



TK-8 Campus

Parent/Guardian and Student Handbook

2022-2023

Address:

3701 Stephen Drive
North Highlands, CA 95660

Main Office Number:

(916) 286-5158

Part of the



Mission Statement

Gateway Community Charters, Inc (GCC) is an independent non-profit 501(c) 3 agency that was created to support students, parents, and communities through the conception, development, administration, and governance of innovative, high-quality, standards-based educational opportunities within charter school constructs. The GCC reaches out to the greater Sacramento County community to create schools that serve the educational needs of the underserved. For example, the disenfranchised, culturally diverse, economically disadvantaged, homeless, parenting teens, working young adults, fifth-year seniors, English language learners, and others.

Welcome to the Phoenix Nest

Administrator's Message



Welcome CCCS TK-8 Families!

We are so grateful that you have made the commitment to join the Phoenix Family for the 2022-2023 school year.

Whether you've been with us for years or are brand new to our school, you are a Phoenix. We will teach, support, and love you like family. In addition, we will hold scholars accountable to the highest of expectations like we would our own children because we believe that all can choose to be kind and resilient. Through all the obstacles and challenges, we are now part of each other's journeys.

While we are currently living in a world of many unknowns, one thing is certain: our commitment to helping our scholars achieve their fullest academic and social potential, regardless of circumstance, has never been stronger. These last couple of years have been equal parts brutal and beautiful. The COVID-19 pandemic has created many challenges in our home and school lives. Even then, like the Phoenixes that we are, we emerge and rise up.

We will focus on diversity, equity and inclusion and provide social-emotional learning and mental health support for students who are recovering from the trauma of the global pandemic. In addition, we are committed to providing culturally relevant curriculum and celebrations, as well as having a priority focus on diversity, equity, and inclusion for all.

We look forward to providing a full-time, comprehensive program that will challenge scholars and invigorate their love for learning with a high-quality education.

Thank you for giving us the opportunity to partner with you and your scholar.

Sincerely,
Angee Phraxayavong-Briones
CCCS TK-8 Campus Principal

Bienvenido al Nido del Fénix

Mensaje del administrador



¡Bienvenidas familias de CCCS TK-8!

Estamos muy agradecidos de que se hayan comprometido a unirse a la Familia Phoenix para el año escolar 2022-2023.

Ya sea que hayan estado con nosotros durante años o sea nuevos en nuestra escuela, usted es un Fénix. Les enseñaremos, apoyaremos y amaremos como familia. Además, responsabilizaremos a los estudiantes con la más altas expectativas como lo haríamos con nuestros propios hijos porque creemos que todos pueden elegir ser amables y resistentes. A través de todos los obstáculos y retos, seremos unidos en este viaje de la vida.

Mientras vivimos en un mundo de muchas incertidumbres, una cosa es segura: nuestro compromiso de ayudar a nuestros estudiantes alcanzar su máximo potencial académico y social, independientemente de las circunstancias, nunca ha sido tan fuerte. Estos últimos dos años han sido a la vez brutales y hermosos. La pandemia de COVID-19 ha creado muchos desafíos en nuestra vida hogareña y escolar. Incluso entonces, como los Fénix que somos, emergemos y nos levantamos.

Nos centraremos en la diversidad, la equidad, inclusión, y los en el aprendizaje socioemocional y la salud mental a los estudiantes que se están recuperando del trauma del pandemia mundial. Además, estamos comprometidos suministrar un plan de estudios y celebraciones relevantes así como tener un enfoque prioritario en la diversidad, la equidad y la inclusión para todos.

Esperamos brindar un programa integral de tiempo completo que desafiará a los estudiantes y fortalecerá su amor por el aprendizaje con una educación de alta calidad.

Gracias por darnos la oportunidad de asociarnos con usted y su estudiante.

Sinceramente,
Angee Phraxayavong-Briones
Directora del campus de CCCS TK-8

Добро пожаловать в Гнездо Феникса

Сообщение администратора



Добро пожаловать в CCCS ТК-8 Families!

Мы так благодарны, что вы решили присоединиться к семье Феникс в 2022–2023 учебном году.

Независимо от того, вы с нами уже много лет или впервые посещаете нашу школу, вы Феникс. Мы будем учить, поддерживать и любить вас как семью. Кроме того, мы будем призывать учеников к ответственности за самые высокие ожидания потому что мы верим, что каждый имеет выбор быть добрым и стойким. Через все препятствия и испытания мы теперь являемся частью пути друг друга.

