Gateway Community Charter Schools

Rise Academy

A Program of

Community Collaborative Charter School (9-12)

GCC Family & Student Handbook 2026-2027

CCCS Main Campus 9-12
PH: (916) 286-5161
Fax: 916-921-2572
Address: 5715 Skvarla Avenue
McClellan, CA 95652

CCCS Resource Center in Partnership with Sacramento Youth Center 9-12
PH: (916) 261-2176
Address: 1901 Del Paso Blvd.
Sacramento, CA 95815

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SECTION 1

Welcome to Gateway Community Charters

Gateway Community Charters, Inc (GCC) is a nonprofit 501(C)3 Charter Management Organization (CMO) that provides leadership, operational support, and shared services to its family of charter schools. GCC works in partnership with each school to ensure students receive a high-quality educational experience while supporting school leaders, teachers, and staff in meeting academic, operational, and compliance goals.

About GCC

GCC oversees nine independently authorized Local Educational Agencies (LEAs). While each GCC school maintains its unique mission, educational program, and school culture, GCC provides centralized support in areas such as educational services, student support, business operations, human resources, technology, facilities, compliance, and strategic planning. This collaborative structure allows each school to focus on delivering exceptional learning opportunities while benefiting from the resources and expertise of a shared management organization.

Gateway Community Charters Board of Directors
Lillie Campbell, Board President
Mark Anderson, Vice President
Harry Block, Secretary
Bruce Mangerich, Treasurer
Jack Turner, Director

Gateway Community Charters Cabinet
Jason Sample, Superintendent/CEO
Omaira Reyna, Chief Business Official
Joi Tikoi, Assistant Superintendent
Morri Elliott, Assistant Superintendent

Community Collaborative Charter School (Rise Academy, 9-12)
5715 Skvarla Way, McClellan, CA 95652
Angee Phraxayavong-Briones, Principal

Community Collaborative Charter School (Resource Center: Sacramento Youth Center)
1901 Del Paso Blvd, Sacramento, CA 95815
Angee Phraxayavong-Briones, Principal

Community Collaborative Charter School (GCC Virtual Academy)
3612 Madison Avenue (Suite 25), North Highlands
Kaela Varmeulen, Principal

Community Collaborative Charter School (Connections Academy at Gateway)
3612 Madison Avenue (Suite 25), North Highlands
Kaela Varmeulen, Principal

Community Outreach Academy (Academy of Arts)
5640 Dudley Blvd, McClellan Park
Larissa Gonchar, Principal

Community Outreach Academy (Academy of Sciences)
3800 Bolivar Ave, North Highlands
Dr. Daniel Diego, Principal

Empowering Possibilities International School
2945 Ramco St #200, West Sacramento
Dr. Jerry Kosch, Principal

Futures High School
900 Grace Avenue, Sacramento
Vicente Luevano, Principal

Gateway International School
900 Morse Avenue, Sacramento
Michael Maita, Principal

Higher Learning Academy
900 Grace Avenue, Sacramento
Dr. Carla Galbrath, Principal

Sacramento Academic and Vocational Academy
1214 & 1224 North Market, Sacramento
Chelsy Stoufer, Principal

Sacramento Academic and Vocational Academy (EGUSD)
3141 Dwight Road, Elk Grove
Lezli McEndree, Principal

Sacramento Academic and Vocational Academy (SCUSD, Power Inn Campus)
5310 Power Inn Road, Sacramento
Summer Ash, Principal

Sacramento Academic and Vocational Academy (SCUSD, SIM Campus)
6207 Logan St, Sacramento
Summer Ash, Principal

Mission

The mission of GCC is to create and manage high quality charter schools which provide access to innovative, quality, standards-based educational opportunities for all students.

Vision

Our GCC vision is to provide all students, regardless of circumstance, a safe, caring school choice with high academic and behavioral expectations where they can reach their fullest academic and social potential.

Core Values (SERVICE)

- **S**tudent Focus: We make all of our decisions through the lens of what is best for our students, particularly in terms of safety, social/emotional needs, and preparation for College and Career success.
- **E**xcellence: We relentlessly pursue excellence with a strategic focus on our vision, mission, values and beliefs, priorities, goals and outcomes.
- **R**esponsibility: We know that everything we do has an impact therefore we act with intent, a sense of urgency and embody collective ownership with a focus on continuous improvement.
- **V**aluing People: In all of our actions, interactions and decision-making we seek to honor, recognize and invest in our stakeholders. We understand, acknowledge and live our Capturing Kid's Hearts culture throughout the organization.
- **I**ntegrity: We are committed to a high level of ethical behavior and our daily actions and interactions are honest, transparent and consistent leading to a high level of trust throughout the organization.
- **C**ollaboration: We create a culture that maximizes individual contribution while leveraging the collective intelligence of everyone through regular and ongoing systems of meaningful participation.
- **E**mpowerment: All stakeholders learn, develop, grow and contribute to the GCC and its schools in meaningful ways.

Portrait of a GCC Graduate

The Portrait of a GCC Graduate defines the knowledge, skills, and characteristics Gateway Community Charters strives to develop in every student before graduation or promotion. It

guides curriculum, instruction, and student experiences to prepare learners who are Academically Ready, Workforce and College Ready, Life Ready, Global Citizens, Productive Citizens, and Reflective Citizens. Developed with input from students, families, staff, business leaders, faith-based organizations, and higher education partners, the Portrait reflects GCC's commitment to preparing students for lifelong success and meaningful contributions to their communities.

Capturing Kids' Hearts

Capturing Kids' Hearts, developed by the Flippen Group, is a relationship-centered approach that helps create safe, supportive, and engaging school environments. The framework emphasizes building strong connections between staff and students through trust, respect, empathy, and accountability. By fostering positive relationships, teaching social-emotional competencies, and establishing shared expectations, Capturing Kids' Hearts helps improve student engagement, behavior, academic success, and overall school culture.

Understanding Legal Codes in this Handbook

Many of the rights and responsibilities referenced in this handbook are based on legal mandates through the state and federal governments. While we have made an effort to explain these items in common terms, many of them are based on legal language contained in a variety of policy sources. The sources are referenced in parenthesis at the end of each relevant section.

For your reference, here are the codes you will see in this handbook, along with the acronym that will be listed. Access to the source California or United States policies are available online by searching the full source name and section number. GCC board policies and administrative regulations are available on the GCC website section titled, GCC Board Policies.

- Americans with Disabilities Act (ADA)
- California Education Code (EC)
- California Health and Safety Code (HSC)
- California Penal Code (PC)
- California Vehicle Code (VC)
- California Code of Regulations (CCR)
- Family Educational Rights and Privacy Act (FERPA)
- Gateway Community Charters Board Policies (BP)
- United States Code (USC)

Purpose of this Handbook

This Parent/Student Handbook is designed to provide students, parents, guardians, and families with important information about Gateway Community Charters (GCC) schools. It serves as a guide to the programs, expectations, policies, procedures, and resources that

support student success and help ensure a safe, respectful, and positive learning environment.

The handbook is intended to foster a strong partnership between the school and home by clearly communicating the rights, responsibilities, and expectations of students, families, and staff. Families are encouraged to review this handbook together and refer to it throughout the school year.

Because Gateway Community Charters operates multiple schools with unique educational models and programs, this handbook contains both organization-wide information that applies to all GCC schools and school-specific information that may vary by campus. When differences exist, the school-specific information provided by your child's school will govern.

This handbook is intended to summarize key information and should not be interpreted as replacing applicable federal or state law, the school's charter, or Gateway Community Charters Board Policies. GCC reserves the right to revise this handbook, policies, or procedures as necessary to comply with changes in law or operational needs. Families will be notified of significant changes as appropriate.

Annual Notifications Statement

Gateway Community Charters (GCC) provides parents, guardians, and students with an Annual Notifications document at the beginning of each school year, as required by federal and California law. The Annual Notifications include important information regarding student rights, parent rights, school policies, and other legally required notices.

The Annual Notifications are provided separately from this handbook and are incorporated by reference. Families are responsible for reviewing the Annual Notifications each year, as they contain important information that may not be repeated in this handbook.

The most current Annual Notifications are available on the Gateway Community Charters website and may also be obtained from your school office upon request.

If there is any conflict between information contained in this handbook and applicable law or the Annual Notifications, applicable law and the Annual Notifications shall govern.

SECTION 2

ACADEMIC PROGRAM

Academic Standards

GCC has high academic standards and supports all students to work hard to achieve their potential. Upon graduation, our students will be prepared to pursue postsecondary education, work-force training, or employment that continues to promote lifelong learning, productive citizenship, and maximizes development in mind, body, and spirit.
GCC schools adopt curriculum based on California State Standards including Common Core and Next Generation Science Standards (NGSS).

Academic Expectations

All GCC students are expected to give their full effort every day. Parents/guardians should also expect this of their students and support them by getting their students to school on time. GCC schools assess every student regularly to determine progress and needs. If students are below their expected level, opportunities are given for support, such as reteaching, differentiated assignments, online programs, tutoring, and intervention support.

CAASPP and ELPAC

GCC students participate in all required California state testing. Students participate in tests such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment for California (ELPAC).

The tests in the CAASPP system provide information to teachers, parents/guardians, and students about student progress and readiness for college and career. In grades three through eight and grade 11, most students take the Smarter Balanced online tests for English language arts (ELA) and mathematics. However, students who have a significant cognitive disability (as designated in their individualized education program) are eligible to take the California Alternate Assessments (CAAs). In grades five, eight, and once during high school, students are also tested in science.

Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse their child from any or all parts of the CAASPP assessments administered pursuant to this chapter shall be granted. (*EC* § 60615)

When a student enrolls in a California public school for the first time, the Home Language Survey is used to identify whether the student may need assessment for English language proficiency. If a language other than English is indicated in Questions 1–3 of the survey, the student must take the Initial English Language Proficiency Assessments for California (Initial ELPAC) within 30 calendar days of enrollment. Based on the Initial ELPAC results, a student will be identified as either Initially Fluent English Proficient (IFEP) or English

Learner (EL). Students identified as English Learners are required to take the Summative ELPAC each year until they meet the criteria for reclassification as Fluent English Proficient. The ELPAC assesses students' skills in listening, speaking, reading, and writing. To learn more about the ELPAC, please review the Parent Guide to Understanding the ELPAC, available on the California Department of Education website at https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf. For additional information about the English Learner identification or reclassification process, please contact your school administration.

K-2 Reading Screener

In order to provide early support and intervention for our young learners, GCC schools will screen all students in grades K-2 for reading difficulties risk. (*EC* § 53008)
Families will receive direct notification before the screener is administered, and results will be shared with families after the screener is administered.

Student Success Team (SST)

The Student Success Team meets as needed to provide recommendations, support, and program modifications for a student experiencing academic, behavioral, or attendance issues. Parents/guardians work together with the entire SST team to do what is necessary to help the student be successful. This might include putting specific interventions in place or moving forward with special education testing, if appropriate. Meetings are held at the school's or parent/guardian's request.

Students identified as needing additional support in the core subjects (ELA and Math) will be provided with intervention services during the school day and may be offered tutoring services before/after school by a credentialed teacher or paraprofessional.

Special Education and Section 504 Services

GCC is committed to providing all students with equal access to educational opportunities. Students who qualify for special education services under an Individualized Education Program (IEP) or accommodations under a Section 504 Plan will receive services and supports in accordance with applicable federal and state laws.

Parents/guardians who have questions about their child's IEP or Section 504 Plan, or who believe their child may be eligible for services, should contact the school administration. The school will work collaboratively with families to ensure students receive appropriate supports and accommodations to help them succeed academically and socially.

Students with IEPs and Section 504 Plans are expected to follow the same school rules and expectations as all students. When disciplinary actions are considered, the school will follow all applicable legal requirements related to students with disabilities.
Promotion/Retention in Grade

Students who do not make adequate progress may be identified as at risk and provided with additional academic support and interventions. A SST meeting will be held to review the student's progress and develop a plan for improvement. The student's progress will be monitored throughout the school year. If retention is discussed, the school principal needs to immediately inform the Director of Student Services and Director of Academics for approval.

At-Risk Students

Students in grades 9-12 who are at risk of not graduating with their class shall be identified and provided with a variety of interventions and counseling support, designed to assist them in successfully transitioning to postsecondary education or employment. For students in grade 12, this will also include options for continuing their education if they fail to meet graduation requirements, including, but not limited to, the option of enrolling in an adult education program, community college, or continuing enrollment in the district. (*EC* § 52378)

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; looking up answers on an unauthorized website, 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.

If a teacher deems that the breach of the Academic Honesty Policy is a major violation then school administration will become involved. Any alleged violation of this school policy will be investigated thoroughly and appropriate disciplinary action will be taken.

Physical Education

GCC schools provide a Physical Education (PE) program for students in kindergarten through grade 12 that is aligned with the California Content Standards and Framework for Physical Education.

Physical Fitness Test

The California Physical Fitness Tests will be administered to all students in grades 5, 7, and 9 to determine the levels of fitness of students. To evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity, state law requires school districts to administer a set of tests. The complete test battery measures student performance in the following areas:

- Aerobic Capacity
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility.

California officially transitioned the Physical Fitness Test to a participation-only model

through emergency regulations prompted by Senate Bill 820. This change eliminated scoring "Healthy Fitness Zones," BMI data reporting, and gender reporting.

