits must be Algebra I/Int. Math I or higher) **30 Credits**

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### Science

Earth Science	10 Credits
Life Science	10 Credits
Biology (A-G option. Labs required.)	10 Credits
Chemistry (A-G option. Labs required.)	10 Credits

**Total Required** **20 Credits**  
(10 credits Earth Science or Chemistry and 10 credits Life Science or Biology)

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**Social Sciences**

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World History	10 Credits
US History	10 Credits
Economics	5 Credits
Government	5 Credits

**Total Required** **30 Credits**

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**Electives** (Please see Practical Art/CTE section for additional electives)

English Language Arts Support	40 credits
Math Support	40 credits
Strategies for Academic Success	5 credits
Communications and Speech	5 credits

All credits for other categories exceeding graduation requirement will go to electives.

**Total Electives Required** **40 Credits**

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**Physical Education** **Total Required** **20 Credits**

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**VAPA/Foreign Language**

Beginning Art	10 credits
Intermediate Art	10 credits
Visual Arts	10 credits
Photography I, II, or III (classroom based)	10 credits
Theatrical Hair and Make-up Design (classroom based)	10 credits
Costume Design (classroom based)	10 credits
Spanish I, II, or III	10 credits

**Total Required** **10 Credits**

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**Practical Arts/Career and Technical Education**

Independent Living	10 credits
Computer Technology Series (New! TBA)	30 credits
Keyboarding	5 credits
Nursing Assistant 1 (classroom based)	5 credits
Nursing Assistant 2 (classroom based)	5 credits
Animal Science 1 (classroom based)	5 credits
Animal Science 2 (classroom-based)	5 credits
Animal Science 3 (classroom-based/internship)	5 credits
Driver's Ed	2.5 credits
Psychology	10 credits
Sociology	5 credits
Collision Repair I	5 credits
Collision Repair II	5 credits
<b>Total Required</b>	<b>5 Credits</b>

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<b>Health/CPR Certification</b>	<b>Total Required</b>	<b>2.5 Credits</b>
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<b>Service Learning</b>	<b>Total Required</b>	<b>2.5 Credits</b>
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Grand Total to Graduate from CCCS:	200 Credits
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## Career and Technical Education (CTE) Pathways

CCCS offers five pathways: Animal Science; Design, Visual, and Media Arts; Information Support and Services; Patient Care; and Performing Arts. Upon enrolling in CCCS, each student will choose a pathway of primary focus based on his or her interests and goals. Course offerings vary by semester.

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### **ANIMAL SCIENCE**

#### Animal Science 1

This class will explore careers in animal care such as pet grooming, and veterinary medicine. Students will learn to identify over 120 dog breeds and 15 cat breeds, and will learn basic pet care for dogs, cats, birds, rabbits, reptiles, goats and other species. In addition, medical terminology and introductory anatomy concepts will be introduced. The course ends with an analysis & evaluation of some of the major animal welfare/rights groups in the news today, and how they can affect the animal care industry and private pet ownership. Students are eligible to earn 100 classroom hours toward Certified Veterinary Assistant (CVA) certification. Field trips are required and may occur on Saturdays.

#### Animal Science 2

This course begins focused training for work in the field of veterinary medicine including both classroom and lab components. Students will be enrolled in the ACT online curriculum to begin earning certification. The classroom component will include an in-depth focus on veterinary medical terminology, anatomy and physiology of animals and the major diseases of companion animals. The lab component includes handling of animals including proper lifting, gentle restraint, and performing minor procedures. The lab component also includes a field trip to an American Kennel Club (AKC) event, and participation in caring for orphan kittens in the spring. Students are eligible to earn 100 classroom hours towards Certified Veterinary Assistant (CVA) certification. Field trips are required and may occur on Saturdays.

## Animal Science 3

This course includes learning and practicing job specific skills and curriculum to prepare students to be Certified Veterinary Assistants. CVA candidates will complete all ACT (Animal Care Technologies) online curriculum assignments. Candidates will learn how to position patients for x-ray and ultrasound examination, use veterinary hospital equipment such as a centrifuge, autoclave, Doppler blood pressure monitor, UV light, and IV fluid pump from guest instructors currently working in the industry. The lab component includes routine off-campus assignments/field trips in veterinary settings. Students are eligible to earn 50 Classroom hours and 250 internship hours towards Certified Veterinary Assistant (CVA) certification.