Не смотря на то что мы живем в мире где многое неизвестно одно можно сказать наверняка: наше стремление помочь нашим ученикам в полной мере реализовать свой академический и социальный потенциал, независимо от обстоятельств. Эти последние пару лет были в равной степени жестокими и прекрасными. Пандемия COVID-19 создала много проблем в нашей домашней и школьной жизни. Даже в таких тяжёлых условиях, , подобно фениксам, мы воскресаем и поднимаемся.

Мы предоставляем инклюзивный подход ко всем учащимся а также обеспечиваем социально-эмоциональное обучение и поддержку психологического здоровья для учащихся, которые восстанавливаются после травмы, вызванной глобальной пандемией. Кроме того, мы стремимся предоставлять культурно значимые учебные программы и празднования, а также уделяем приоритетное внимание разнообразию, справедливости и интеграции для всех.

Мы с нетерпением ждем возможности предоставить полноценную и комплексную программу учащимся которая укрепит их любовь к обучению с помощью высококачественного образования.

Спасибо за предоставленную нам возможность сотрудничать с вами и вашим учеником .

Искренне,
Энджи Праксаявонг -Брионес
Директор школы CCCS ТК-8

CCCS TK-8

2022-23 School Calendar



SCHOOL HOURS:
 Monday - Thursday 8:30 a.m. - 3:00 p.m.
 Friday - Independent Study @ Home
OFFICE HOURS:
 Monday - Friday 7:30 a.m. - 4:00 p.m.



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|-------------------|
| Independent Study |
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|--------------------|
| Coffee & Community |
|--------------------|

JULY'22

| 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 |

JANUARY'23

| 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 | | | |

AUGUST'22

| M | T | W | T | F |
|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

FEBRUARY'23

| 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 | | | |

SEPTEMBER'22

| 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 |

MARCH'23

| 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 |

OCTOBER'22

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

APRIL'23

| 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 |

NOVEMBER'22

| 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 | | |

MAY'23

| 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 | 31 | | |

DECEMBER'22

| 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 |

JUNE'23

| 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 |

| | | |
|-----|----|----------------------------------|
| AUG | 8 | First Day of School - On Campus |
| | 25 | Back to School BBQ (Minimum Day) |

| | | | |
|-----|----|----------------------|-----------|
| SEP | 5 | NO SCHOOL | Labor Day |
| | 14 | Coffee & Community | |
| | 22 | Family University #1 | |

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|-----|---------|---|--------------------|
| OCT | 7 | NO SCHOOL | School Recess |
| | 10 | NO SCHOOL | Teacher In Service |
| | 24 - 28 | Parent-Teacher Conferences (Minimum Days) | |

| | | | |
|-----|---------|--------------------|--------------------|
| NOV | 11 | NO SCHOOL | Veterans Day |
| | 16 | Coffee & Community | |
| | 21 - 25 | NO SCHOOL | Thanksgiving Break |

| | | | |
|-----|---------|--------------------|--------------|
| DEC | 22 | Winter Celebration | |
| | 26 - 30 | NO SCHOOL | Winter Break |

| | | | |
|-----|-------|----------------------|--------------------|
| JAN | 2 - 6 | NO SCHOOL | Winter Break |
| | 9 | NO SCHOOL | Teacher In Service |
| | 16 | NO SCHOOL | MLK Jr. Holiday |
| | 19 | Family University #2 | |

| | | | |
|-----|---------|---|-----------------|
| FEB | 13 - 17 | Parent-Teacher Conferences (Minimum Days) | |
| | 20 - 24 | NO SCHOOL | Presidents Week |

| | | |
|-----|---|--------------------|
| MAR | 8 | Coffee & Community |
|-----|---|--------------------|

| | | | |
|-----|-------|--------------------------|--------------------|
| APR | 3 - 7 | NO SCHOOL | Spring Break |
| | 10 | NO SCHOOL | Teacher In Service |
| | 20 | Family University #3 | |
| | 27 | Open House (Minimum Day) | |

| | | | |
|-----|---------|------------------------------------|--------------|
| MAY | TBD | Kindergarten & 8th Grade Promotion | |
| | 29 | NO SCHOOL | Memorial Day |
| | 30 - 31 | Last Week of School | Minimum Days |
| | 31 | Field Day / Last Day of School | |

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|-----------------------------|
| End of Grading Periods |
| Trimester 1 - November 2nd |
| Trimester 2 - February 27th |
| Trimester 3 - May 31st |