The California *Education Code* requires two years of physical education in high school. If a student has satisfactorily met at least five of the six standards of the physical performance test administered in grade 9, they may request an exemption from PE by completing the GCC's physical education exemption approval process. (*EC* § 51241.b.1)

California minimum graduation requirements require students to complete Two courses in Physical Education, unless the pupil has been exempted pursuant to the provisions of *EC* Section 51241.

Parents should provide any important medical history to the teacher. It is the student's responsibility to report injuries to their teacher immediately.

SECTION 3

STUDENT ATTENDANCE & ENROLLMENT

Excused Absences

Regular attendance is essential for student success. Absences may be excused for reasons permitted under California Education Code, including illness (including mental or behavioral health), medical, dental, or counseling appointments, quarantine, bereavement, religious observances, court appearances, military family leave, citizenship ceremonies, approved educational activities, civic or cultural events, and other circumstances approved by the school. Parents or guardians should notify the school as soon as possible and provide appropriate verification of the reason for the absence when requested. Students with excused absences will be given a reasonable opportunity to make up missed assignments and assessments for full credit.

Unexcused Absences

Absences that do not meet the requirements for an excused absence are considered unexcused. Excessive unexcused absences or tardiness may result in a student being identified as truant in accordance with California law. GCC school will work with students and families to improve attendance through supportive interventions; however, continued truancy may result in meetings with school staff, referrals to GCC student services department, and additional consequences as permitted by law.

Attendance – Independent Study (IS) Programs

Attendance requirements for students enrolled in Independent Study (IS) programs differ from those in classroom-based programs. Attendance is based on the completion of assigned work, meaningful participation, and regular communication with assigned teachers as outlined in the Independent Study Master Agreement. Families are expected to ensure students actively participate in their educational program and comply with all attendance requirements described in the Independent Study Handbook and Board Policy.

Refer to the GCC Board Policy SP 06-08: Attendance

Verifying Student Absences

Whenever a child is absent from school, the school must receive an absence verification from the parent/guardian. The verification must include the child's name, the date(s) of the absence, and the reason for the absence. This could be a phone call, note, or an email from the parent/guardian. Please provide a note signed and dated by your physician or dentist for doctor or dentist appointments. The school attendance clerk will call home if a phone call, note, or e-mail has not been received for absent students.

The Importance of Attendance

Regular attendance is one of the strongest predictors of student success. Being in school each day helps students build academic skills, develop positive relationships with teachers and peers, and stay engaged in learning. While absences due to illness or other legitimate reasons are sometimes unavoidable, frequent absences, whether excused or unexcused, can make it difficult for students to keep pace with instruction and achieve their full potential.
GCC schools are committed to partnering with families to support consistent attendance. When a student's absences or tardies begin to increase, school staff will reach out to identify any barriers to attendance and work collaboratively with the family to develop appropriate supports and interventions. Early communication helps ensure students receive the assistance they need before attendance concerns become more significant.

When a Student is Chronically Absent

If a student's attendance becomes a concern, GCC school will follow applicable state laws and Board policies regarding attendance and truancy. Families may receive attendance notifications, participate in meetings with school staff, or be referred to a Student Success Team (SST) or other support services to develop strategies for improving attendance. The goal of these interventions is to support student success through regular school attendance and a strong partnership between home and school. Below is how we support students and families when absences begin to add up:

Nonclassroom-Based Tiered Re-Engagement

Student success in an Independent Study program depends on regular participation, communication, and completion of assigned work. If a student is not making satisfactory academic progress, completing assignments, participating in required live instruction, or maintaining regular engagement, GCC will implement a tiered re-engagement process designed to identify barriers and provide support. The process begins with outreach from the student's teacher and may include conferences with the family, a Student Study Team (SST) meeting (or IEP team meeting for students with disabilities), the development of a re-engagement plan, and connections to school and community resources to help the student successfully re-engage in learning.

If a student continues to demonstrate a lack of satisfactory progress despite these interventions, additional supports may be implemented, including home outreach and review by the GCC School Attendance Review Team (SART). The purpose of this process is to partner with families, address barriers to participation, and help students remain successful in their Independent Study program. If, after all required interventions have been exhausted, the student continues to violate the Independent Study Master Agreement by failing to engage or make satisfactory progress, GCC will initiate the involuntary disenrollment process in accordance with applicable law, Board Policy, and the Admissions Policy.

Voluntary Withdrawal

If it becomes necessary for families to withdraw a student from school, a parent/guardian must notify the school office as soon as possible. Any lost books or materials fees, etc. should be paid and teachers must complete a checkout form for each student.

Involuntary Removal Process

No student shall be involuntarily removed, or disenrolled, by the school for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and otherwise in accordance with Education Code 47605 (c)(5)(I)(iii). The Involuntary Removal Notice shall include:

- The specific basis for the proposed removal and supporting facts.
- An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
- The CDE Enrollment Complaint Notice and Form

If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

For students with disabilities who are eligible for special education services under an Individualized Education Program (IEP), an IEP team meeting will be convened to review the student's educational program, supports, and placement before involuntary removal is

considered. The Charter School will comply with all applicable state and federal laws regarding students with disabilities when considering involuntary removal.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

***The above is a summary of our procedures. For a copy of the full Attendance Policy, please see the school website or the main office.*
***In the event of any discrepancy between the attendance process outlined in this handbook and within the complete Attendance Policy, the complete policy shall supersede and govern.*

SECTION 4

STUDENT CONDUCT

Behavior Expectations

Students, parents/guardians, and staff at GCC Schools can expect a safe and productive learning environment where individuals (children and adults) will be treated with dignity, fairness, and respect. Capturing Kids' Hearts (CKH) has been implemented school-wide to develop a culture of unity and respect. CKH is at the core of a powerful process that allows every member of the school family to foster and become part of a high-performing learning community by building positive, productive, and trusting relationships among students and staff members. It consists of student-centered Social Contracts, non-verbal cues such as hand signals, and strategies for redirecting behavior. Disciplinary consequences are sometimes necessary for students to take responsibility for their choices, learn from their mistakes, and seek acceptable alternative solutions to their problems.

General School Rules

- Show respect (Respect yourself, others, and their property.)
- Make good decisions
- Solve problems
- Actively listen
- Do your best

Dress Code Guidelines

- 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 neat, clean, and appropriate for school. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students. Clothing that displays emblems of any sort that the staff and other students may perceive to be obscene, vulgar, racially-biased, gang-related, or in any other way distracting is not allowed. Students will be sent home to change if the dress code is not followed, or parents must bring appropriate attire.
- Tops that expose undergarments are not permitted.
- Pants must be worn at or above the hip point and must not show undergarments.
- Footwear must be worn at all times. Sandals must have an ankle strap. No flip-flops are allowed.

PE Dress Code

In order for our students to take full advantage of our activities, we require, for safety, modesty, and hygienic reasons the following guidelines for dress codes in all physical education classes: athletic clothing (not jeans or skirts/dresses) and sneakers with laces that are secured.

Mobile Communications Device Policy

The GCC Board of Directors recognizes that student use of smartphones, smartwatches, smart glasses, and other personal mobile communication or computing devices on campus may support student learning, safety, communication, and well-being, but may also be disruptive to the educational environment and instructional program in certain circumstances. When on campus or under the supervision of GCC employees, students may use such devices only as permitted by GCC Mobile Communications Devices Board Policy SP5131.8.

Items that Must Stay at Home (non-exhaustive list)

Aerosol cans, gum, sunflower seeds, water balloons, nail polish, matches/lighters, perfumes/colognes, pocket knives, sodas, energy drinks, beverages in glass containers, cigarette or drug paraphernalia, weapons/replicas, unauthorized medication, electronic games, radios, toy guns, sports equipment, and fireworks should NOT be brought to school. Individuals who bring money or other valuables onto school grounds do so at their own risk. Students who bring prohibited items on campus may be subject to our discipline policy.

GCC schools are not responsible for the damage, theft, or loss of personal property on or off school grounds.

Animals/Pets

Dogs, cats, as well as other animals and pets, are not permitted on school property while students are on campus. Contact the office for assistance in the event of a stray animal on school premises or if there is a need for a service animal.

Bicycles, Scooters, Roller Skates (Blades), Skateboards

Students may ride their bicycles or scooters to school and park in the designated space. Please note that the school will not accept responsibility for loss or damage to the bicycle/scooter. Students should not use roller skates or blades, heelys, or skateboards (or RipStiks) on the school grounds at any time. This includes shoes that have wheels built into them. Students must walk their bicycles/scooters on and around the school campus. Additionally, students are required to wear helmets as stated by California law when riding a bicycle and obey all laws relating to bicycle/scooter use to ensure safety.

Anti-Bullying, Harassment, and Discrimination

GCC schools adheres to the Harassment, Intimidation, Discrimination, and Bullying Policy, SP 1517. All GCC schools educate students about bullying at the beginning of every school year and will not tolerate bullying/cyberbullying or harassment/discrimination of any kind. Staff, students, and parents are required to report to an administrator any known incident of bullying, harassment, intimidation, or discrimination. These reports can be made in person or anonymously. To report anonymously, use the reporting link on your school's website.

You must provide enough information for the GCC staff to conduct a thorough investigation or contact you if more information is needed. GCC schools investigate all reported incidents of bullying, harassment, intimidation, and/or discrimination with sensitivity and respect to all parties involved. During and/or after the investigation is complete, parents are contacted and appropriate consequences are given. The goal is to deter the bullying from happening again.

***The complete Policy is available for review on the school website or by contacting the main office.*

Internet Safety and Technology Use

Students and parents/guardians must review and agree to the GCC Computer Use Guidelines at the beginning of each school year. Students are expected to comply with these guidelines at all times. Failure to do so may result in disciplinary action, including the suspension or revocation of technology privileges. GCC schools provide instruction on internet safety and review the requirements of this policy with students.

***The complete Student Use of Technology Policy is available for review on the school website or by contacting the main office.*

Sale of Items at School Prohibited

The sale of any item by students, including but not limited to toys, playing cards, candy, soda, etc. to other students or staff is prohibited. Students who sell things at school will receive consequences. GCC schools are not responsible for the items, including cash, involved in transactions among students that are against the rules.

SECTION 5

STUDENT HEALTH & SAFETY

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 the public health department. If you have any questions about them, please contact the school nurse. GCC schools will follow all state and county health guidelines and mandates.

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

- Fever- 100.4 or above
- Diarrhea
- Vomiting
- Certain illnesses and rashes like chickenpox, measles, or hand, foot, and mouth disease

A healthcare provider or school nurse can help you distinguish those illnesses and when your child is no longer contagious.

School policy mandates that students with a contagious disease stay home. 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 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 immediately.

Immunizations

Students must be current on required immunizations. Students who do not have all the required immunizations for their age/grade must receive the next required dose by the specified due date to remain eligible for attendance. Students shall be excluded from school and attendance for a failure to provide proof of required immunizations or a valid medical exemption.

Prescription Medicine

An authorization form must be completed by the student's parent/guardian and doctor before trained, designated school personnel 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 GCC website. Students CANNOT carry any prescription in their backpacks unless in rare cases where the student is provided authorization from their doctor and approved by a GCC nurse. Please see the front office to obtain a medication authorization form.

**The complete Administration of Medications Policy (SP 5141.21) and authorization form is available for review on the school website or by contacting the main office.

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 CANNOT carry any over-the-counter medicine in their backpacks unless in rare cases where the student is provided authorization from their doctor. Please see the school front office to obtain a medication authorization form.

Head Lice

Students found with active head lice can stay in school until the end of the day, but will not be allowed close contact with others. Parents are informed about treatment and encouraged to start it immediately, checking all household contacts.

Student Emergency Contact Information

Parents/guardians are responsible for keeping current emergency contact information on file. It is extremely important to have updated information in case of an emergency to ensure timely communication. The school must know how to reach you in case of an emergency. Persons other than the guardian who picks up students should be prepared to show identification.

Custody Disputes

Parents/guardians are responsible for contacting the school if there is a court order limiting the parental participation or access rights of one or both parents. 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.

Counseling Services

GCC schools provide counseling services to support students' academic, social-emotional, college and career, and overall well-being needs. School counselors work collaboratively with students, families, teachers, and administrators to help students succeed and address challenges that may affect their educational experience.

Counseling services may include academic planning, social-emotional support, college and career readiness, crisis intervention, and referrals to community resources when appropriate. Parents/guardians who have questions about available counseling services are encouraged to contact their school counselor or school administration.

Safety Drills

Fire and safety drills are held monthly to teach students proper responses to emergency situations. Evacuation maps are posted in each classroom and hallways and safety drill instructions for teachers can be found in the red classroom emergency binders. Students are to quietly and quickly follow all directions given by school staff and/or emergency personnel.

SECTION 6

FAMILY ENGAGEMENT

Opportunities for Parental Involvement

Parents are an integral part of our school program and community, and as such, are strongly encouraged to become involved. Parents can become involved by volunteering in the classroom helping with field trips or special events, and attending School Site Council meetings. Parents interested in volunteering their time, skills, or talents, should talk to the classroom teacher or reach out to the school's front office for details and then fill out the volunteer paperwork with the front office. Increased parental involvement at school and at home, increases student success. GCC adheres to GCC Board Policy SP 6020 regarding parent involvement.