## **DESIGN, VISUAL, AND MEDIA ARTS**

### **Photography**

Students in the Photography pathway will take Photo I, Photo II, and Photo III. Photo I and Photo II are dual credit classes, for which students can earn both high school and college credit if they complete both courses.

- Photography 1: This course is designed for students with little or no photography background. First semester instruction will cover all aspects of black and white photography, digital enhancement, including an introduction to the use and proper handling of a DSLR (digital single-lens reflex) camera and light reading as a creative tool. Creative and technical instruction will be presented through lectures, study of the great masters of photography and the history of photography, in-class critiques, as well as thorough individual discussions with the teacher.
- Photography 2: This course will cover various aspects of photography such as: digital enhancement using the latest version of Adobe Lightroom, High Dynamic Range (HDR), architecture, urban landscapes, and animal photography. This advanced class also travels to the Sacramento Zoo and various locations in San Francisco. The Photo 2 students also take part in portrait sessions throughout the school year. Prerequisite: Photography 1
- Photography 3: This course will provide instruction in Commercial Photography by addressing both specific techniques for the creation of images as well as the business aspect of professional work in the field of photography. Coursework will include commercial portraiture, product photography, stock photography, editorial photography for publication, artistic commercial photography, and food photography. Students will also learn interpersonal and professional communication skills and create a professional photography portfolio. Prerequisite: Photo 1 and Photo 2



## **SOFTWARE AND SYSTEMS MANAGEMENT**

This series is being updated and revised for the 2021-22 school year, and additional information about the program will be available in August 2021.

### **Introduction to Web Development**

In this introductory course, students will learn to create a website from scratch. This project-based class introduces students to creating sites in HTML, styling in CSS, and adding complex behavior in JavaScript. Students learn the basics of syntax, the Document Object Model, and programming. Topics such as server-client architecture, ethics, accessibility, and APIs will also be covered.

## **PATIENT CARE**

### **Nursing Assistant I**

The Nursing Assistant program prepares students for employment in a senior care facility or as a Home Health Aide. The program consists of two semesters of classwork and skills practice. Nursing Assistant I includes an introduction to the senior care industry, legal and ethical issues surrounding senior care, anatomy & physiology, an overview of long term care, and an introduction to dementia care. Nursing Assistant students will also learn workplace safety and valuable job skills such as professional communication skills and taking vital signs. Students earn an industry certification in Dementia Awareness.

### **Nursing Assistant II**

Nursing Assistant II continues the classwork and introduces more advanced senior care skills. Topics include patient safety and lifting/transferring patients and other basic patient and resident care skills. Students in Nursing Assistant II will learn job skills such as completing an incident report and basic first aid. Students will earn certifications in CPR and First aid by a certified CCCS instructor.

### **Nursing Assistant III**

Students in this course will apply what they have learned to various scenarios and research projects. They will begin working with facilities in a variety of forms such as field trips and/or internships.

## PERFORMING ARTS

Technical Classes vary by semester and may include:

- **Acting**  
Covers character creation and design, classic acting styles, monologue and scene performance.
- **Costume Design**  
Includes found and created costumes (creating costumes from things that can be bought or found), costume modification (taking things that can be bought and changing them to fit costuming needs), and costume creation (sewing and creating the pieces needed for the show).
- **Dance**  
Covers all classical styles of dance including, ballet, tap, jazz, partnering, and hip-hop, with a focus on how to fit these styles into musical theatre. There will be a strong focus on developing flexibility and strength in this class. This class also counts toward the PE graduation requirement.
- **Theatrical Hair and Makeup Design**  
Covers decade and period design, basic stage face, using make-up to simulate wounds, and specialty character design. Students will conduct research about historical or geographic research on how the actors should be portrayed on stage.