TK-8 2022-2023 Bell Schedule - DRAFT

School Hours: 8:30 AM - 3:00 PM

Minimum Day Hours: 8:30 AM - 12:30 PM

Breakfast in Cafeteria - 8:10 - 8:25 or Morning Mingle on Blacktop - 8:10 - 8:25

Bell Schedule Google Docs [Link Here](#)

MS will rotate a Teacher A/B Rotation Schedule - See Master Schedule for Details

| TK/K/1st | | 2nd/3rd | | 4th/5th/6th | | 7th Grade MS (7/8 MS Only) | | 8th Grade - (7/8 MS Only) | |
|---------------|-----------------------|---------------|-----------------------|---------------|-----------------------|----------------------------|-----------------------|---------------------------|-----------------------|
| 8:30 - 9:30 | CORE 1 | 8:30 - 9:50 | CORE 1 | 8:30 - 10:10 | CORE 1 | 8:30 - 9:30 | CORE 1 | 8:30 - 9:30 | CORE 1 |
| 9:30 - 9:45 | AM RECESS 1 | 9:50 - 10:05 | AM RECESS 2 | 10:10 - 10:25 | AM RECESS 3 | 9:30 - 10:30 | CORE 2 | 9:30 - 10:30 | CORE 2 |
| 9:45 - 10:50 | CORE 2 | 10:05 - 10:50 | CORE 2 | 10:25 - 11:10 | CORE 2 | 10:30 - 10:45 | AM RECESS 4 | 10:30 - 10:45 | AM RECESS 4 |
| 10:50 - 11:10 | LUNCH Cafeteria | 10:50 - 11:10 | LUNCH Cafeteria | | | 10:45 - 11:30 | CORE 3 | 10:45 - 11:30 | CORE 3 - ELECTIVE |
| 11:10 - 11:35 | LUNCH RECESS Blacktop | 11:10 - 11:35 | LUNCH RECESS Blacktop | 11:10 - 11:30 | LUNCH Cafeteria | 11:35 - 11:55 | LUNCH Cafeteria | 11:35 - 11:55 | LUNCH Cafeteria |
| 11:35 - 1:15 | CORE 3 | 11:35 - 1:35 | CORE 3 | 11:30 - 11:55 | LUNCH RECESS Blacktop | 11:55 - 12:20 | LUNCH RECESS Blacktop | 11:55 - 12:20 | LUNCH RECESS Blacktop |
| 1:15 to 1:30 | PM RECESS 1 | 1:35 - 1:50 | PM RECESS 2 | 11:55 - 1:55 | CORE 3 | 12:20 - 1:15 | CORE 4 - 7/8 WIN | 12:20 - 1:15 | CORE 4 - 7/8 WIN |
| 1:30 - 3:00 | CORE 4 | 1:50 - 3:00 | CORE 4 | 1:55 - 2:10 | PM RECESS 3 | 1:15 - 2:05 | CORE 5 | 1:15 - 2:05 | CORE 5 |
| | | | | 2:10 - 3:00 | CORE 4 | 2:05 - 3:00 | CORE 6 - | 2:05 - 3:00 | CORE 6 |

School Day Schedule: 8:30 AM - 3:00 PM
Minimum Day Schedule: 8:30 AM - 12:30 PM



Mission Statement

It is the mission of Community Collaborative Charter School (CCCS) to provide a high-quality curriculum, instructional support, and community and social resources to families and students. We do this by:

- Integrating student-centered, standards-based curriculum;
- Engaging parents and guardians as partners in their student's educational experiences;
- Utilizing data, collaboration, and observations to identify student instructional needs and to provide a personalized instructional plan;
- Providing access to district, social, and community services and support, as well as mentoring opportunities;
- Fostering and nurturing positive relationships and providing opportunities 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 diverse needs of our student population.

Non-Discrimination Policy

Gateway Community Charters prohibits, at any school activity, discrimination or 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:
Jason Sample - Deputy Superintendent- Jason.Sample@gcccharters.org
5112 Arnold Avenue, McClellan CA, 95652; (916) 286-5129

SARC (School Accountability Report Card)

CDE requires our school to publish a School Accountability Report Card (SARC) annually that describes our school's demographics, academic achievement data, and other important characteristics of our school. A copy of the SARC can be found on our school web page or at www.sarconline.org

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

Attendance Policies

Work Completion EQUALS Attendance

For all independent study schools, student attendance is not based on time on campus, but instead on the work a student completes. At CCCS TK-8, this work is completed on Fridays at home (Independent Study Packet) and Monday through Thursday at school.