Volunteer Information

Gateway Community Charters (GCC) encourages and appreciates parents, guardians, and community members who are willing to share their time by volunteering in our schools. Volunteers can play an important part in enriching the lives of our students. GCC cares about our students and their safety and, therefore, has created volunteer procedures and requirements to keep the children safe. All volunteers must follow the volunteer procedures and requirements of GCC. All volunteer applications can be completed online in Informed K-12. Applicants should choose the appropriate form for the correct level of volunteering, either Level 1 or Level 2.

Level 1

Level 1 volunteers are those who are volunteering for a one-time event on-site and will be under the direct supervision* of a GCC staff member who is physically present at all times with the volunteer. They are required to complete a Volunteer Application and sign the Volunteer Oath. The Volunteer Application must be signed and approved by the Principal and both documents must be maintained by the school site. Level 1 volunteers are not required to complete the fingerprint clearance or provide tuberculosis (TB) screening results; however, if the volunteer wishes to volunteer more than once, he/she will then have to complete Level 2 volunteer requirements.

*Direct supervision means that the volunteer will not be alone with students at any time during the volunteer period. The students are still under the constant and direct care and supervision of the GCC staff member.

Level 2

Level 2 volunteers are those who volunteer more than one time and/or will be working with students without the direct supervision of a GCC staff member present at all times with the volunteer. Level 2 volunteers will be required to complete a fingerprint clearance and provide proof of a clear tuberculosis (TB) screening, in addition to the application and oath.

All TB Risk Assessments are valid for four years. If a TB clearance expires during your time as a volunteer, an updated TB clearance must be provided to continue as a volunteer for GCC. Level 2 volunteer applications are processed by the GCC Human Resources department. When a volunteer has cleared, the site will be notified by HR that the applicant is clear to start volunteering. The site will contact the applicant to inform them of their clearance and permission to start. HR and the school site must maintain a list of cleared Level 2 volunteers and maintain the list year to year. *Field trips chaperones are considered Level 2 volunteers and must meet all Level 2 requirements.*

***Volunteers under 18 years of age must complete the volunteer application and oath and must always be under the direct supervision of a GCC staff member.*
***Please Note: Volunteers who drive students on a field trip must also complete the Volunteer Personal Automobile Use form and supply the required documentation, including a valid driver's license and proof of liability insurance prior to the field trip.*

School Site Council (SSC)

The School Site Council is a very important part of the governance structure at GCC schools. The SSC is charged with participating in the development of the Local Control and Accountability Plan (including the site budget), approving the plan, and recommending it for approval by the GCC Board of Directors. SSC is also responsible for monitoring the implementation of the plan, including the expenditure of funds and the monitoring of achievement. SSC parents are elected by all parents. If you are interested in being placed on the ballot, please contact the school principal in August.

District English Language Advisory Committee (DELAC)

This committee is made up of parents whose students are English language learners and speak another language at home. They are elected by parents and give input regarding the program and services offered to EL students.

Fundraising

Throughout the year, GCC schools hold fundraisers. Proceeds benefit students and the school as a whole. As school budgets have been deeply cut, support and involvement with fundraising efforts are appreciated (though not required for your student's continued enrollment at GCC).

Communication with Parents

Aeries Parent Portal

Families should create an Aeries account and link all students to one account. You can monitor absences and grades in real-time. Please visit Aeries Parent Login

Parent Square

Families should also have a Parent Square account. This account links to Aeries and is used to provide secure communication and documents to families. *Please visit ParentSquare Login*

School Newsletters

A school newsletter will be emailed regularly, informing parents of important information, upcoming events, and ways to help out at the school.

School Website and Social Media

The school website, X, Instagram, YouTube, and Facebook page have a wealth of information. It is important to consistently check the website(s) for new information.

Student or Parent Complaints

If students or parents have a school-related complaint, this should first be addressed at the site level. Students or parents should contact the teacher in a timely manner and directly either by email or in person if they have a question about grading or assignments. These concerns must be dealt with after instructional hours. Parents cannot interrupt a class session to ask teachers about grades or express concern. The conversation must also be private, not in front of other students, parents, or staff. Students and parents can also bring their concerns directly to the school administration. Parents may not confront other students on campus. If you have concerns about other students, you must bring that to the attention of a staff member and let the staff address it.

Uniform Complaint Procedures:

GCC schools are responsible for ensuring compliance with state and federal laws and regulations governing educational programs and have established procedures to address allegations of unlawful discrimination and/or failure to apply 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 in writing to:

Gateway Community Charters
5112 Arnold Avenue, Suite A, McClellan, CA 95652
Phone: (916) 286-5129
Fax: (916) 993-4110

A complete copy of the Uniform Complaint Procedures is posted in the school office and available upon request.

Title IX Complaint and Investigation Procedures:

GCC schools are responsible for ensuring compliance with state and federal laws and regulations governing sex- based discrimination and harassment.

A copy of the Title IX Policy is provided to families annually and posted to the school website.

Three-Way School Compact

School Name: _____

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. The following are agreed-upon roles and responsibilities for teachers, students, and parents. Your signature signifies support for these actions.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time ready to learn and work hard.
- Bring necessary materials and completed assignments..
- 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.
- Limit my TV watching and video games and instead study or read every day after school.
- Respect the school, classmates, staff, and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place to study and monitor screen time.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school dressed appropriately every day, 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.
- Respect the school, staff, students, and families.
- Monitor my child’s online activities.

Teacher Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Enforce and follow social contracts.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily 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 schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

*****I have read and received the parent and student handbook.***

_____ Student Signature	_____ Parent/Guardian Signature	_____ Teacher Signature
_____ Date	_____ Date	_____ Date

SECTION 7

SCHOOL INFORMATION

Principal Welcome

Welcome to Rise Academy—where every Phoenix soars!



Welcome to the Phoenix family! My name is Angee Phraxayavong-Briones, and I am honored to serve as the principal of Rise Academy at Community Collaborative Charter School (CCCS). This is my 15th year at CCCS. I began my journey as a teacher in both our middle and high school programs and most recently served as principal of CCCS TK-8. It is a privilege to continue serving our students and families in this role.

Whether you're returning or joining us for the first time, we are excited to partner with you throughout your high school journey. At CCCS, we believe that meaningful relationships are the foundation for learning. As a Capturing Kids' Hearts Showcase School, we are committed to creating a safe, welcoming, and supportive environment where every student feels valued, respected, and empowered to grow as a learner and as a person.

Rise Academy at CCCS offers a flexible, personalized high school experience that blends independent study with live instruction, enrichment opportunities, and one-on-one support. Students engage in rigorous online core coursework while exploring interests through electives and Career Technical Education (CTE) pathways that prepare them for college, career, and life beyond high school.

Our dedicated staff is committed to helping every student discover their strengths, pursue their passions, and develop the skills needed to become academically and future ready. We celebrate diversity, foster belonging, and provide the academic, social-emotional, and mental health supports students need to thrive.

We look forward to partnering with you and your family and can't wait to see all you will accomplish.

Sincerely,

Angee Phraxayavong-Briones

School Mission/Vision

Mission

It is the mission of CCCS to implement a rigorous, standards-based curriculum in an equitable, personalized, and culturally responsive learning environment with access to community resources for students and their families.

Vision

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 to be academically ready, workforce and college ready, life-ready, global, productive citizens, and reflective citizens.

School Contact Information

CCCS Main Campus
5715 Skvarla Avenue
McClellan, CA 95652
916-286-5161 (Phone)
916-921-2572 (Fax)
CCCSFrontOffice@gcccharters.org

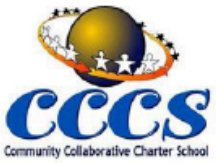
CCCS North @ Sacramento Youth Center
1901 Del Paso Blvd.
Sacramento, CA 95815
916-286-1955 x 44100
CCCSFrontOffice@gcccharters.org

Office Hours

8:00am - 4:00pm

School Year Calendar







Part of Gateway Community Charters

CCCS Main Campus 5715 Skvarla Ave . McClellan, CA 95652 (916) 286-5161
CCCS North @ Sacramento Youth Center (SYC) 1901 Del Paso Blvd, Sacramento, CA 95815 (916) 232-9171 EXT: 44100
E-Mail: CCCSFrontOffice@gcccharters.org Fax: 916-921-2572

Campus Hours: 8:00am - 4:00pm
Office Offices: 8:00am - 4:00pm

JULY'26

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

AUGUST'26

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24	25	26	27	28
31				

SEPTEMBER'26

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28	29	30		

OCTOBER'26

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NOVEMBER'26

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30				

DECEMBER'26

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JANUARY'27

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FEBRUARY'27

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22	23	24	25	26

MARCH'27

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22	23	24	25	26
29	30	31		

APRIL'27

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MAY'27

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JUNE'27

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28	29	30		

AUG	5	First Day of School - On Campus
	5	Orientation
	27	Back to School Night (4 PM - 6 PM)
SEP	4	NO SCHOOL - School Break
	7	NO SCHOOL - Labor Day
OCT	5	NO SCHOOL - Teacher in Service
	27 - 30	Student & Family Academic Conferences
	30	Trimester 1 - (60 Days) 10/30/2026 - Progress Reports
NOV	11	NO SCHOOL - Veteran's Day
	23 - 27	NO SCHOOL - Thanksgiving Break
DEC	18	Minimum Day
	18	Semester 1 - (88 Days) 12/18/2026
	21-31	NO SCHOOL Winter Break
JAN	1	NO SCHOOL Winter Break
	4	NO SCHOOL - Teacher in Service
	18	NO SCHOOL Martin Luther King, Jr. Holiday
FEB	9-12	Student & Family Academic Conferences
	15-19	NO SCHOOL - Presidents' Week Break
	24	Trimester 2 - (60 Days) 02/24/2027 - Progress Reports
MAR	26 - 31	NO SCHOOL Spring Break
APR	1-2	NO SCHOOL - Spring Break
	5	NO SCHOOL - Teacher in Service
	27-30	Student & Family Academic Conferences
MAY	TBD	High School Graduation
	25-28	Last Week of School (Minimum Days)
	28	Last Day of School - Minimum Day
	28	Semester 2 - (92 Days) 05/28/2027
		Trimester 3 - (60 Days) 05/28/27
	31	NO SCHOOL - Memorial Day
JUN	18	CAMPUS CLOSED - Juneteenth (Observed)

End of Grading Periods
Trimester 1 - (60 Days) 10/30/2026
Trimester 2 - (60 Days) 2/24/2027
Trimester 3 - (60 Days 5/28/2027
Semester 1 - (88 Days) 12/18/2026
Semester 2 - (92 Days) 05/28/2027

Arrival/Dismissal

8:00 AM - Doors Open
9:00 AM - Classes/Cohort Block Meeting Starts
3:30 PM - School Day Ends (Last classes)
4:00 PM - Campus Close

All students and visitors must sign in at the front desk. Closed Campus during the school day. Students may not leave to go off campus and return.

Weekly Cohort Block Meeting

Students are required to be on campus for their three hour cohort block meetings with their independent study teacher of record once a week, attend required live classes as assigned by the teacher, complete Edgenuity tests on campus, and tutoring as assigned.

Each student will choose one cohort block:
Choose Day:
Tuesday, Wednesday, Thursday, Friday
Chose Time:
AM Block - 9 AM - 12 PM (Must attend full three hours)
PM Block - 12:30 PM - 3:30 PM (Must attend full three hours)

Specific lab sessions and additional hours may be assigned by the student's supervising teacher based on cohort placement, courses, and student need.

Parking

Students who drive to school are expected to help maintain a safe and respectful campus by following all parking rules and traffic laws. Driving and parking on campus are privileges that may be suspended or revoked if expectations are not met.

Parking Procedures

- Student parking is available only in CCCS parking areas.
    - Please refrain from using the Twin Rivers Adult School Parking
- A valid driver's license, current vehicle registration, and proof of insurance are required to park on campus.
- Students must park in a marked parking space and may not park in fire lanes, or bus loading zones, accessible parking spaces (without a valid placard), or other restricted areas.
- Vehicles should be locked, and valuables should not be left in plain sight. The school is not responsible for lost, stolen, or damaged property.

Parking Lot Expectations

To help ensure the safety of everyone on campus, students are expected to:

- Drive safely and obey all posted signs, speed limits, and directions from staff.
- Yield to pedestrians at all times.
- Keep music at a respectful volume while entering and exiting campus.
- Refrain from reckless driving, speeding, racing, burnouts, or other unsafe vehicle operation.
- Park and proceed directly to campus. Students should not remain in the parking lot before, during, or after school without staff permission.
- Keep the parking area clean by disposing of trash properly.

Visitor and Passenger Expectations

- Students may transport other students only with parent/guardian permission.
- Once students arrive on campus, they are expected to remain on campus unless they have authorization to leave in accordance with school policies.

Consequences

Failure to follow parking procedures or unsafe operation of a vehicle may result in disciplinary action, loss of campus parking privileges, notification of parents/guardians, or referral to law enforcement when appropriate.

Parent -School Partnership

We believe that strong partnerships between families and school staff are essential to student success. We value open communication, mutual respect, and shared responsibility in supporting each student's academic, social, and emotional growth.

Families are encouraged to stay actively involved by monitoring student progress, communicating with teachers, attending school events, and participating in opportunities to support the school community.

School Communication

- **School Website:** The school website serves as a central location for important announcements, calendars, resources, policies, and school information.
    - https://www.cccs-sacramento.org/
- **ParentSquare:** ParentSquare is the primary communication platform for school announcements, classroom messages, reminders, and urgent notifications. Families should ensure their accounts are activated and updated to receive important communications.
- **Aeries Parent Portal:** Families can access student grades, attendance information, and academic progress through the Aeries Parent Portal.
- **Social Media:** School updates, celebrations, events, and community highlights may be shared through official school social media accounts, including Instagram and Facebook.