## Other Programs

### English Learners

Our school ensures that English Learners (EL) have access to the full range of educational opportunities that we have to offer. We comply with all applicable federal laws in regard to services and the education of EL students, and re-classify students as Fluent English Proficient when they have reached that level of language acquisition.

Students who are classified as English learners will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. Students who are English Language Learners will be required to attend extra lab support hours. To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at: <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf>

### Special Education

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. Parents of children who are suspected to have a disability, or who are determined to be eligible for special education services, are entitled to receive a written copy of Procedural safeguards which provides an explanation of their rights and will be required to sign an acknowledgment that they have been advised of their rights.

### 504 Plans

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, may be eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

If a student has a disability that limits his or her ability to attend or function at school, a written accommodation plan may be documented under Section 504. Students have the right to be educated in the least restrictive environment.

## PE Participation

California Education Code makes it mandatory that every student be provided with physical education. If, at any time, your child is ill or has a condition that requires being excused from physical education activities for more than 5 days, an explanatory note is required from your child's health advisor.

## California High School Proficiency Exam (CHSPE)

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. The CHSPE consists of two test sections: mathematics and English Language Arts (ELA). The ELA section has two subtests (reading and language). Eligible persons who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. The test is given in English only.

In order to take CHSPE students must be at least 16 years old or have been enrolled in the tenth grade for one academic year or longer or will complete one academic year of enrollment in the tenth grade at the end of the semester. To find out more information, including test dates, locations, and registration process, go to [www.chspe.net](http://www.chspe.net) or call 866-342-4773.

## Work Permits

The law requires work permits for students between the ages of 14-17 who want to be employed. Students must have a job offer before applying for a work permit. If you need help finding a job or want to know if a work permit will be issued see the Principal or Vice Principal. Work permits will be issued only to the extent that outside employment does not significantly interfere with the student's school work. A request for a work permit and the actual work permit is issued by the Career Advisor. Work permits are a privilege of actively enrolled students with CCCS. If a student withdraws or is dismissed from the school, the work permit will be revoked and the employer notified that the student is no longer enrolled. If a student has not completed his/her assignments, does not maintain a GPA of 2.5, or is not making adequate progress toward completing assigned credits/courses, the work permit will be revoked.

## A-G Course Placement

CCCS offers University of California (UC) and California State University (CSU) A-G compliant courses in all required subjects: English language arts, mathematics, social studies, science, visual and performing arts, foreign language, and electives. Students who are planning to apply for acceptance to a UC or CSU should discuss A-G placement with their supervising teacher.

<b>Course Requirements</b>	<b>Four-Year College Preparatory</b>	<b>Traditional Pathway</b>
ENGLISH English 9, 10, 11, 12	40 Credits - A-G level	40 Credits
MATH	30 Credits Including Algebra II or Integrated Math III	30 Credits Including Algebra I or Integrated Math I
SCIENCE Physical Science Life Science	20 Credits Chemistry (Lab) Biology (Lab)	20 Credits Earth Science Life Science
SOCIAL SCIENCE World History US History Government/Economics	30 Credits	30 Credits
FOREIGN LANGUAGE	20 Credits	10 Credits of EITHER VAPA or Foreign Language
VISUAL/PERFORMING ARTS	10 Credits	
PHYSICAL EDUCATION	20 Credits	20 Credits
PRACTICAL ART	5 Credits	5 Credits
HEALTH	2.5 Credits	2.5 Credits
SERVICE LEARNING	2.5 Credits	2.5 Credits
ELECTIVES	20 Credits	40 Credits

# CCCS Suggested High School Course Progression Map

## Community College/Career Course Progression

Grade 9	Fall	Spring	Grade 10	Fall	Spring	Grade 11	Fall	Spring	Grade 12	Fall	Spring
ELA 9	5	5	ELA 10	5	5	ELA 11	5	5	ELA 12	5	5
Math	5	5	Math	5	5	Math	5	5	Government	5	
Life Science	5	5	Earth Science	5	5	US History	5	5	Economics		5
PE	5	5	World History	5	5	PE	5	5	Elective	12.5	15
Math Support	5		VAPA/ Language	5	5	Elective	5		Service Learning	2.5	
Health		5*				Practical Art/CTE		5			