Attendance Sheets

Completion of attendance sheets includes three tasks. First, write your student's name and grade at the top of the page. Next, place an X in the box for each day your student completed schoolwork, either on campus or at home. Lastly, print and sign your name in the middle of the page. The bottom of this form will be completed by the teacher. Please complete each attendance sheet in blue or black ink.

******If your child is going to be absent or tardy for any reason, you must notify the office immediately.******

You must also make separate contact with your child's teacher to coordinate make-up work and deadlines.

In addition to our independent study attendance policies and best practices, we also strongly adhere to all **legally required and traditional attendance policies** as follows:

1. Acceptable Reasons for Excused Absences

Personal illness, medical or dental appointment

Religious observance or exercise

Personal court appearance

Funeral service of a parent, sibling, grandparent, or any relative living in the immediate household of the child (limited to one day in the state and three days out of state)

2. Student Truancy

According to Education Code: "Any pupil subject to compulsory full-time education, who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district" (Education Code 48260). School absences are monitored carefully throughout the year. If a student has five (5) excused or unexcused absences in a year a letter will be sent. If a student has ten (10) excused or unexcused absences a conference may be scheduled and the Student Attendance Review Board (SARB) process can be initiated.

3. Arrival and Dismissal

The safety and welfare of our students are very important.

- **Students are *not to arrive before 8:10 AM.***
- **There is no supervision available during that time.**
- School gates will open at 8:10 AM for arrivals

Upon dismissal, children are to promptly leave campus. For safety reasons, children need to be picked up within 15 minutes after the end of the school day. **Students are dismissed at 3:00 p.m. Students not enrolled in after-school enrichment classes must be picked up no later than 3:15 p.m.**

We do not provide after-school childcare on campus.

4. Late Arrival

School starts at 8:30 a.m. If a student is late upon arrival in the morning, he/she is to check in at the office for an admit slip before going to class. It is important to be on time.

Tardies are excused only for doctor/ dental appointments, injury, or illness with a note from students' parents/guardians.

5. Early Release

Parent authorization is required for any student leaving school at times other than the normal dismissal time. Persons picking up a student during the school day must report to the office and sign out the student; they may not go directly to the classroom.

Only persons who are listed on the school emergency card may pick up a student.

Parents may add emergency contacts only in person, not by phone or note. Anyone not familiar with staff will be asked to provide identification before taking the student. The school must have an up-to-date home address, home phone number, cell phone number, email, and emergency numbers on file. Parents must keep the office informed of all changes during the school year.

6. Late Pick-up

When a child has not been picked up 30 minutes after the school day has ended and no parent contact has been received, the following steps may be taken:

- The staff will try to contact the parent.
- The staff will contact persons on the emergency card and ask them to pick up the child immediately.
- The staff will contact Twin Rivers Police Department if all efforts to arrange pick-up have been unsuccessful.
- If there is a repeated pattern, Child Protective Services will be called.

7. Closed Campus

To ensure student safety and supervision of all students, once students arrive on school grounds, they must remain on campus until the end of the school day. If a student needs to leave school for a family emergency or doctor/dental appointment, parents/guardians must sign their student(s) out at the main campus. A clerical staff member will contact the classroom to notify the teacher prior to your entering the classroom. In addition, if a student leaves school grounds without this permission, a student is considered truant and is subject to disciplinary action.

8. Make-up Work

Students absent from school for any excused reasons shall be allowed to complete all assignments and tests missed during the absences which can be reasonably provided and shall be given credit for work satisfactorily completed.

Curriculum, Instruction, and Learning at CCCS TK-8

Our primary goal is to ensure that each of our students meets or exceeds their

grade-level standards. If a student is far below grade level, our goal is to make significant improvements each school year to reach grade-level standards as soon as possible. Monday through Thursday, students will be at school working toward these goals with their teachers. On Fridays, students will be working towards these goals independently at home under the supervision of their parents or guardians.

School Work- Monday-Thursday

Integrated Thematic Instruction (Language Arts, History, Science) All of our teachers are OCD Project GLAD trained, so students at each grade level will receive integrated thematic instruction. This means that every classroom will explore between six and nine different standards-based science OR history units. ELA Common Core and ELD standards will be taught through our Next Generation science and history units. We are committed to differentiating curriculum, instruction, learning groups, and academic experiences to meet the diverse needs of our student body.