Families are encouraged to follow and engage with the school's official social media pages to stay connected with campus events, student accomplishments, and opportunities to participate in the Rise Academy community.

While social media is used to celebrate and share school information, official student-specific communication regarding grades, attendance, academic concerns, or confidential matters will occur through approved school communication platforms, email, phone calls, or scheduled meetings.

Student, Family, Teacher Conferences

Families are encouraged to communicate regularly with teachers regarding student progress, academic performance, or other concerns.

A parent/guardian, teacher, counselor, or administrator may request a conference at any time. To minimize disruptions to instruction, conferences should be scheduled before or after instructional hours or at another mutually agreed-upon time.

Campus Visits

Parents and guardians are welcome to visit Rise Academy at CCCS. To help maintain a safe and secure campus:

- All visitors must check in at the school office upon arrival.
- Visitors must present valid identification if requested and wear a school-issued visitor badge while on campus.
- School administration may accompany visitors during classroom or campus visits when appropriate.
- To protect the privacy of students and staff, photography, video recording, and audio recording are prohibited on campus unless prior authorization has been granted by school administration.

We appreciate your partnership and support in helping us maintain a safe, respectful, and welcoming learning environment for all students.

Parent/Guardian Expectations and Rights

At Rise Academy, we believe that a strong partnership between families and school staff is essential to student success. As an independent study and flexible learning program, student achievement depends on active collaboration between students, families, and educators. Together, we create a supportive environment that promotes academic success, personal responsibility, and positive growth.

Parent/Guardian Expectations

Parents and guardians are expected to:

Support Student Attendance and Participation

- Ensure students attend all scheduled instructional activities, including teacher appointments, live classes, testing sessions, labs, and other required learning opportunities.
- Avoid scheduling appointments or personal activities during school hours whenever possible.

School Hours

- **Monday:** 12:00 p.m. – 3:00 p.m. (Testing and Open Lab)
- **Tuesday–Friday:** 8:00 a.m. – 3:30 p.m.

Promote Student Success

- Provide a structured environment that supports regular study habits and academic progress.
- Encourage students to complete assignments independently, thoroughly, and with academic integrity.
- Communicate with teachers regarding questions, concerns, or academic support needs.
- Support school intervention plans and follow through with agreed-upon strategies to promote student success.

Maintain Communication

- Notify the school promptly of changes to contact information, including phone numbers, addresses, or emergency contacts.
- Return calls, emails, and ParentSquare messages from school staff in a timely manner.
- If a student cannot attend a scheduled appointment or class, notify the teacher before the scheduled meeting whenever possible.

Support Student Well-Being

- Arrange reliable transportation to and from school. Eligible students may receive Regional Transit (RT) passes in accordance with school procedures.
- Notify the school in the event of a prolonged illness, injury, or other circumstance that may affect attendance or academic progress so appropriate support can be provided.

Model Respect and Responsibility

- Treat students, families, teachers, staff, and visitors with courtesy, respect, and professionalism.
- Follow all campus expectations while visiting the school.

- Help students care for school-issued materials, technology, textbooks, and other school property. Parents/guardians may be financially responsible for lost, damaged, or unreturned school property.
- Demonstrate honesty and integrity in all communications and interactions with the school.

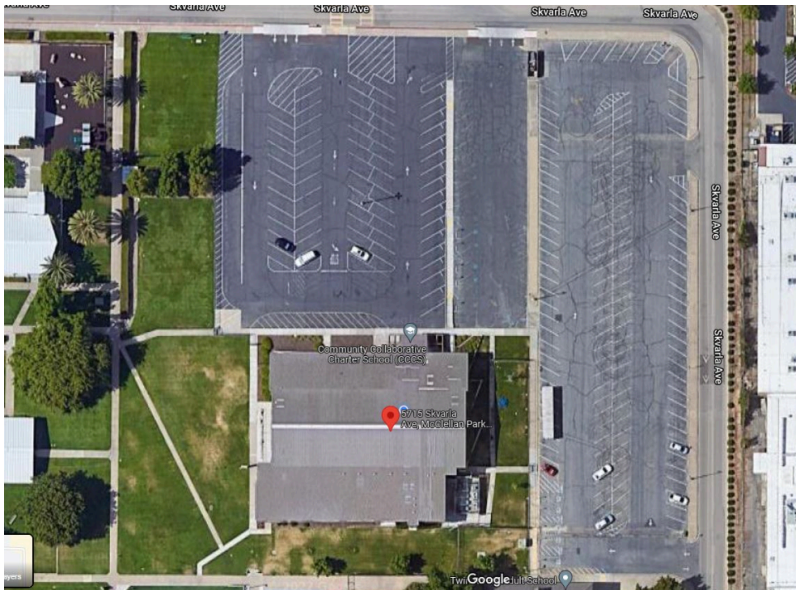
Parent/Guardian Rights

Parents and guardians have the right to:

- Receive timely information regarding their student's academic progress, attendance, and behavior, consistent with applicable privacy laws.
- Access school policies, procedures, expectations, and important school information.
- Communicate with teachers, counselors, administrators, and school staff regarding their student's educational program.
- Request conferences to discuss student progress, academic concerns, or school services.
- Expect a safe, respectful, and inclusive learning environment where all students have the opportunity to succeed.
- Appeal decisions regarding student placement, school programs, or transfers by first contacting the supervising teacher, counselor, or administrator. If concerns remain unresolved, families may follow Gateway Community Charters' established appeal procedures.

By working together, families and school staff help create a positive learning community where every student is supported, challenged, and empowered to achieve their full potential.

Campus Map



Closed Campus

CCCS is a closed campus. Students who arrive on campus for classes, meetings, or support must remain on campus until picked up or approved departure. Students are prohibited from leaving campus for any reason and returning to campus. For safety, once a student leaves campus, a parent/guardian notification will be sent out.

- No unauthorized persons are allowed in the classrooms, labs, or student areas without proper and approved check-in, escorted by school staff and/or admin.
- All guests must sign in and obtain a visitor's pass
- Students staying during the lunch break will take their lunch in a supervised, enclosed, school space.
- Loitering or “hanging out” in front of school or on the handicapped accessible ramp/parking lot is prohibited.
- For SYC, if a student travels to another part of the facility, they must notify a teacher or para.

Food Delivery Policy

To maintain a safe and secure campus and to protect the integrity of the school's meal program, **students may not order or receive food deliveries from third-party delivery services**, including but not limited to DoorDash, Uber Eats, Grubhub, Instacart, or similar services, during the school day.

For the safety of our students and staff, school personnel cannot accept, store, or deliver food orders on behalf of students. Delivery drivers will not be permitted to enter campus or deliver food directly to students.

Students are encouraged to bring lunch from home or participate in the school's breakfast and lunch program. Parents or guardians who need to deliver a lunch due to exceptional circumstances should contact the school office in advance. The school reserves the right to determine whether outside food deliveries will be accepted. *Students are not allowed to leave campus to get food and come back (closed campus).*

Any unauthorized food deliveries may be refused or returned to the delivery service.

We appreciate your cooperation in helping us maintain a safe, orderly, and secure learning environment for all students.

Bus Expectation

West Sacramento to the Main Campus on McClellan (Skvarla)

Dear CCCS Students and Families,

We're excited to start a new school year and want to share some important details about our bus transportation from West Sacramento to the Main Campus on McClellan (Skvarla Ave.). Bus

transportation will be available for three days, Tuesdays-Thursdays. The CCCS program expects students to be on campus, **Tuesdays, Wednesdays,** and **Thursdays.**

The bus will arrive at the designated pick-up/drop-off site following the scheduled times. For the safety and punctuality of all our students, the bus will depart promptly at **8:00 AM**. Please ensure your child is at the drop-off site and ready to board the bus during this window between **7:45 AM and 8:00 AM, Tuesday - Thursday**. Please arrive promptly to pick up your student at the pick up time.

- Pick Up/Drop Off - Enter parking lot on Ramco Street (Follow Red Arrows on Map)
- Bus Stop on Thomas Place *(Red Circle on Map next to the Bus Icon and Yellow Arrow)*
- Waiting Area - Parking Spaces *(Red Rectangle on Map)*
- Please don't park on Thomas Street due to safety and bus route maneuvering



Bus Schedule

	West Sacramento (Ramco)			Main Campus on McClellan (Skvarla)		
	Loading	*Departure*	*Arrival*	*Loading*	*Departure*	*Arrival*
TUES	7:45 AM	8:00 AM	8:45 AM	2:40 PM	2:45 PM	3:15 PM
WED	7:45 AM	8:00 AM	8:45 AM	2:40 PM	2:45 PM	3:15 PM
THURS	7:45 AM	8:00 AM	8:45 AM	2:40 PM	2:45 PM	3:15 PM

🚍 Bus Riding Expectations

While school bus safety for all students shares a common goal, high school students have greater responsibility and independence. The following safety instructions are tailored for high school students to ensure a safe and respectful environment for everyone. ***Failure to follow these expectations may result in loss of bus riding privileges and progressive discipline consequences.*** We appreciate you being a great role model and CCCS Phoenix Ambassador!

To ensure a safe and enjoyable ride for everyone, we ask that you review these bus riding expectations with your student:

🚏 At the Bus Stop/Drop Off

- **Arrive on time:** Please be at your designated bus stop at least five minutes before the scheduled pickup time. This prevents you from rushing and creating a safety hazard.
- Positive Engagement with EPIC Elementary Students: Give elementary students space. (A friendly greeting or wave is fine!) By keeping to yourselves, you're helping create a safe and focused environment for the little ones and ensuring they can get to their school.
- **Stand Back/Wait for the Signal:** Maintain a safe distance from the curb (at least 10 feet) while waiting for the bus to arrive. Do not engage in horseplay or pushing that could cause someone to fall into the street. The bus driver will signal when it is safe to board. Wait for the bus to come to a complete stop and the door to open before approaching.
- **Use caution:** When crossing the street, always cross in front of the bus, never behind it. Look left and right, make eye contact with the driver, and wait for their signal before crossing.

🚌 On the Bus

- **Respect the driver's authority:** The bus driver is responsible for the safety of all passengers. Always follow their instructions.
- **Stay seated:** Remain seated, facing forward, while the bus is in motion. Do not stand or walk in the aisles.
- **Keep aisles clear:** Do not block the aisles with bags, instruments, or other personal belongings. This ensures a clear path for everyone and for emergency exits.
- **Be courteous:** Use appropriate language and keep the noise level down. Avoid shouting or using foul language. Be respectful of your fellow riders and their personal space.
- **Keep objects inside:** Do not throw anything on the bus or out the windows. Keep your hands, head, and personal items inside the bus at all times.
- **No food or drink:** Eating and drinking on the bus are generally prohibited. Check with your school's specific policies.
- **Prohibited items:** Do not bring any hazardous or illegal items on the bus, including weapons, drugs, or alcohol.

🚶‍♂️ 🚶‍♀️ Exiting the Bus

- **Wait for the Stop:** Remain in your seat until the bus has come to a complete stop.
- **Use the Handrails:** Use the handrails to exit the bus to avoid falls. Be careful that backpack straps or drawstrings on clothing do not get caught in the handrails or doors.
- **If You Drop Something:** If you drop an item near/under the bus, do not attempt to retrieve it. Tell the bus driver and wait for them to assist you. The driver may not be able to see you.
- **Walk Away From the Bus:** Once you have exited the bus, walk away from it immediately. Never walk behind a school bus.
- Wait Patiently for Your Ride in Designated Zones: Please wait respectfully and responsibly at the bus stop or waiting area in the designated parking lot.
- **Positive Engagement with EPIC Elementary Students:** Give elementary students space. (A friendly greeting or wave is fine!) By keeping to yourselves, you're helping create a safe and focused environment for the little ones and ensuring they can get to their school.