\*2.5 credits health requirement, 2.5 credits electives10-

## A-G, Four-Year College Preparatory Course Progression

Grade 9	Fall	Spr	Grade 10	Fall	Spr	Grade 11	Fall	Spr	Grade 12	Fall	Spr
ELA 9	5	5	ELA 10	5	5	ELA 11	5	5	ELA 12	5	5
College Prep Math	5	5	College-Prep Math	5	5	College-Prep Math	5	5	Government	5	
Biology	5	5	Chemistry	5	5	US History	5	5	Economics		5
PE	5	5	World History	5	5	PE	5	5	College Prep Elective	5	5
Foreign Language 1	5	5	Foreign Language 2	5	5	VAPA	5	5	Health	2.5	
									Serv. Learning	2.5	
									Elective		10
									Practical Art/CTE	5	

## Community, Career and Counseling Resources

**School Counselor:** Ms. Decker, MS

(916) 286-5199, Extension 2151

### Academic Counseling

- Transcript reviews and tracking progress of graduating seniors
- Information and applications for Advanced Education Program (college courses)
- Information and applications for Regional Occupational Program (ROP)

### College Counseling

- Information on college majors and requirements
- CCCS College Day
- Financial aid information and assistance
- CCCS Financial Aid Workshop

### Social-Emotional Counseling

- Personal counseling
- Community resource referrals including mental health and alcohol/drug services
- Child Protective Services (CPS) issues

### Job Searching and Preparedness

- Assist students and parents with résumés
- Provide sample interview questions and conduct mock interviews
- Employment opportunities specifically for youth
- Make referrals to career centers
- Internship information for students

### College Exploration

- College majors and requirements
- Information about Advanced Education Program (college courses)
- Financial aid information and assistance

### Career Exploration

- CCCS Career Fair
- Career advising for students and parents
- Information on job outlook and education needed for careers

## Student Mental Health Resources

### Community Mental Health Resources

- **916-368-3111** 24-Hour Suicide Prevention Crisis Line
- **Text 741741** – Crisis Text Line
- **916-875-1055 or toll free 888-881-4881** Mental Health Access Team: Monday-Friday, 8 am- 5 pm. Call for an over the phone assessment and receive referral to a mental health service provider.
- **916-875-1113** Minor Emergency Response Team: 7 days a week 10:00am-7:00pm.  
2150 Stockton Blvd. Sacramento CA 95817. Emergency mental health evaluations.
- **916-520-2460** Mental Health Urgent Care Clinic (MHUCC), 2130 Stockton Blvd. Building 300, Sacramento, CA 95817: Monday-Friday, 10 am – 10 pm, Weekends and Holidays, 10 am – 6 pm. A walk-in clinic for individuals with an urgent mental health need.
- **916-874-6015** Community Support Team: Monday-Friday 8:00am -5:00pm  
Provides assistance to families with accessing mental health services.

### School Mental Health Resources

- **916-286-5199 ext. 2151** Community Collaborative Charter School Counselor



## Health

It is not always easy to know when to send your child to school and when to leave your child home. These guidelines are based on public health science. If you have any questions about them, please contact the school nurse.