Curriculum:

- ELA- Wonders, McGraw Hill (K-6), and Pearson Common Core (7-8)
- Social Studies- History Alive! (TK-8)
- Science- Science Alive! (TK-8)

Math

Students will be placed in math groups or classes based on ability. Math concepts build on each other, so it's crucial to provide a curriculum and intervention that meets students where they are in math ability. The decision to move students between groups throughout the school year will be based on mastery of Common Core standards determined through formal and informal assessments.

Curriculum:

- Pearson enVision (K-6) and Pearson Realize (7-8)

Intervention

This year, we are launching a Response to Intervention (RTI) system and schedule for reading. During daily What I Need (WIN) Time, students who are reading significantly below grade level will receive targeted reading intervention from a reading specialist. • Curriculum:

- o SIPPS (TK-8)- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

English Learners

All English Learners will receive a minimum of thirty minutes of daily designated English Language Development (ELD) instruction

- Curriculum:
- Wonders ELD (pull-out) and GLAD strategies (integrated)

Physical Education

The goal of our physical education program is to promote physically active and healthy lifestyles for our students. The Physical Education Framework for California Public Schools is kept at the core of our physical education lesson design and instruction. Students will receive one, forty-five-minute P.E. class each week and will complete one, forty-five-minute physical activity at home on Fridays as part of their independent study coursework.

Healthy Youth Act

Effective January 2016, school districts are required to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school. Our school will partner with a community organization to support and deliver Healthy Youth content. Preview of curriculum, parent informational night, and voluntary written opt-out form will be available.

Social Emotional Learning/Mental Health

Per Assembly Bill 2246, all California schools that serve students in grades K-12 are required to implement suicide prevention policies (including prevention, intervention, and postvention). Students in grades K-12 will participate in Social Emotional and Mental Health lessons led by our school counselor and social worker. Lesson content will be tailored and grade-appropriate. Preview of curriculum, parent informational night, and voluntary written opt-out form for suicide prevention will be available.

After School Enrichment Program

We will offer a variety of enrichment classes after school this year, including, but not limited to Learning is Fun (Tutoring), Student Leadership, Art, Makerspace, and Yearbook. Enrichment classes will begin after school at 3:15 and will end at 4:00. If you are interested in signing up for enrichment classes, please be sure to complete the registration form that will be sent home.

Friday Independent Study Expectations

Friday Morning Meeting

Students are required to log in on Zoom for their morning meeting with their teacher and class every Friday from 8:30 AM - 9:00 AM for synchronous learning and check-in. Students will be sent home a school-issued Chromebook in order to access it. Students can get clarification/questions answered on their Independent Study packet that they might have.

Independent Study Packet

In order to practice skills and knowledge and earn attendance, each student will be sent home a packet containing work that must be completed on FRIDAYS for Independent

Study.

The completed packet is due on Monday of the next week to earn Friday attendance.

This packet will include a cover sheet detailing tasks and expectations for Independent Study work and worksheets and/or binder paper on which students will complete assignments. Some work may include but not limited to 90 minutes of personalized learning in reading and math on i-Ready and will be sent home with a school-issued Chromebook for this purpose, if necessary.

Incomplete Friday IS Packet = No Attendance/Credit and may result in mandatory use of free time and after-school enrichment to complete.

Homework

Students will be assigned minimal homework Monday through Thursday. Every student will be expected to read and complete a reading log every night. In addition to reading nightly, students will be sent home with work that is not completed during school hours and work that prepares them for lessons being taught the next day.

Assessments

Students are required to participate in a number of assessments throughout the year. In addition to the curriculum embedded assessments administered by each teacher, the following state and benchmark assessments are required:

California Assessment of Student Performance and Progress (CAASPP). All 3rd through 8th-grade students must take CAASPP tests in the spring. There are four required tests: English Language Arts, Mathematics, ELA Performance Task, and Math Performance Task.

- 5th and 8th graders will also take the CAST- California Science Test.
- Physical Fitness Test
 - All 5th and 7th graders will take the Physical Fitness Test in the spring.
- i-Ready Reading and Math Diagnostics
- Kindergarten through 8th grades
 - DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

- Kindergarten through 3rd grades
 - As needed, in the 4th through 8th grades

English Language Proficiency Assessments (ELPAC)

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. 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.

Success for ALL Students

The Student Success Team (SST)

An SST is a problem-solving and coordinated approach that assists students, families, and teachers to seek positive solutions for maximizing student potential academically and/or behaviorally. It provides opportunities for school staff, parents, and other important people in the life of the student to: discuss the strengths of the student, present their concerns about the student through discussion and study, plan a positive course of action, assign responsibilities, and monitor results. The team oversees the development of plans to meet students' needs, if possible without referral to assessment for special education. The team will monitor student progress and students can exit the SST process based on improvement.