SECTION 8

SCHOOL WIDE EXPECTATIONS

Positive Behavioral Interventions and Supports (PBIS)

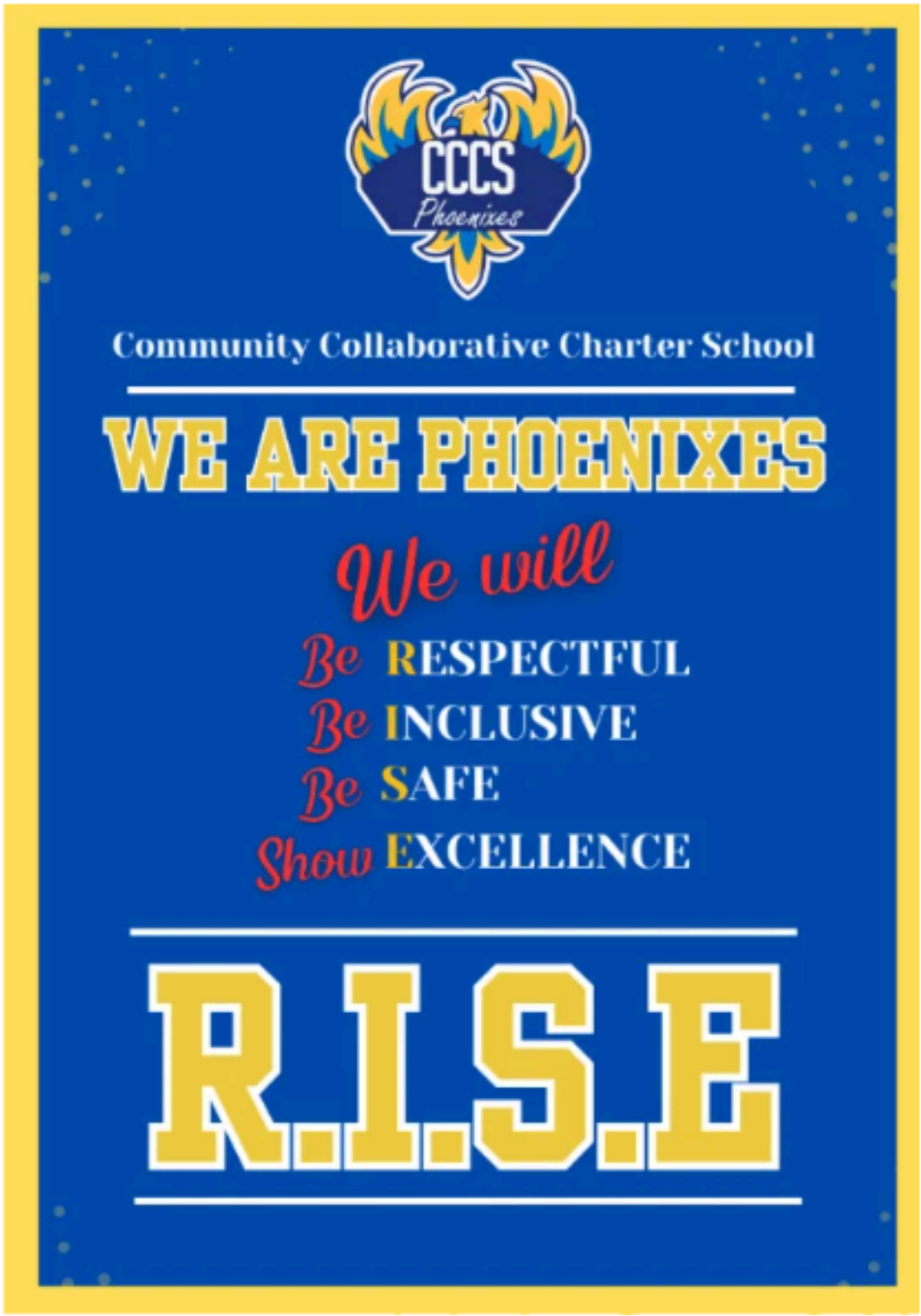
We are committed to creating a safe, inclusive, and supportive learning environment where every student can thrive. We implement Positive Behavioral Interventions and Supports (PBIS), a proactive, schoolwide Multi-Tiered Systems of Supports, MTSS, framework that teaches, reinforces, and celebrates positive behaviors while providing students with the support they need to be successful.

Rather than focusing solely on consequences, PBIS emphasizes teaching clear expectations, building positive relationships, recognizing responsible choices, and using restorative practices to help students learn from mistakes. Our goal is to foster a culture of respect, responsibility, and belonging where every student feels valued and empowered to grow.

At Rise Academy, our schoolwide expectations are summarized through RISE:

- R – Respectful: Treat yourself, others, and our campus with kindness and respect.
- I – Inclusive: Foster a welcoming environment where everyone feels valued, supported, and a sense of belonging.
- S – Safe: Make choices that promote the physical, emotional, and psychological safety of yourself and others.
- E – Excellence: Demonstrate integrity, perseverance, and a commitment to personal and academic growth.

By working together—students, families, and staff—we create a positive school community where every Phoenix has the opportunity to learn, grow, and soar.


CCCS
Phoenixes
Community Collaborative Charter School
WE ARE PHOENIXES
We will
Be RESPECTFUL
Be INCLUSIVE
Be SAFE
Show EXCELLENCE
R.I.S.E

Our goal is not only for students to earn credits toward graduation, but also to develop the knowledge, skills, and confidence needed for success beyond high school. True learning happens when students actively engage with course content, practice new skills, ask questions, and demonstrate their own understanding.

Students are expected to take ownership of their learning by completing coursework with honesty, effort, and integrity.

What Learning Looks Like

Students demonstrate learning by:

- Actively engaging with instructional videos, lessons, activities, and practice opportunities.
- Completing guided notes or personal notes to support understanding and retention of content.
- Asking teachers and staff for clarification, feedback, and support when needed.
- Completing assignments, projects, quizzes, and tests independently and to the best of their ability.
- Demonstrating mastery of course content by earning passing scores of 60% or higher on required coursework and assessments.
- Participating in required testing procedures, including completing tests in the designated testing environment.

Assessment Expectations

To maintain a secure and supportive testing environment:

- Unit tests and other designated assessments must be completed in the testing lab under staff supervision.
- Cell phones, unauthorized electronic devices, and unauthorized notes are not permitted during testing unless specifically approved as an accommodation.
- Students are expected to demonstrate their own understanding and submit original work.

Supporting Academic Integrity

To support student success and ensure assessments accurately reflect student learning, Rise Academy uses instructional tools and monitoring systems, including Edgenuity and GoGuardian.

These tools help support learning by:

- Monitoring pacing and progress to ensure students are engaging appropriately with course material.
- Identifying potential plagiarism or copied work so teachers can provide feedback and support.
- Helping teachers identify when students may need additional instruction, clarification, or academic support.

Students are encouraged to seek help from teachers and staff whenever they need assistance. Asking questions, requesting support, and learning from mistakes are important parts of the learning process.

Assessment and Academic Integrity

Assessments are designed to measure student learning while encouraging responsibility, preparation, and academic honesty. Students are expected to complete all coursework, quizzes, and assessments independently unless otherwise directed by their teacher.

Quiz Expectations

- Students may use approved guided notes or personal notes on quizzes, as permitted by the teacher.
- Students may receive one (1) quiz check from a teacher or paraeducator before submitting a quiz. A quiz check provides guidance on accuracy but is not intended to provide answers.
- Completing quizzes or assignments for another student, sharing answers, or using unauthorized assistance is strictly prohibited.

Quiz Retakes

- Students who do not pass a quiz after receiving one quiz check are eligible for one (1) retake.
- Students may receive one (1) quiz check on the retake.
- If the student does not pass the retake, they must review the lesson content and guided or personal notes with a teacher or paraeducator and demonstrate understanding before an additional retake may be approved.
- Students who do not have adequate notes may be required to complete the lesson again and take appropriate guided or personal notes before retaking the assessment.

Unit Test Expectations

To unlock a unit test, students must:

- Earn 70% or higher on the unit review.
- Complete all required coursework leading up to the assessment.

To maintain a secure testing environment:

- All unit tests must be completed on campus in the designated testing area under staff supervision.
- Students may receive one (1) test check from a teacher or paraeducator before submitting the assessment.
- Students who do not pass a unit test must review the assessment, lesson content, and notes with a teacher or paraeducator before becoming eligible for a retake.

- Upon successfully completing the unit test, students must submit any required guided notes, if requested by the teacher.

Unauthorized Software and Userscripts

The use of unauthorized software, browser extensions, artificial intelligence tools, automated programs, or userscripts that complete coursework, alter assignments, unlock assessments, or interfere with Edgenuity or other instructional platforms is strictly prohibited.

Edgenuity is designed to detect unauthorized userscripts and automated activity. If a student receives a message indicating that a userscript has been detected, they must immediately stop working and notify their teacher. Failure to report this message or continued use of unauthorized software may be considered a violation of the school's Academic Integrity expectations.

Progressive Responses to Academic Integrity Expectations

Academic integrity is essential to learning and personal growth. Students are expected to complete and submit their own original work unless collaboration is specifically authorized by the teacher. When concerns regarding academic integrity arise, the following progressive responses may be implemented.

1st Reminder

- Teacher reviews the Academic Integrity expectations with the student.
- Parent/guardian is notified by the teacher.
- Student may be required to redo or complete the assignment in accordance with the teacher's classroom expectations.
- Reminder may be documented.

2nd Reminder

- Parent/guardian conference is required.
- Student may lose opportunities for quiz or test corrections, retakes, or similar academic privileges, as determined by the teacher.
- Student may be required to complete assignments on campus under staff supervision, complete handwritten guided notes, or demonstrate learning through an alternative assignment.
- Reminder is documented in the student discipline record.

3rd Reminder

- Steps from the 2nd Reminder may continue, as appropriate.
- Chromebook and/or student account may be submitted to the Information Technology Department for review in accordance with district procedures.
- Meeting with the principal, student, and parent/guardian.
- An Academic Integrity Behavior Contract may be developed to support future success.

- Additional disciplinary responses, including detention, suspension, or other consequences consistent with school policy and the California Education Code, may be assigned.
- Reminder is documented in the student discipline record.

4th Reminder and Continued Concerns

- Previous interventions remain in effect, as appropriate.
- The matter may be referred for review by the school's Academic Integrity Review Team (or other designated school committee).
- Additional interventions and disciplinary responses may be implemented in accordance with school policy and the California Education Code.
- Reminder is documented in the student discipline record.

Electronic Device Expectations

We are committed to creating a focused learning environment where students can engage fully in instruction, collaboration, and personal growth. Electronic devices may be used only when approved by school staff for educational purposes and must not interfere with learning, safety, or the school community.

Personal Electronic Devices

- Tablets, gaming devices, and other personal entertainment devices are not permitted to be in use on campus during learning time.
- Personal headphones and earbuds may be used for academic purposes only with teacher approval and during designated learning activities.
- Students are responsible for the care and security of their personal belongings. The school and staff are not responsible for lost, stolen, or damaged electronic devices.
- Misuse of electronic devices, including disruption of the learning environment, may result in the loss of device privileges and additional responses aligned with school expectations.

Phone-Free Environment During School Learning Hours

To support student engagement, academic success, and meaningful connections, Rise Academy at CCCS maintains a phone-free learning environment during school learning hours.

Students are encouraged to leave cell phones at home. Students who choose to bring a cell phone to campus must follow these expectations:

- Cell phones must be turned off or placed on silent mode.
- Cell phones must remain stored securely in a backpack, personal bag or pocket
- Students may not use cell phones during instructional activities, including but not limited to:
    - One-on-one or Cohort Block meetings
    - Live classes

    - Lab hours
    - Testing or assessments
    - Other designated learning activities

Unauthorized cell phone use includes, but is not limited to:

- Calling or texting
- Accessing apps, games, or social media
- Taking photos or videos without permission
- Recording others without authorization
- Using a device in a way that disrupts learning or violates school expectations

Communication During the School Day

If a student or family needs to communicate during school hours, families may contact the school office at 916-286-5161. Students may also use the front office communication area once they have completed required instructional activities and received staff approval.

Electronic Device Responsibility and Appropriate Use

Students are responsible for appropriately storing and caring for all personal electronic devices. The school is not responsible for loss, theft, or damage of personal devices brought to campus.

Students may receive additional support or disciplinary responses if electronic device use:

- Disrupts the educational environment
- Interferes with learning or student safety
- Is used for academic dishonesty or cheating
- Involves bullying, harassment, or inappropriate communication
- Includes unauthorized recording, photographing, or sharing of images/videos
- Violates school policies or applicable laws

For specific cell phone expectations and progressive responses, please refer to the Cell Phone Expectations and Progressive Responses section of the student handbook.

Progressive Discipline to Electronics or Cell Phone Expectations

To support a focused learning environment, students are expected to keep cell phones and personal electronic devices **silenced, turned off, and stored away** during instructional time unless use is specifically authorized by a staff member for educational purposes.

Optional: Students may place in locked charging stations on campus or approved teacher monitoring locations and retrieve after assignment completion.

1st Reminder

- Staff member provides a verbal reminder of the cell phone expectation.

- Student is directed to silence, turn off, and put away the device.
- Student complies and returns to learning.
- Reminder may be documented by the staff member.

2nd Reminder

- Staff member provides a second reminder of the cell phone expectation.
- Teacher/staff member communicates with the parent/guardian regarding the repeated reminders and reviews next steps if the expectation continues.
- Student may be assigned a restorative reflection or community service activity.
- Reminder is documented in the student discipline record.

3rd Reminder

- Student is referred to an administrator for additional support.
- Cell phone is confiscated according to school procedures.
- Administrator meets with the student to review expectations and develop a plan for success.
- A Behavior Contract may be required and may include strategies such as checking in the cell phone upon arrival to campus or during designated times.
- Parent/guardian involvement may be required.
- Student may be assigned a restorative reflection or community service activity.
- Reminder is documented in the student discipline record.

4th Reminder and Continued Concerns

- Administrator contacts the parent/guardian.
- Cell phones are confiscated and require parent/guardian pick-up.
- A Behavior Contract or individualized support plan is enacted.
- Additional strategies may include daily phone check-in/check-out procedures while on campus.
- Students may be assigned restorative practices or community service.
- Continued concerns may result in additional disciplinary responses aligned with school policy.
- Reminder is documented in the student discipline record.

Please note: Refusal to follow a staff directive regarding cell phone expectations may result in additional disciplinary action in accordance with school policies.

Restrooms

- Smoking, drinking, or vaping anywhere on the CCCS campuses, including bathrooms and
- outside on any school property is strictly prohibited..
- Bathrooms are actively monitored with Vape/Smoke/Aggression sensors in the boys' and girls' restrooms, with alerts
- Skateboarding is prohibited on any school property.