### **Do not send a child to school with any of the following symptoms:**

- **Fever** - 100.5°F or more, taken orally (or 101°F taken by ear, rectally or temporal scan). Note that ear temperatures are often not accurate and temperature should be taken using another route, if the temperature is high.
- **Cough and difficulty breathing** – do not send to school if child has labored breathing (heaving of chest muscles with each breath), rapid breathing at rest, blue color to skin, or wheezing (if never previously evaluated and treated), instead, see a doctor. If your child has pertussis (whooping cough) keep them home until 5 days of antibiotics have been received, or tuberculosis (until treated).
- **Rash** - that is undiagnosed, especially when there is a fever and behavioral change.
- **Chicken pox** - keep home until all blisters are scabbed over and there are no signs of illness. Must have a note from the doctor to return to school.
- **Diarrhea** - keep home if there is blood or mucous in the stool (unless from medication or hard stool), if the stools are all black or very pale, or if the stools are very watery and are increasing in frequency. See a doctor immediately if diarrhea is accompanied by: no urine output for 8 hours; jaundiced skin; or child looks/acts very ill.
- **Vomiting** - more than once a day or accompanied by fever, rash or general weakness.
- **Impetigo** - Keep the child home for 24 hours after starting an antibiotic treatment.
- **Ringworm** - (a contagious skin fungus infection). Keep home until treatment is started. If it is in an exposed area, upon return, cover visible area with dressing and/or clothing. Ringworm on the scalp requires an oral medication, but child may return to school if covered with appropriate cream or covered.
- **Antibiotics:** Children who are placed on antibiotics for impetigo, strep throat, and several other bacterial infections, should be on them for a FULL 24 hours (longer for Pertussis/Whooping Cough) before returning to school to prevent the spread of those infections. If you are uncertain, ask your school nurse. If at any time you are unsure if your child's illness is contagious, you may want to call your child's primary care provider. If you have further questions, please contact your school site to speak to the school nurse. Thank you for your continued support of the families in our school community.

School policy mandates that students with a contagious disease stay home. In order to ensure the health and welfare of all students, school personnel can request a doctor's note to confirm that the student is no longer contagious, upon his/her return. School personnel will provide minor first aid treatment, but will contact a parent or guardian if a student vomits, suffers a severe injury, or is running a temperature.

### **Immunizations:**

Students must be current on required immunizations. Students who do not have all required immunizations must receive the next required dose by the specified due date or they will be excluded from school until the dose is verified by staff.

### **Prescription Medicine:**

An authorization form must be completed by the student's parent/guardian and doctor before the school can administer prescription medications. All prescription medications must be brought to school by the parent, in the original container with the prescription label attached. This form is available in the school office and on our website. Students CANNOT carry over the counter medicine in their backpacks.

### **Over-the-Counter Medications:**

The school **cannot** administer any over-the-counter medications. If a child needs an over-the-counter medication at school, the parent/guardian must come to the school to administer it. Students must not bring over-the-counter medication to school.

### **Head Lice:**

Students found with active, live head lice will be allowed to remain in school in class until the end of the school day. The student will be discouraged from having close contact with anyone. The parent/guardian will be given information about head lice treatment and will be encouraged to start treatment immediately. The student will be checked upon returning to school and will be allowed to remain at school as long as no active, live head lice are found. For more information about head lice policies and procedures, please see GCC Head Lice Policy, which is available in the CCCS main office.

## **Parent Involvement**

Parents/Guardians are their children's first and most influential teachers. Sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Our goal is to develop meaningful opportunities for parents/guardians to be involved at school and in school activities and for parents/guardians to be consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The complete GCC Parent Involvement Policy (01-08) is available in all CCCS main offices.

## **Safety**

### **Emergency Procedures**

The school has a well-developed and complete emergency response plan that is coordinated with local agencies. The Incident Command System (ICS) is a standardized approach to the command, control, and coordination of emergency response providing a common hierarchy. Students and staff practice emergency procedures such as fire drills and classroom evacuations during the school year and are familiar with how to respond in an emergency situation. California Code, Education Code - EDC § 32001

During an emergency situation, the school will only dismiss students to go home if there is time for students to safely return to their homes and a parent/guardian has been notified. If a student's parent cannot be contacted and/or the parent is unable to pick up their student, the school will maintain responsibility for the student until the parent or an authorized individual can pick up the student. The safety of individual students is our highest priority. Students will not be excused except to the care of a parent or another adult designated on the emergency card.

A complete copy of our school emergency plan is available for review in the school office.

### **Safety Drills**

Fire and safety drills are held periodically to teach students the proper way to leave the building or to find alternative exit routes in an emergency. Fire drill instructions are posted in each classroom. Students are to quietly and quickly follow all directions given by teachers or other school or fire department personnel. California Code, Education Code - EDC § 32001

## **Parking Lot Safety**

We need your help to keep the school and students safe. Due to the potential for high-traffic volume at certain times of the day, please follow directional arrows and direction of staff supervising drop off and pick-up. It is imperative that families adhere to parking safety rules. We share the parking lot with other schools with younger students, and every student's safety is important. Please be aware of pedestrians. At no time, should anyone drive quickly or recklessly through the parking areas or surrounding streets. At no time should parents park their cars in a drop off zone. Parents must always park in a designated parking spot. The handicapped zone is reserved for those with handicap permits. Please be courteous and follow all safety guidelines at all times.