Special Education

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. All of our students with learning disabilities are integrated into general education classrooms, where they receive instruction from their general education teachers that are designed with their unique learning needs in mind. Our RSP specialist ensures our students with IEPs receive their services. Most often, RSP services are provided in our general education classrooms by an RSP teacher; sometimes students are pulled out of their classrooms to work on their specific learning goals. 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.

Section 504

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 with

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, are 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.

English Learners

Our school ensures that English Learners 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 English Learners and reclassify students as Fluent English Proficient when they have reached said 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>

Response to Intervention

This year, we will implement a 40-minute block of WIN time into each class schedule. WIN stands for “What I Need” and refers to our goal of giving every student what they need, individually, to make significant growth in reading this school year. During WIN time, students will have their most urgent learning needs met.

Our WIN time groups include:

- Reading intervention for struggling readers using SIPPS, DIBELS and iReady
- English Language Development (ELD) for English learners
- One-on-one or small group reading support for students with IEPs
- Guided practice or extension activities for students who are reading at or above grade level.

Parent Engagement and Expectations

Communication

Your partnership with us is crucial to your child’s success. Our campus utilizes ClassDojo daily to communicate with teachers and school staff. Please ensure that you are connected to our ClassDojo classes to receive messages, notifications, and alerts. In addition, communication via email, ParentSquare, phone calls, and handouts may occur.

Parent/ Guardian Volunteer Process

We are in need of volunteers in our classrooms each day to help supervise small groups of students while our teachers are working with other groups. Please coordinate with your child's teacher if you are available and willing to volunteer. Before you begin working in your child's classroom you must first receive clearance from Mrs. Scheeline and be fingerprinted.

Student-Led Conferences with Parent/ Teacher

During your scheduled conferences, your child will lead you through their reflections on their academic and social strengths and areas in need of improvement. The meeting will be spent planning how to meet your child's social and academic needs for the following trimester both at school and at home. Teachers, parents, or guardians may, at any time, request a conference to ask questions and/or address concerns.

Progress Reports and Report Cards

Progress reports will be sent home with students midway through each trimester. Report cards for the 1st and 2nd trimesters will be reviewed with students and families at our student-parent-teacher conferences in November and February.

Parent Support

The success of a school relies on effective parent/school partnerships. The school does not assume total responsibility for the education of our students; it is vital that a consistent approach be developed and agreed upon by parents/ guardians, students, and staff. Communication between home and school is key to ensuring student success.

Visits to the Classroom

We welcome parent/guardian visitors; however, it is important that parents make arrangements with the classroom teacher in advance, out of consideration for classroom instructional time. All parent visitors are required to check in at the office to get a visitor's badge. ***If you wish to discuss your child's progress with the teacher, please arrange for a private conference with the teacher outside of instructional class time or transition times.***

Steps for Addressing Concerns

Uniform Complaint Procedure (UCP) – Gateway Community Charters/Community Collaborative Charter School is responsible for ensuring compliance with state and federal laws and regulations governing educational programs and has established procedures to address allegations of unlawful discrimination and/or failure to abide by such laws. The GCC Board encourages early, informal resolution of complaints at the site level whenever possible. If parties feel further investigation and resolution are needed, concerns should be submitted as per the GCC Universal Complaint Procedure. A complete copy of the UCP is posted in the school's office and is available upon request.

Student Behavioral Policies and Expectations

It is our belief that students will be able to do their personal best when they feel fully supported and safe at school. In order to provide the best school culture possible, CCCS implements both the Three Way Pledge and Capturing Kids Hearts best practices with all students. In both cases, these agreements do not take place of the general school rules but instead provide a framework for which these practices can be supportive of all students. We encourage parent involvement and communication when you have a concern about the safety or emotional well-being of your student at school or during a school-related activity off campus.

Capturing Kids' Hearts - Five Years CKH Showcase School

“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. Creating such an environment is a tremendous challenge. Capturing Kids' Hearts (CKH) provides tools for administrators, faculty, and staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom 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 classrooms
- Improve classroom 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)
- Reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and background

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

General School Expectations

In order to make CCCS a safe and welcoming space, we will uphold the Three Personal Standards.