- Use the bathroom with purpose
    - Maximum of four (4) students will be allowed in the restrooms at any time.
- No loitering in or around the restroom area.
- Students must ask a staff member for a restroom pass
- Students must be responsible with restroom breaks so as to allow other students an equal opportunity.

Dress Code Expectations

Our dress code is designed to promote a safe, respectful, and distraction-free learning environment while honoring students' individuality and self-expression. When a student's attire does not meet school expectations, staff will work with the student to resolve the concern in a respectful and supportive manner. 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, accessories, or personal items may not display words, images, symbols, or emblems that:

- 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/Pants inseam must cover undergarments and private parts
- Shirts/Tops must cover the midriff, stomach, undergarments and private parts

1st Reminder

- Staff member privately reviews the dress code expectation with the student.
- Student is asked to make reasonable adjustments to comply with the dress code, if possible.
- If needed, the student may be provided with alternative clothing or contact home for appropriate attire.
- Student returns to class as soon as the concern is resolved.
- Reminder may be documented.

2nd Reminder

- Staff member privately reviews the dress code expectation with the student.
- Parent/guardian is notified of the repeated reminder.
- Student may be asked to change into appropriate attire or use school-provided clothing, if available.
- Student may be assigned a restorative reflection or community service activity.
- Reminder is documented in the student discipline record.

3rd Reminder

- Student is referred to an administrator for additional support.
- Administrator meets with the student to review dress code expectations and identify strategies for future success.
- A parent/guardian conference may be required.
- A Behavior Contract or individualized support plan may be developed if concerns continue.
- Student may be assigned restorative practices or community service.
- Reminder is documented in the student discipline record.

4th Reminder and Continued Concerns

- Administrator contacts the parent/guardian.
- Parent/guardian conference is required.
- A Behavior Contract or individualized support plan is implemented.
- Continued noncompliance may result in additional disciplinary responses consistent with school policy.
- Reminder is documented in the student discipline record.

Academics

CCCS Student Placement Guidelines

GCC Independent Study (IS) high schools place students in grade levels based on an analysis of credits completed towards graduation. This grade-level placement policy supports DASS-qualified schools in obtaining an accurate one-year graduation rate from the California Department of Education (CDE). Students are placed in a grade level based on the following rubric:

All Students, 2026-27 School Year*	
Grade	**Criteria**
9th	200-151 credits remaining to graduate
10th	150-101 credits remaining to graduate
11th	100-51 credits remaining to graduate
12th	50 or fewer credits remaining to graduate

.

A foster youth, homeless/transitional student, former juvenile court school student, child of a military family, or migrant students who transfer between schools any time after completing their second year of high school; or a Newcomer pupil in their third or fourth year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional GCC-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the

requirements in time to graduate by the end of the fourth year of high school (GCC Board Policy CI 6146.2). (See"CA State Minimum Credit Reduction Path" in the chart below.)

Students Enrolled in the CA State Minimum Credit Reduction Path **2026-27 School Year***	
GradePlacement	**Criteria**
9th	130-81 credits remaining to graduate
10th	80-41 credits remaining to graduate
11th	40-21 credits remaining to graduate
12th	20 or fewer credits remaining to graduate

Sample Recommended Course Sequences

Community College/Workforce Ready 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
Integrated Math 1	5	5	Integrated Math 2	5	5	Integrated Math 3, or alternative math	5	5	Government	5	
Integrated Science 1: The Living Earth	5	5	Integrated Science 2: Chemical Earth Systems	5	5	US History	5	5	Economics		5
PE	5	5	World History	5	5	VAPA/Lang	5	5	Elective	12.5	15
Math/ ELA Support CTE/Dual/Elec spring	5	5/10	PE	5	5	Elective	5	5	CTE/Dual if CCR not complete		
Ethnic Studies Fall/ CCR Spring	5	5	CTE/Elec/Dual	5/10	5/10	Health/CTE/Dual	5	5	Health		

A-G, Four-Year College Preparatory 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
Integrated Math 1	5	5	Integrated Math 2	5	5	Integrated Math 3	5	5	Government	5	
The Living Earth	5	5	Chemical Earth Systems	5	5	Physics of the Universe	5	5	Economics		5
PE	5	5	PE	5	5	Dual Enr/ CTE/Elec	10/5	10/5	College-Prep Elective	5	5
C&CR	5		World History	5	5	US History	5	5	Dual Enroll/ CTE/Elec	10/5	10/5
World Lang 1*	5	5	WorldLanguage 2*	5	5	VAPA	5	5	(4th yr CP Math recommended)	5	5
Dual Enroll/ CTE/Elec		10/5	Dual Enroll/ CTE/Elec	10/5	10/5	3rd yr For Lang *(recommended)	5	5	(4th yr For Lang *recommended)	5	5

*A Grade of C or better in any transferable Language Other Than English course(s) (excluding conversation) held by a college is considered by UC to be equivalent to two years of high school language. Many colleges list the prerequisites for their second course in language as "Language 1 at this college or two years of high school language." In this case, Language 1 clears both years of the requirement.

High School Course Placement

**** Place student in lowest class with missing credits in each subject ****

English Language Arts		
Course		
ELA 9, 10, 11 or 12	ALL	Enroll students in the lowest class with missing credits.
Read 180	iReady 3+ yrs. below grade level	Students with IEPs, designated ELLs, and students needing support/intervention (3+ yrs below grade level) may be assigned Read 180 in addition to their ELA Edgenuity class.

Science: Community College/Career Pathway	
Integrated Science 1: The Living Earth	Assign in 9th grade. Students must take labs to receive A-G credit.
Integrated Science 2: Chemical Earth Systems	Assign after IS1 is complete. Students must take labs to receive A-G credit.
Science: A-G Four Year College	
Integrated Science 1: The Living Earth	9th grade and up. Students must take labs to receive A-G credit.
Integrated Science 2: Chemical Earth Systems	10th grade and up. Students must take labs to receive A-G credit.
Integrated Science 3: Physics of the Universe	Third year of science is recommended but not required for A-G. Students must take labs to receive A-G credit.

Social Studies	
Typically assigned in 10th, 11th, and 12th grades	
World History	Required for all 10th graders unless already complete or student has already started but not completed one of the social studies classes below.
US History	Assign after World History is complete
Government	Assign after US History is complete. Assign Government before Economics (may be taken concurrently if necessary for graduation)
Economics	Assign after US History and Government are complete (may be taken concurrently if necessary for graduation).
Ethnic Studies	Assign in incoming 9th Grade, Fall Semester. (may be taken concurrently thereafter if missing on transcript)

Placement Guidelines: 1. Students who are on-track to graduate with 4-year cohort

Students who are progressing as expected toward graduation in four years will follow a regular graduation path with annual grade level progression.

Fifth-Year Senior Pathway for CCCS

Fifth-year seniors are students who do not graduate within the standard four-year high school cohort timeline, as determined by their initial year of high school enrollment. In accordance with Education Code sections 51224, which authorizes governing boards to establish local graduation requirements and courses of study, Gateway Community Charters has adopted a board policy creating an alternative option for graduation requirements for fifth-year seniors enrolled in an Independent Study school.

Students qualifying for Credit Reduction Path

Students who have not earned the expected number of credits for their year(s) in high school are placed in the grade level that aligns with their number of credits needed. (numbers in parentheses above) ***Example: A 3rd-year high school student with only 75 credits earned and needs 125 credits would be placed in 10th grade.***

A–G College Entrance Requirements

Rise Academy at CCCS offers students the opportunity to complete A–G approved coursework, which satisfies the minimum subject requirements for admission to the University of California and the California State University systems.

Students who successfully complete the A–G course sequence with the required grades are better prepared for college admission and a wide range of post-secondary opportunities. While completion of A–G requirements does not guarantee admission to a college or university, it is an important step toward meeting university entrance eligibility.

The A–G subject requirements include:

- A – History/Social Science: 2 years
- B – English: 4 years
- C – Mathematics: 3 years required (4 years recommended)
- D – Laboratory Science: 2 years required (3 years recommended)
- E – Language Other Than English: 2 years required (3 years recommended)
- F – Visual and Performing Arts: 1 year
- G – College Preparatory Elective: 1 year

Students enrolled in A–G courses are expected to:

- Attend and actively participate in all required instructional activities.
- Complete coursework, projects, assessments, and assignments by established deadlines.
- Maintain academic integrity and complete all work independently unless collaboration is authorized.
- Meet course expectations to earn grades that satisfy university admission requirements.

Students interested in pursuing admission to a four-year college or university are encouraged to work closely with their school counselor to develop a personalized graduation and college readiness plan. Course selection, academic performance, and extracurricular involvement all play an important role in preparing for post-secondary success.

Onboarding/SpringBoarding

Onboarding is an induction program that teaches students the skills needed to be independent and successful in our unique setting. Students attend class (to be scheduled) for their first 5 weeks of enrollment, either live at each site.

These classes are designed to prepare students for the challenge of becoming an IS student, to facilitate their initial online orientation to Edgenuity, and to take their initial diagnostic assessments in math and ELA. Once students have completed all Onboarding expectations, they earn their first elective credit. This is an expectation for all students new to CCCS who enroll after orientation week. In addition to the main campus, students will attend every day for a minimum of two weeks to complete all testing and /or until they earn their first credit.

SpringBoarding is a senior-focused 5-week seminar designed to jump-start learning in a student's final semester. Spring Boarding introduces students to senior requirements, allows them to complete necessary financial aid and community college applications, addresses senior fears, explores careers and post-secondary options, and sets the tone for a positive end to their high school life. SpringBoarding will be offered at each site on a rotational basis and is required of all seniors within 30 credits of graduation during that semester.

Grade Level Placement Based on Credits

Year in High School	Grade Level	Regular Graduation Path	Fifth Year Senior Path	Credit Reduction Path
1st Year	**9th**	0-49 credits earned (200-150 credits needed)	0-49 credits earned (200-150 credits needed)	0-49 credits earned (130-81 credits needed)
2nd Year	**10th**	50-99 credits earned (149-100 credits needed	50-99 credits earned (149-100 credits needed	50-79 credits earned (80-41 credits needed)
3rd Year	**11th**	100-149 credits earned (99-50 credits needed)	100-149 credits earned (99-50 credits needed)	80-109 credits earned (40-21 credits needed)
4th Year	**12th**	150-200 credits earned (49-0 credits needed)	150-200 credits earned (49-0 credits needed)	110-130 credits earned (20-0 credits needed) *(Counselor and school administrator signatures required)*
5th Year	**12th**		*Credit Reduced* 150-180 credits earned (30-0 credits needed) *(Counselor and school administrator signatures required)*	

Maximum Credit Enrollment and Administrative Approval

To support meaningful learning, appropriate academic pacing, and satisfactory educational progress, Rise Academy at CCCS establishes maximum credit enrollment limits for students participating in the High School Independent Study Program.

Students may be enrolled in **up to 40 credits of general education coursework at one time** without additional administrative approval. **Dual Enrollment/college coursework is not included in this 40-credit limit.**

Students who are in their **graduating year** and require additional coursework to meet graduation requirements may be approved for additional courses when necessary to support timely graduation with Principal or designee approval.

Any enrollment **above the applicable maximum credit load requires prior approval from the Principal or designee**. Approval will be based on the student's individual academic plan, demonstrated ability to successfully complete coursework, remaining graduation requirements, satisfactory educational progress, and the student's ability to meet all required Independent Study participation and assignment expectations.

Administrative approval may consider, but is not limited to:

- Current academic progress and course completion
- Remaining graduation requirements
- Previous credit completion and pace
- Student's ability to manage the proposed workload
- Required instructional time and course expectations
- Attendance and Independent Study engagement
- Teacher recommendations
- Whether additional credits are necessary for timely graduation

Credit enrollment approval does not guarantee that all enrolled credits will be awarded. Students must satisfactorily complete required coursework and demonstrate mastery of course standards in accordance with school policies and course requirements.

The school may adjust a student's course load when necessary to ensure that the student's educational program remains academically appropriate and that the student can demonstrate satisfactory educational progress.

Dual Enrollment: Credits earned through an approved dual enrollment or concurrent enrollment program are governed by the requirements of the applicable college/university partnership and are not counted toward the 40-credit general coursework enrollment maximum. Students participating in dual enrollment remain responsible for meeting all applicable Rise Academy graduation requirements.

Online Curriculum

Edgenuity is utilized as the board adopted, online curriculum offers courses through a dynamic, multimedia, web-based learning platform. The program is data-rich and provides teachers with up-
to-the-minute snapshots of student academic performance and growth. Students can access their coursework at any time, assisted by a team of educators that includes their teacher of record,

paraeducators, and content-area specialists. This digital curriculum is Common Core-aligned and A-G approved. Students have access to videos where expert on-screen teachers provide instruction, model strategic thinking, and make real-world connections. Interactive tasks and assignments allow students to read, write, explore, create, practice, predict, and more in order to develop analytical and critical-thinking skills. A variety of formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. A full suite
of interactive learning tools and scaffolds is also available, including read-aloud and text translation, closed-captioning, video transcripts, e-notes, and a glossary of directed vocabulary terms to help all students access content, organize information, and complete assignments.

Career Technical Education (CTE) and College & Career Readiness

At Rise Academy, we believe every student deserves opportunities to explore their interests, develop meaningful skills, and prepare for success beyond high school. Our Career Technical Education (CTE) programs provide students with hands-on learning experiences that connect classroom learning to real-world careers, industry expectations, and future opportunities.