## **Guests on Campus Policy**

Any visitor to the CCCS campus, including students' guardians, family members, or friends, will need a scheduled meeting to be allowed to enter the CCCS main floor. If there is no meeting scheduled, the visitor, guardian, family member, or friend will need to wait up front in the office.

Visitors with a scheduled meeting will be asked to sign in at the front desk, and the clerk will issue a visitor badge and call the teacher/staff member to come to the front and escort the visitor.

An exception to this policy is that a student may bring his/her own child to the scheduled appointment time. If this is an ongoing need, permission from administration is required.

# Animals on Campus Policy

## **AMERICANS WITH DISABILITIES ACT**

Guide dogs/service animals are permitted on CCCS property and/or at CCCS-sponsored activities for persons with disabilities. Service animals whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded at the time of the threat/disruption, regardless of training or certification.

A service animal is any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items. The service the animal is providing must be directly related to the functional limitation of the person's disability. Service animals are working animals, not pets.

Therapy or companion animals, including pets, are not service animals, are not covered under the Americans with Disabilities Act, therefore, are not permitted on CCCS facilities or at CCCS-sponsored activities.

## **ANIMALS USED FOR DEMONSTRATION IN CCCS VETERINARY TECHNOLOGY PROGRAM**

The CCCS Veterinary Assistant training program is limited to dogs and cats. Therefore, birds, reptiles and rodents are not permitted on campus except for demonstrations from veterinary professionals or professional animal care organizations.

1. Adult cats are allowed in Veterinary Assistant classes with the following provisions:
  - a. Proof of current rabies vaccine
  - b. Proof of physical examination with fecal exam indicating no internal parasites.
  - c. Cats must be housed 100% indoor by owner; cats which are allowed outside are ineligible to bring onto school campus.
2. Kittens brought in for training purposes must have proof of physical exam with negative fecal/skin examinations prior to entry into Veterinary Assisting program. Shelter kittens may not be removed from designated feeding area, and may not be housed in the same area as adult cats.

3. Dogs over the age of 16 weeks are allowed in Veterinary Assistant classes with the following provisions:
  - a. Proof of current rabies vaccine
  - b. Proof of completion of DHP-P vaccine series
  - c. Proof of physical exam with fecal exam indicating no internal parasites
  - d. Evidence of early and consistent socialization and training in public settings. All dogs must be individually approved by Veterinary Assistant instructors.
  
4. Puppies under the age of 16 weeks may be brought to class by veterinary professionals or established Breeders of Record.

## CCCS Code of Academic Conduct

The Code of Academic Conduct prohibits such violations of academic integrity as: cheating; plagiarism; falsification and fabrication; abuse of academic materials; complicity in academic dishonesty; falsification of records and official documents; personal misrepresentation and proxy; bribes, favors and threats.

### Definitions:

**Abuse of Academic Materials:** Destroying, stealing, or making inaccessible books, supplies or other academic resource material, or attempting to do so; stealing or otherwise obtaining advance copies of tests, examinations or other course materials or attempting to do so; duplicating copyrighted software without authorization or using such software on school computers; “hacking” on school computers or installing “virus” programs.

**Bribes, Favors, Threats:** Bribing or attempting to bribe, promising favors to, or making threats against any person, with the intention of affecting an evaluation of a student's academic performance; conspire with another person who then performs one of these acts on one's behalf.

**Cheating:** In any work submitted for evaluation (tests or assignments), copying or attempting to copy from another's work; using or attempting to use unauthorized information, notes, study aids, or other materials; any unauthorized collaboration with others, who may or may not be students, in work to be presented for a grade; altering graded work after it has been returned, then submitting the work to be re-graded; tampering with the academic work of other students.