CCCS students will show respect, make good decisions, and solve problems by:

- Respect the rights and property of others
- Not physically or verbally hurt others
- Walk while inside buildings
- Not play in the restrooms
- Dispose of trash in the proper place and clean up after themselves

Playground Expectations

- Uphold Social Contract at all times
- Play safely at all times
- Follow designated area and play zones
- Share playground equipment and return it to the proper place
- Use a hall pass or ask for permission before leaving the blacktop
- Listen for warning whistles for water and bathroom breaks
- Final whistle - walk to your class line and line up immediately
 - Stop playing and clean up the equipment
- **Designated Eating Zone**
 - Stay seated on picnic tables under the awning
 - Finish snacks before playing
 - Dispose of trash in proper receptacles and bins

Classroom Behavioral Interventions

Behavior management is essential to academic progress, so our teachers and staff at Community Collaborative Charter School work together to encourage productive behavior in a firm, fair, and consistent manner using the progressive discipline model. When a student makes a deliberate choice to disobey an established rule, some or all of the following interventions may be used at the teacher's discretion:

- Conference with students
- Student Study Team meeting (SST)
- Restorative Reflection
- Circle Conference
- Time to reset
- Classroom visitation by the parent
- Temporary change of environment
- A phone call to parents/guardians

When these interventions fail to bring about proper conduct, or a case in which a serious

behavioral incident occurs, a violation notice will be sent home for the parents to review and sign. After multiple violations, a student will be referred to the principal for further action. This may result in one of the following:

- In-school or after-school detention
- At-home suspension

Protecting Learning Time

Learning time is precious and every minute counts and having items that are distracting will interfere with that. Please partner with us in leaving the following items at home:

- **Toys are prohibited at school.**
 - Toys at school will be confiscated and will be returned to parents at the end of the school year.
 -
- **Electronic Devices**
 - Tablets and gaming devices are not allowed
 - Personal headphones and earbuds can be brought for learning time at the discretion of the teacher and families
 - We are not responsible for lost, broken, or stolen items
 - Disruption or misuse will result in not being allowed to bring them
- **Cell phones should be left at home.** If students must bring a phone to school, they will not be allowed to use it during school hours. They will be required to:
 - Turn it off
 - ***Turn them into the teacher's lockbox***
 - Please see the CCCS Cell Phone policy with consequential actions
 - If you need to contact your student, you can message your child's teacher on Classdojo or call the front desk at 916-286-5158
 - Our school is not responsible for lost, broken, or stolen

Dress for Success

Our dress code policy is put in place to ensure a safe, distraction-free learning environment. Do not send your child to school in violation of this dress code. All clothing must be appropriate for school. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students or staff. Students will be asked to change, or sent home to change if the dress code is not followed, or parents must bring appropriate attire:

Clothing that displays emblems of any sort, which the school officials, staff, and other students may perceive as inappropriate or in any way distracting is not allowed:

- Obscene, vulgar, racially biased or hate speech/slur, gang-related in color, pattern or affiliation, drug paraphernalia, or weapons-related

- Clothing must cover undergarments and private parts
- Shorts inseam should be at least fingertip length or 5 inches long
- Shirts/Tops must cover the midriff and stomach

STAND UP to Hate and Bullying

In order to create a safe, inclusive, and equitable learning environment for all students, we will all agree to and sign our STAND UP pledge. We will STAND UP by:

- **S**peaking out when we see or hear hate
- **T**alking about how hate hurts our society
- **A**dvocating for others to help end hate
- **N**ever allow hate to go unchallenged
- **D**enounce online hate and report it to an adult
- **U**nite with people who are different from us and learn more about them
- **P**rotect each other by creating a welcoming community

Hate is...

being unkind to others because they are different from you. This can be shown by hostility or aversion towards them and can stem from fear, anger, lack of knowledge, and more.

Bullying is...

- Intentional harm-doing
- Happens repeatedly over time
- Verbal: name-calling, threatening, and/or rumors
- Emotional: making faces, isolating others, gestures
- Unequal power (size, ability, popularity, money, clothing)
- Physical: hitting, kicking, pushing, and hitting someone else to hurt someone
- Can be through technology and online (Social Media, Chats, Text Messages, etc.)

Please refer to Appendix F of this handbook for our official district policies regarding bullying.

Social Media Bullying

Schools have a special interest in regulating speech that materially disrupts classwork or involves substantial disorder or invasions of the rights of others. Serious or severe bullying or harassment targeting particular individuals; threats aimed at teachers or other students; the failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; and breaches of school security devices may result in disciplinary action.