Through our college and career readiness program, all students receive support in developing essential skills for life after graduation, including:

- 21st-century workplace skills
- Communication and collaboration skills
- Career exploration and research
- Resume development
- Job applications and interview preparation
- Professional references and workplace readiness

Career Technical Education Pathways

Our goal is to provide engaging, rigorous, and relevant CTE pathways that allow students to explore career interests while building skills for college, career, and life. CTE programs are developed based on student interests, workforce opportunities, and partnerships with local businesses, industry professionals, and community organizations.

CTE courses emphasize:

- Hands-on, project-based learning
- Collaboration and teamwork
- Creativity and innovation
- Leadership development
- Professional skills and workplace expectations
- Career exploration and lifelong learning

Current CTE pathways offered at Rise Academy include:

- **Patient Care:** Explore careers in healthcare while developing foundational skills related to patient support, safety, and healthcare environments.
- **Food Service and Culinary:** Develop skills in food preparation, safety, customer service, and hospitality-related careers.
- **Hospitality and Tourism:** Explore careers in service industries while building communication, organization, and professional skills.
- **Public Safety:** Develop knowledge and skills related to public service careers, safety practices, and community support.
- **Media Production:** Explore digital media, communication, storytelling, and creative production skills.

Students enrolled in CTE pathways are expected to:

- Attend required live classes and hands-on learning experiences.
- Complete assigned coursework, projects, quizzes, and assessments.
- Demonstrate professional behaviors and active participation.
- Successfully complete pathway requirements to progress through the course sequence and earn elective credits.

Early College and Dual Enrollment Opportunities

Expanding opportunities for students to earn college credit while completing their high school diploma. Through Early College and Dual Enrollment opportunities, students may enroll in community college courses and begin building college experience before graduation.

These programs are designed to:

- Increase access to higher education opportunities.
- Provide exposure to college-level coursework.
- Support students in developing confidence and independence as learners.
- Help students earn transferable college credits while in high school.

Dual Enrollment Opportunities

Eligible students may participate in dual enrollment courses through partnerships with local community colleges. Students may have the opportunity to earn:

- High school elective credits
- Community college credits
- A transfer certificate pathway (as available)

Participation requirements, course availability, and eligibility criteria may vary. Students interested in Early College or Dual Enrollment opportunities should meet with their counselor or designated staff member for guidance and support.

Graduation Pathways, Assessments, and Academic Information

Graduation Requirements

1. A student must earn a minimum of 200 credits in courses approved by Gateway Community Charters (GCC) for high school credit in order to graduate.

   Courses offered by GCC for high school credit generally award five (5) credits per semester for full completion. However, partial credits may be awarded based on the amount of work completed and the student's demonstrated mastery of course standards, as documented in the curriculum platform or by the course instructor. All credit awarding follows GCC board policy and California Education Code guidelines.

2. The minimum of 200 credits for graduation from high school shall include:

COURSES	SEMESTERS	CREDITS
English Language Arts (4 years)	8	40
Mathematics*	6	30
Physical Science	2	10
Life Science	2	10
World History	2	10
US History	2	10
American Government	1	5
Economics	1	5
Ethnic Studies***	1	5
World Language or Visual & Performing Arts	2	10
Physical Education (2 years)	4	20
College and Career Readiness**	2	10
Electives	7	35
Total Credits Required		**200**

*Students must pass Algebra 1 or Integrated Math I in order to graduate.
**College and Career Readiness requirements are outlined per the current year's school handbook.
***Commencing with the graduation class of 2029-30, students will be required to take an Ethnic Studies course.

Fifth-Year Senior Pathway for CCCS

Because the prescribed course of study may not accommodate the needs of some students, particularly those enrolled in Dashboard Alternative School Status (DASS) schools who require additional time to complete graduation requirements, the Governing Board may prescribe an alternative course of study for students enrolled as fifth-year seniors. In accordance with Education Code sections 51224, which authorizes governing boards to establish local graduation requirements and courses of study, the GCC IS High School(s) may adopt an alternative graduation pathway designed to support students in alternative education settings while maintaining a program aligned with state-required subject areas. Students enrolled as fifth-year seniors in a DASS school shall be required to complete a minimum of 180 credits toward graduation, distributed among required academic subjects and electives as established by the GCC. This alternative course of study shall provide students with opportunities to complete essential coursework, credit recovery, and individualized instruction consistent with the goals of alternative education programs and the GCC's graduation requirements.

COURSES	SEMESTERS	CREDITS
English Language Arts (4 years)	8	40
Mathematics*	4	20
Physical Science	2	10
Life Science	2	10
World History	2	10
US History	2	10
Government	1	5
Economics	1	5
Ethnic Studies***	1	5
World Language or Visual & Performing Arts	2	10
Physical Education (2 years)	4	20
Career and Technical Education (CTE)	4	20
Electives	3	15
Total Credits Required		**180**

*Students must pass one year of Algebra 1 or Integrated Math 1 in order to graduate.
***Commencing with the graduation class of 2029-30, students will be required to take an Ethnic Studies course.

Alternative Pathway to Diploma

A student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards-aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Certificate of Completion

A Certificate of Completion may be an option for some students receiving special education services based on their Individualized Education Program (IEP) if they have met one of the requirements listed in Education Code 56390. These students participate in coursework designed to support academic growth, independent living skills, and post-secondary readiness.

Students working toward a Certificate of Completion:

- Continue working toward individualized IEP goals as determined by the IEP team.
- May complete courses on a pass/fail basis when appropriate.
- Receive targeted instruction and support based on individual needs.
- May participate in interventions such as tutoring, lab support, and additional academic assistance.

Students earning a Certificate of Completion participate in graduation ceremonies alongside their peers. No distinction is made between diploma and certificate recipients during graduation ceremonies.

Grading

Grades provide students, families, and educators with information about academic progress, skill development, and mastery of course standards. Grades reflect a student's demonstrated learning, effort, participation, and completion of assigned coursework.

Students are expected to take ownership of their learning by attending scheduled instructional activities, completing assignments, participating in assessments, and seeking support when needed. Teachers provide feedback and communicate progress regularly to support student growth and success.

Grading Periods and Report Cards

Grades are issued at the end of each grading period and semester. Final semester grades become part of the student's official academic transcript and are used to determine course credit toward graduation.

Families and students can monitor academic progress through the school's Aeries Parent/Student Portal. Students are encouraged to regularly review grades, communicate with teachers, and use available academic support.

Grade Scale

Rise Academy uses the following grading scale:

Letter Grade	Percentage Range	Grade Point Value
A	90–100%	4.0
B	80–89%	3.0
C	70–79%	2.0
D	60–69%	1.0
F	Below 60%	0.0

Note: Some courses, programs, or post-secondary opportunities may have additional grading requirements.

Assignment Completion and Assessment Expectations

Students are expected to:

- Complete assignments by established deadlines.
- Demonstrate their own understanding of course content.
- Participate in quizzes, tests, projects, presentations, and other assessments.
- Submit original work that reflects academic integrity.
- Communicate with teachers when additional support or clarification is needed.

Teachers may provide opportunities for reassessment, corrections, or additional practice based on course expectations and individual student needs.

Late and Missing Assignments

Students are encouraged to complete all assigned coursework on time to support continuous learning and academic progress. Students who have missing or incomplete assignments should communicate with their teacher and use available supports to recover learning and demonstrate mastery.

Teachers will provide guidance regarding deadlines, make-up work, and opportunities for academic recovery.

Academic Support and Intervention

Students who experience academic challenges are encouraged to seek support early. Teachers and staff may provide additional assistance through:

- Individual support meetings
- Tutoring or academic support sessions
- Intervention plans
- Additional practice opportunities
- Credit recovery options, when appropriate

Rise Academy is committed to partnering with students and families to ensure every student has the opportunity to succeed and graduate prepared for college, career, and life.

Edgenuity Grade Definitions

Rise Academy at CCCS uses multiple grade indicators within Edgenuity to monitor student progress, mastery, and completion. These indicators help students, families, and teachers understand progress and identify when additional support may be needed.

Overall Grade

The Overall Grade reflects a student's average performance on completed activities based on assigned activity weights. This grade reflects completed work and does not include penalties for missing or late assignments.

Teachers use this information to monitor student understanding and provide support when students may need additional instruction or intervention.

Actual Grade

The Actual Grade reflects a student's performance while also considering their progress toward completing required coursework by the expected timeline.

This grade:

- Accounts for whether a student is on pace with course expectations.
- Helps identify students who may need additional support to stay on track.

- Requires course start dates and target completion dates to calculate.

When students are ahead of pace, the Actual Grade will not exceed the Overall Grade.

Relative Grade

The Relative Grade reflects the grade a student would earn if they stopped completing additional coursework and received a zero on remaining graded activities.

This grade helps demonstrate the importance of completing assignments and staying current with coursework. It is commonly used in credit recovery settings and may be reviewed as part of student progress monitoring.

Additional Assessments

To support student growth and academic progress, students may participate in additional assessments, including:

- i-Ready Diagnostic Assessments: Completed each semester to measure growth in Reading and Mathematics.
- Edgenuity Course Assessments: Students complete quizzes, tests, and assignments throughout online courses to demonstrate mastery of course content.

Assessment results help teachers provide targeted support and monitor student progress.

Progress Reports

Progress will be communicated mid and through the semester. Final grades and credits are posted to student transcripts at the end of each semester.

To support student success:

- Teachers monitor student progress regularly.
- Edgenuity reports are available in Edgenuity Student/Parent Portal
- Current grades are available through Aeries Parent Portal
- Families receive communication regarding academic progress through progress reports, grade updates, and other communication methods
- Students enrolled in A–G courses and dual enrollment courses follow grading expectations aligned with post-secondary coursework.

Students are encouraged to regularly review their progress, communicate with teachers, and seek support when needed.

Attendance & Daily Engagement

As an independent study program, students are expected to actively participate in learning **each school day, Monday through Friday**, as part of the requirements to earn daily attendance and demonstrate educational engagement in accordance with California Education Code and school requirements.

Evidence of daily engagement may include, but is not limited to:

- Completing coursework and assignments in Edgenuity or other approved instructional platforms.
- Attending scheduled live classes, instructional labs, or on-campus learning sessions.
- Participating in scheduled cohort block meetings or teacher conferences.
- Engaging in approved internships, work-based learning experiences, or Career Technical Education (CTE) activities.
- Participating in school-sponsored educational field trips or instructional activities.
- Completing required local, state, or federally mandated assessments.
- Participating in other school-approved educational activities as assigned by the student's teacher.

Students are expected to engage consistently in learning, complete assigned work with academic integrity, and communicate with school staff if circumstances prevent participation. Regular attendance and active engagement are essential for academic success, earning course credit, and maintaining satisfactory progress toward graduation.

GCC Non-Classroom Based Attendance Monitoring

A key factor in supporting students to achieve their potential is ensuring strong attendance habits. Gateway Community Charters (GCC) recognizes that family connections are vital in building a solid foundation for success, and therefore seeks to develop strong communication with families. GCC will engage families in meaningful ways—not just to highlight the value of good attendance, but also to address any barriers that may prevent students from attending school.

Students with regular, consistent attendance and engagement have better connections with the school community and greater success in academics. School attendance and work completion are the primary driving factors of generating revenue for the school via Average Daily Attendance (ADA).

GCC sites and staff will follow a structured process to document attendance correctly in Aeries. It begins at the school level with the School Study Team (SST) then moves to the Community Engagement Department (CED), and progresses to the Central Office through the School Attendance Review Team (SART) process. The county SARB process does not apply to independent study students. Before referral to the GCC CED or Central Office, the school site must make all reasonable efforts to address and eliminate barriers preventing the student from attending and engaging with school regularly.

GCC will provide appropriate existing services and resources to enable pupils to complete their IS successfully and will ensure that the IS pupil has the same access to all services and resources in the school in which the pupil is enrolled as is available to all other pupils in the school, including providing equipment and internet connectivity support.

Opportunities for Live Interactions and Synchronous Instruction

Synchronous instruction is defined as classroom-style instruction, small group instruction or one-on-one instruction provided in person or via live two-way communication between a credentialed teacher and the student. **Live interaction** is defined as any communication or interaction between the student and any school staff member for the purpose of school connectedness. The process for tracking interactions may differ between LEAs and must be documented.

The School shall plan to provide, at a minimum, the following opportunities for live interaction and synchronous instruction for all pupils participating in independent study for 16 or more school days in a school year. Per AB 181, students are to receive live/synchronous instruction based on their current grade span:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the school shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year.
- For pupils in grades 4 to 8 inclusive, the school shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year.
- For pupils in grades 9-12 inclusive, the school shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year.

Work Assignments for Determining ADA

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in transitional kindergarten/kindergarten and grades one through five, 10 days
- For pupils in grades six through twelve, 20 days

Missed Assignments and Level of Satisfactory Progress

Lack of satisfactory progress will be determined by any of the following:

- Not generating attendance for more than 10% of required minimum instructional time over four continuous weeks.
- When any student fails to complete 10 missed assignments during any period of 20 days.
- Not participating in required synchronous instruction for more than 50% of scheduled synchronous instruction time in a school month.
- For high school, when students are not making sufficient progress to complete at least 20 credits in a semester.

- Lack of completion of assignments, assessments, or other indicators that the pupil is working on assignments.
- Lack of mastery of required concepts, as determined by the supervising teacher.

If a student fails to make satisfactory progress as defined above, the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program.