**Complicity in Academic Dishonesty:** Helping another to commit an act of academic dishonesty, especially providing material or information to another person with knowledge that this material or information will be used deceitfully in an academic evaluation activity; permitting one's own work to be submitted by another person as if it were that person's original work.

**Falsification and Fabrication:** Altering, counterfeiting, or inventing information or material presented in any assignment; “padding” a bibliography with made up titles or works not consulted, or providing false citations in footnotes; using inappropriate methods for collecting or generating data or including a substantially inaccurate account of the method by which the data were gathered or collected.

**Falsification of Records and Official Documents:** Altering transcripts, grade reports, or other documents affecting academic records; forging a signature or falsifying information on any academic document, such as permission forms, petitions, or other documents.

**Personal Misrepresentation and Proxy:** Taking another person's place in an exam, test, or other academic activity, either before or after enrollment; having another person participate in an academic evaluation activity or evaluation in place of oneself.

**Plagiarism:** Presenting the work of another as one's own (i.e. without proper acknowledgment of the source or sources), or submitting material that is not entirely one's own work without attributing the unoriginal portions to their correct sources. The sole exception to the requirement of acknowledging sources occurs when ideas or information are common knowledge.

## Independent Study Program Expectations

**Manner, Time, Frequency:** Students will meet weekly with their assigned teacher in order to review and submit assignments and review the student's progress toward achieving the educational objectives for Independent Study. The parent and student shall be notified of the date, time, and place of meetings on the Assignment Sheet. The Assignment Sheet and Attendance Record shall be considered a component of the Independent Study Agreement. *All students must spend a minimum one hour with their teacher and five hours in the lab. Additional hours will be assigned by the Independent Studies teacher.*

**Student Educational Objectives and Methods of Study:** The student understands that they must make adequate and appropriate progress toward the attainment of the State Standards and that the course objectives will be consistent with the guidelines established in this handbook. A student's progress can be found on Edgenuity student or family view, on student work samples, and on the front of the portfolio folder. Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group or individual projects, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, and other educational activities. Individual course objectives are consistent with and evaluated in a similar manner that they would be if he or she were enrolled in a traditional school program.

**Methods of Evaluating Student Work may include, but are not limited to:** Semester Portfolio, weekly review of assignments by a credentialed teacher, student demonstration, teacher observations, teacher evaluations, on-line or written tests, assignments, and quizzes.

## Policy for Extra-Curricular Activity Participation

Students are expected to be in good academic standing and have good citizenship in order to participate in extra-curricular activities such as athletics and activities supplemental to the core academic program. Students who have poor grades, attendance, or behavior may be held out of extra-curricular activities. CCCS does not discriminate regarding participation in extra-curricular activities as per the Anti-Discrimination statement on the cover page of this handbook and strives to create equal opportunities for all CCCS students.



## Anti-Bullying Policy

The Gateway Community Charters (GCC) Board of Directors prohibits acts of harassment or bullying.

Harassment occurs when a pupil has intentionally engaged in harassment, threats, or intimidation, directed against school, school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Pupils grade 4 to 12 may be suspended or expelled for any such action.

Bullying is any gesture of written, verbal, graphic, or physical act by a pupil or group of pupils directed at a pupil or school personnel committed by any means, including but not limited to an electronic act. Acts of bullying include:

- Committed sexual harassment as defined in Education Code Section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code Section 233.
- Under Assembly Bill 9 (AB9) the “Safe Place to Learn Act”, discrimination, harassment, intimidation and bullying based on actual or perceived characteristics is prohibited.

If you experience bullying at CCCS, you are able to complete an anonymous report through using the following link:

<https://report.doc-tracking.com/222724/222710>

The Gateway Community Charters Anti-Bullying Board Policy 15-17 is available in all CCCS main offices.

## Sexual Harassment Policy

CCCS considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion of the offending student. Sexual harassment includes any unwelcome sexual behavior that interferes with an individual's performance at school or creates an intimidating, hostile or offensive education environment. Any student who believes that he or she has been harassed or witnessed harassment is encouraged to immediately report such an incident to his or her teacher, counselor, or principal.