Here are some examples of disciplinary actions that can be taken as a result of but aren't limited to:

- A post or comment is linked to or disrupting school activities
- A student who is being targeted is adversely affected, being intimidated, or feels unsafe

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 and Driveway Safety

We need your help to keep the school and your students safe. It is imperative that families adhere to our parking safety rules. Every student's safety is important to us. At no time, should anyone drive fast 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.

Student Emergency Cards

Parents/guardians are responsible for keeping current emergency contact information on file. It is extremely important to have updated information in case of emergency, in order to ensure there is no time delay that can cause a sick child unnecessary discomfort or anxiety. The school must know how to reach you in case of emergency. Persons other than guardians who pick up students should be

prepared to show identification.

Custody Disputes

Parents/guardians are responsible for contacting the school if there is a court order stipulating that one parent may not have access to a student at the school. A parent/guardian must notify the office and the teacher, and provide the office with a current court order. Otherwise, both biological parents (with appropriate identification) have equal rights to participate in their child's education including the right to: come to school to see their child, obtain school records for their child, or pick the child up from school.

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 the 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.
- **Chickenpox** - 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 the 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 antibiotic treatment.
- **Ringworm** - (a contagious skin fungus infection). Keep home until treatment is started. If it is in an exposed area, upon return, cover the visible area with dressing and/or clothing. Ringworm on the scalp requires oral medication, but the child may return to school if covered with the 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. Students who are sick must be picked up within 30 minutes of calling the parent.

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 **CAN NOT** carry any prescription or 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

Parents need to contact the school if they find head lice on their child's head. We will notify the parent or guardian if lice are found on their child. Students with live lice must be rechecked in the office before re-admittance to the classroom. We abide by the GCC Head Lice Policy (BP 16-17). This policy is available upon request.

Outside Food and Beverages

We serve breakfast, lunch, and supper daily at no cost to our families. Students who bring lunch or snacks from home are strongly encouraged to bring nutritious food. Our brains function better when we fuel our bodies with healthy foods.

- Families may choose to bring a small, sweet treat to school in celebration of student birthdays or other celebrations at the teacher's discretion.
- All treats must be store-bought and in their original containers.
- Please refrain from allowing your child to bring candy/gum/lollipops/sodas



Three-Way School Pledge

It is important that families and schools work together to help students achieve high academic standards. Through a balanced educational approach, we can ensure success. In addition to our CKH Social Contract and our Three Personal Standards, the following are agreed upon roles and responsibilities for staff, students, and parents/guardians. Your signature signifies support for these actions.

Student Pledge:

- I agree to carry out the following responsibilities to the best of my ability:
- Show respect, make good decisions, and solve problems
- I will show respect to all staff and students on campus
- Come to school on time ready to learn and work hard
- Bring necessary materials, completed assignments, and homework
- Know and follow my social contracts and school rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Balance after-school activities with study or reading time every day after school
- **I will ensure that my child leave cell phones at home, so as to not disrupt their learning or the learning of others**
 - If they need to bring a phone, it will be ***turned off*** and ***turned into*** the teacher's lock box for the hours of school.

Parent/ Guardian Pledge:

- I agree to carry out the following responsibilities to the best of my ability:
- Show respect, make good decisions, and solve problems
- I will show respect to all staff and students on campus
- Read to my child or encourage my child to read every day
- Provide a quiet place for your child to complete school work and ensure homework assignments are completed
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school, every day, is dressed appropriately, gets adequate sleep, regular medical attention, and proper nutrition
- Regularly monitor my child's progress in school
- Participate at school in activities such as school decision-making, volunteering, and/or

- attending parent-teacher conferences
- Communicate the importance of education and learning to my child
- I will ensure that my child **leave toys at home**, so as to not disrupt their learning or the learning of others
- **I will ensure that my child leave cell phones at home, so as to not disrupt their learning or the learning of others**
 - If they need to bring a phone, it will be ***turned off*** and ***turned in*** to the teacher's lock box for the hours of school.

Staff Pledge:

- I agree to carry out the following responsibilities to the best of my ability:
- Show respect, make good decisions, and solve problems
- Provide high-quality curriculum and instruction
- Endeavor to motivate students to learn
- Have high expectations and help every child to develop a love of learning • Enforce and follow school rules and social contracts
- Communicate regularly with families about student progress
- Provide a warm, safe, and caring learning environment
- Provide meaningful homework and IS assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community • Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make our school an accessible and welcoming place for families

Student Name: _____ Sign: _____ Date: _____

Parent/Guardian _____ Sign: _____ Date: _____

Teacher Name _____ Sign: _____ Date: _____