School sites must follow the process outlined below for tiered interventions for student re-engagement.

Any student not making satisfactory progress in any of the areas above, will be placed into the tiered reengagement process. These steps can be accelerated when there is no contact or engagement from the family at each step; but, no steps can be skipped and all interventions must be documented in AERIES interventions.

Tier 1 (Reviewed every week)

1. The Teacher of Record (TOR) calls the family to verify current contact information and review school expectations as it relates to daily engagement and work completion and informs the family of lack of satisfactory progress as determined by any of the indicators above.
2. **Tier 1 letter** is emailed as a follow up to parent/guardian and/or student within 1 school day of the recording lack of satisfactory progress as determined by any of the indicators above.

Tier 2

3. After the tier 1 letter is sent home, if the student continues to fail to make satisfactory progress in the following **week** *(or any two week period of non-engagement within the same instructional term)*, sites must send the **Tier 2 letter** home. This letter includes the scheduling of a conference with the family regarding the concerns related to their student's lack of satisfactory progress. This conference between the teacher, admin/designee, and parent/guardian could be a phone call, in person conversation, or a scheduled meeting and shall reiterate the school policies around work completion and required synchronous instruction.
4. After the Tier 2 letter is mailed home and the first conference is held, if the student continues to fail to make satisfactory progress in the following **week**, the school must hold a Student Study Team (SST) meeting to determine the reasons for the lack of progress. A site administrator, the teacher of record, a Community Engagement Department (CED) Specialist, the parent, and the student must attend. At the SST meeting, a **re-engagement agreement** must be created.

Tier 3 (Parent Notification Letter of GCC SART Referral)

1. If the student continues to fail to meet attendance requirements after the prior tiers of re-engagement, the principal will refer the student to the GCC SART. The SART

members include some combination of the following people: Director of SPED and Student Services, Director of IS Compliance, Assistant Superintendent, Student Services or SPED Coordinator, CED Outreach Specialist or Counselor, Student Resource Officer, a site representative, and legal counsel, when necessary. Principal will make the referrals to the GCC SART on behalf of the site after Tier 2 interventions have been exhausted.

2. At this meeting, a SART contract will be signed.
3. If the family does not adhere to the SART contract, GCC may elect to initiate the involuntary removal process following the GCC Admissions Policy. This would refer the family back to the district school of residency or transition the student back to in-person instruction within GCC schools. GCC cannot guarantee enrollment availability in any school.

Notification of Disenrollment

This notification is sent to the family when it is determined by the SART team that there is a lack of satisfactory progress and a violation of the Master Agreement. This notification is only given by the Director of SpEd and Student Services.

Timeline Example

- Tier 1: Initial lack of satisfactory progress, parent/school staff contact, Tier 1 Letter
- Tier 2: Ongoing lack of satisfactory progress, parent/school staff contact, Success Contract meeting with family and Tier 2 letter
- Tier 3: Advanced lack of satisfactory progress, SST meeting with re-engagement agreement, referral to CED if needed
- Tier 3: Critical lack of satisfactory progress, send a SART referral to GCC SS Department

Progress Thresholds	**CCCS Main 9-12 & SYC**	
Missed Assignments	Student fails to complete 10 missed assignments during any period of 20 days (Sites must define what constitutes one missed assignment for each program)	
Monthly ADA	Student does not generate ADA for more than 10% of required minimum instructional time over four continuous weeks (2 or more non-ADA days for each Learning Period)	
Students did not participate in more than 50% of scheduled synchronous instruction in a given school month.	50% of synchronous instruction equates to 2 meetings per month for CCCS Main/SYC 2 classes per month for each Live class enrolled	
High School Credits	NA	Student is not making sufficient progress to complete at least 20 credits in a semester

Satisfactory Progress	Student fails to complete assignments, assessments, or other indicators that evidence lack of satisfactory progress.

Dual Enrollment

GCC students may have the opportunity to take approved community college courses while they are still in high school, either as part of a school's pathway or on their own. These courses can help students explore college and career interests, build confidence with college-level work, and, in most cases, earn both high school and college credit. Students should work closely with their school counselor before enrolling in any college course. Counselors help students and families choose courses that fit the student's graduation plan, academic readiness, and college or career goals. Parent/guardian input, course availability, and school approval may also be part of the process.

Approved dual enrollment courses may be accepted for high school credit when students earn a passing grade. College courses are recorded on the student's high school transcript using the grade issued by the college and may also be eligible for weighted GPA credit. Because college courses become part of a student's official college record, students and families should take dual enrollment seriously. Poor performance or repeated course withdrawals may affect future college or financial aid opportunities. GCC encourages students to use available supports, including counselor check-ins and dual enrollment support classes when assigned or recommended.

Students with IEPs or 504 Plans should speak with their counselor and IEP/504 team before beginning a college course. College accommodations are handled through the college's disability services office, not through GCC, but GCC staff can help guide students and families through the process.

GCC will cover required textbooks, materials, tuition, and fees for approved courses that students take for dual credit. Nonconsumable textbooks and materials purchased by GCC remain school property and must be returned when the course ends or if the student leaves the course or school.

Work Permits

Work experience can be a valuable complement to a student's educational experience. Minors, ages 12 through 17, are required by law to possess a work permit 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.

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 are issued by a counselor or administrator. 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 will be 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.

Students must present the following items to obtain a work permit:

- Social Security Number (SSN)
- Proof of age (birth certificate, driver's license, state I.D. card, or immigration card)
- Proof of school enrollment (last quarter report card, letter of verification, or computer printout)
- Student must sign their work permit in the presence of issuing authority

Each school site will issue work permits only as allowed by law and only to the extent that outside employment does not significantly interfere with schoolwork. Contact your school when requesting a work permit during the school year. You may contact Student Services at 916-286-5129 when requesting a work permit during the summer. (*EC* § 49110)

Expectations to Receive and Maintain a Work Permit

- Meeting the Independent Study Master Agreement
- Be on target with monthly credit obtainment (6+) and semester credits (on track for earning 25+ credits) for at least four weeks or more.
- Have a grade of C or higher in all classes
- Log into Edgenuity and/or have daily engagement Monday-Friday (all five days per week)
- Have 90% in all cohort block appointments and classes

Biliteracy

GCC awards the Biliteracy Attainment Recognition Award to eligible students in grades 5 and 8 who apply for and successfully meet the established criteria for their grade level. These criteria are based on state recommendations and are designed to assess bilingualism in a developmentally appropriate manner. This recognition celebrates students' achievement, commitment, and growth in multilingualism. Its purpose is to encourage students to continue their world language studies and ultimately work toward earning the State Seal of Biliteracy in high school. For more information about the Biliteracy Attainment Recognition Award and its requirements, please contact your student's school.

State Seal of Biliteracy

GCC awards the State Seal of Biliteracy to eligible graduating students in accordance with criteria established by the California Department of Education. The State Seal of Biliteracy recognizes students who have attained a high level of proficiency in speaking, reading, and writing in English and one or more world languages. The State Seal of Biliteracy is affixed to the diploma of each qualifying student and is noted on the student's official high school transcript. In recognition of this achievement, GCC also presents qualifying students with a medallion and/or honor cord to wear during commencement ceremonies.

Textbooks

Each student is provided with instructional materials in accordance with applicable law. Students are expected to exercise reasonable care in the use of school-issued materials and to return all borrowed materials upon request and in good condition, excluding normal wear and tear. Pursuant to California Education Code section 48904 and applicable school policies, a student and/or parent/guardian may be held responsible for the replacement cost of school property that is not returned or that is lost, damaged, or defaced, as permitted by law. The school will provide notice and an opportunity to resolve any claims for lost or damaged property.

Graduation Ceremonies

Seniors who have met the graduation requirements applicable to the student by the last calendar day of any given school year are invited to participate in the graduation ceremony at the school of their attendance. Students who have not met all the graduation requirements applicable to them may not participate in the graduation ceremony. The principal may deny the privilege of participating in graduation ceremonies and/or promotion activities based on the student's conduct and behavior per GCC Board Policy CI 5127.

Lost & Found

We encourage students to take responsibility for their personal belongings and help maintain a safe and organized campus environment. Students are responsible for properly storing and caring for their personal items, including clothing, backpacks, electronic devices, school supplies, and other personal property. The school is not responsible for lost, stolen, or damaged personal belongings.

Lost and Found Procedures

- Items found on campus will be placed in the designated Lost and Found area.
- Students who have lost an item should check the Lost and Found area and report missing items to the school office or designated staff member.
- Students are encouraged to label personal belongings with their name to assist with identification and return.
- Valuable items, such as electronics, keys, wallets, or other personal items of significance, should be turned in to the front office.

Unclaimed Items

- Students and families are encouraged to retrieve lost items promptly.
- Lost and Found items may be periodically reviewed and donated, recycled, or otherwise removed at the end of each semester or school year.
- The school is not responsible for items that are not claimed within the designated timeframe.

Students are encouraged to demonstrate responsibility and respect for their belongings and the belongings of others by keeping track of personal items while on campus.



Three–Way School Pledge & Handbook Acknowledgement

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 put away during learning time.

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 put away during learning time

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

By signing this document, we acknowledge that agreement to uphold the three way pledge and have received the student handbook (digital access or physical).

Student Name: _____

Sign: _____ Date: _____

Parent Name: _____

Sign: _____ Date: _____

Teacher Name: _____

Sign: _____ Date: _____

APPENDICES

GCC and Community Resources

GCC Community Engagement Department

Phone: (916) 286-5128
Email: gcc-ced@gcccharters.org

The GCC Community Engagement Department is dedicated to building strong relationships among schools, families, and the community to create opportunities that help students and families thrive. Grounded in the GCC Portrait of a Graduate and the Community School Strategy, our team works to remove barriers to success, promote equity, and support the academic, social, and emotional well-being of all students and families.

How We Support Students and Families

Our services include:

- **Family Support**: Connecting families with community resources, services, and guidance to address needs such as food assistance, housing, healthcare, transportation, mental health services, and other basic needs.
- **Student Support:** Creating meaningful opportunities, programs, and events that help students grow, lead, and stay engaged in their school community.
- **Community Partnerships:** Collaborating with local agencies, organizations, and businesses to expand access to valuable services and supports for GCC students and families.

Family Resources
The GCC Community Engagement Department provides access to the GCC Family & Community Resource Guide, which includes information about local food assistance programs, housing resources, healthcare services, mental health supports, utility assistance, childcare, and other community resources available throughout Sacramento County and surrounding areas.

Families can also access support through:

- Sacramento 2-1-1, a comprehensive directory of local health and human services.
- FindHelp.org, a free online resource that connects families with food, housing, healthcare, financial assistance, childcare, education, and other support services.
- Sacramento Food Bank Food Locator, a directory of food distribution sites by ZIP code, including food pantries, meal programs, and other food assistance resources.

Immigration Resources

Gateway Community Charters is committed to ensuring that all students and families feel safe, welcomed, and supported, regardless of immigration status. GCC provides access to information and referrals related to educational rights, legal protections, immigration legal services, family preparedness planning, mental health support, and community advocacy resources.

Available supports include:

- Know Your Rights information and educational materials for immigrant families.
- Information regarding California laws that protect immigrant students and families, including protections related to school access and student privacy.
- Family preparedness resources, emergency planning guides, and legal rights ("Red") cards.
- Referrals to immigration legal service providers and community-based organizations.
- Rapid Response Network information and community support resources.
- Mental health and emotional wellness resources for students and families impacted by immigration-related concerns.

Additional immigration resources are available through the Immigrant Family Resources page on the GCC website.

Requesting Assistance

Students, families, and staff may request support by completing the:
GCC Student & Family Support Request Form

A member of the Community Engagement Department will follow up to connect families with appropriate resources and services based on their individual needs.

For additional information, questions, or concerns, please contact the GCC Community Engagement Department at **gcc-ced@gcccharters.org or (916) 286-5128**.

Gateway Community Charters 26/27 School Calendar

Gateway Community Charters
2026 -2027 School Calendar

JUL '26 — 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	31

AUG '26 — 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				

SEP '26 — 20

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		

OCT '26 — 21

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

NOV '26 — 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				

DEC '26 — 14

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	

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Key Calendar Dates
First Day of School, 8/5/2026
Last Day of School, 5/28/2027

Non Student Days
Teacher in Service, 8/3 - 8/4/2026
Teacher in Service, 10/5/2026
Teacher in Service, 1/4/2027
Teacher in Service, 4/5/2027

Holidays 2026-27
Jul 3 Independence Day (Observed)
Sep. 4 School Recess
Sep. 7 Labor Day
Nov. 11 Veterans Day
Nov.23-27 Thanksgiving
Dec. 21 - Jan. 1 Winter Break
Jan.18 MLK Jr. Holiday
Feb.15-19 President's Week
Mar 26 - April 2 Spring Break
May 31 Memorial Day
Jun 18 Juneteenth (Observed)

End of Grading Periods
Trimester 1 - (60 Days) 10/30/2026
Trimester 2 - (60 Days) 2/24/2027
Trimester 3 - (60 Days) 5/28/2027
Semester 1- (88 Days) 12/18/2026
Semester 2- (92 Days) 5/28/2027

JAN '27 — 18

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

FEB '27 — 15

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

MAR '27 — 19

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		

APR '27 — 19

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

MAY '27 — 20

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				

JUN '27 — 0

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		

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Total Service Days: 180

BOARD ADOPTED: 1/13/2026