A full copy of this GCC board policy on sexual harassment affecting students (BP 25-19) is available at the CCCS main office.

## Progressive Discipline

<b>Behavior Infractions (Per Ed Code)</b>	<b>1<sup>st</sup> Incident</b>	<b>2<sup>nd</sup> Incident</b>	<b>3<sup>rd</sup> Incident</b>
Disruption in lab (E)48900(K)	Warning. Use four questions, ask student to be on-task.	Notify teacher and/or VP and removed from lab for the day.	Notify Admin (who will remove student from lab) to determine consequence and place on behavior contract and/or set up parent conference/ phone call.
Not actively involved in academics on campus (E)48900(K)	Warning. Use four questions, ask student to be on-task.	Move student to a different location (closer to a staff member).	Notify Admin (who will meet with student) to determine consequence and place on behavior contract and/or set up parent conference/ phone call.
Verbal altercation (E)48900(K)	Notify Admin for conference with student.	Notify VP, student will be removed from campus and parent conference made. Possible behavior contract created or suspension.	Notify Admin, Possible recommendation of removal from program
Disrespectful/Not follow directions of a staff member (E)48900(K)	Notify Admin, required to leave campus.	Parent conference with VP before student can return to campus, possible suspension.	Possible recommendation of removal from program
Under the influence of drugs or alcohol (E)48900(K)	Notify Admin, student picked up and parent conference prior to student returns to campus, possible suspension.		Removal from program
Physical altercation (E)48900(n)	Notify Admin, possible contact with TRUSD police, removal from campus, parent conference before student can return on campus. Suspension or possible recommendation of removal from program		Removal from program
Possession of drugs (E)48900(c)	Notify Admin possible contact of TRUSD police, parent/guardian pick up student, possible suspension or recommendation of removal from program		Removal from program
Possession of weapon (concealed) (E)48900(b)	Notify Admin, possible contact of TRUSD police, parent/guardian pick up student, suspension or possible recommendation of removal from program		Removal from program
Brandishing weapon (E)48900(b)	Contact of TRUSD police, Notify Admin. Removal from program		

## Dangerous Objects

In trying to create a safe and orderly learning environment, we have prohibited the following items from the school campus.

- Matches/Lighters
- Pepper Spray
- Prescription medication without authorization
- Pocket Knives
- Drugs (including marijuana)/alcohol/drug paraphernalia
- Vaping/e-cigarettes
- Weapons/Replicas
- Flyers (not related to a school sponsored activity)

In addition to the above listed items, any personal belonging deemed to be a distraction to the learning environment will not be allowed. These items will be confiscated and returned at the end of the school day. There will be consequences for repeated confiscations.

## Gateway Community Charters 2021-22 School Calendar

**JUL '21** 0

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30



**JAN '22** 19

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**AUG '21** 15

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Key Calendar Dates
Aug. 11 First Day of School
May 27 Last Day of School
Non Student Days
Aug. 9-10 Teacher in Service
Oct. 11 Teacher in Service
Jan. 3 Teacher in Service
Apr. 18 Teacher in Service
Holidays/Recess
Sept. 6 Labor Day
Nov. 11 Veterans Day
Nov. 22-26 Thanksgiving Recess
Dec. 20-Dec. 31 Winter Recess
Jan. 17 MLK Jr. Holiday
Feb. 11- Lincoln's Birthday
Feb. 21 Presidents Day
Apr 11-Apr 15 Spring Recess
May 30 Memorial Day
Non Student/Non Work Days
November 22-23
December 20-23, 27-30
April 11-15 - Spring Recess
End of Grading Periods
Trimester 1- Nov. 4 (60 Days)
Trimester 2- Feb. 24 (60 Days)
Trimester 3- May. 27 (60 Days)
Semester 1 17-Dec 85 Days
Semester 2 27-May 95 Days

**FEB '22** 18

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

**SEP '21** 21

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**MAR '22** 23

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**OCT '21** 20

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**APR '22** 15

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**NOV '21** 16

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**MAY '22** 20

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**DEC '21** 13

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**JUN '22** 0

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	