



Rancho Del Paso School Site Student & Parent Handbook

2022-2023



HLA Eagles

TK-8th Grade

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Gateway Community Charters

GCC Board of Directors

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Bruce Mangerich, Vice President
Mark Anderson, Treasurer
Jack Turner, Secretary
Harry Block, Director

GCC Central Administration

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Omaira Reyna, Chief Business Official
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Dr. Erik Crawford, Director of Special Education & Student Services

GCC MISSION: Gateway Community Charters, Inc. (GCC) is an independent non-profit agency that supports students, parents and the community through the conception, development, administration and governance of innovative, high quality, standards-based educational school choice options within the greater Sacramento region.

GCC VISION: Our 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.

GCC Corporate Offices • 5112 Arnold, McClellan, CA 95652 • Phone: 916-286-5129
www.gcccharters.org

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

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HLA Eagles



OUR PURPOSE

HLA VISION STATEMENT

To prepare our students for the competitive global economy, HLA will provide a safe learning environment that fosters students' risk-taking, inquiry and independent thinking skills.

FHS VISION STATEMENT

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves, a life filled with enriching opportunities.

HLA MISSION STATEMENT

All HLA students will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

FHS MISSION STATEMENT

A dedicated and highly qualified faculty provides Futures students with an excellent, standards-based education that will prepare them for the rigor of the university and the competition of the workplace in the 21st Century. Our students are given the opportunity to learn about and appreciate the rich diversity of the various cultures that comprise this country and the world community. Futures High School students will take ownership of their education, be responsible in their behavior and virtuous in their character, make healthy choices in respect to their bodies and minds, and take pride in, and be given the opportunity to participate actively in all aspects of school life.

CAPTURING KIDS' HEARTS

Both Higher Learning Academy and Futures High School embrace the Capturing Kids' Hearts (CKH) philosophy. Both schools have been awarded the Capturing Kids Hearts National Showcase School Award for three years in a row, which is an honor we like to celebrate. CKH emphasizes the importance of building relational capacity with others and promoting self-managing groups. To this end, students, teachers, and staff work collaboratively to create social contracts in order to set behavioral norms for all members and visitors to our school. We engage others through tools such as handshakes and sharing good things at the beginning of each class. We value student voice and choice and explore the needs of others. We communicate clearly in our interactions and patiently when there is conflict. Most importantly, we empower students to be future builders, leaders, and scholars as we launch them into the world.

Our Values
STUDENT FOCUSED
EXCELLENCE
RESPONSIBILITY
VALUING PEOPLE
INTEGRITY
COLLABORATION
EMPOWERMENT

HLA SCHOOL SCHEDULE

Regular Day Schedule	8:30 a.m. – 3:15 p.m	
TK-5 th Minimum Day Schedule	8:30 a.m. – 1:00 p.m.	
6 th -8 th Minimum Day Schedule	8:30 a.m. – 1:15 p.m.	
Office Hours	7:30 a.m. – 4:30 p.m.	

FHS SCHOOL SCHEDULE

Regular Day Schedule	8:30 a.m. – 3:30 p.m
Minimum Day Schedule	8:30 a.m. – 1:15 p.m.
Office Hours	7:30 a.m. – 4:30 p.m.

FHS Regular Day Schedule

Period	Bell Schedule
Period 1	8:30-9:30
Period 2	9:35-10:35
Break	10:35-10:45
Period 3	10:45-11:45
Period 4	11:50-12:50
Lunch	12:50-1:20
Period 5	1:25-2:25
Period 6	2:30-3:30



FHS Friday/Minimum Day Schedule

Period	Bell Schedule
Period 1	8:30-9:07
Period 2	9:12-9:49
Period 3	9:54-10:31
Period 4	10:46-11:51
Period 5	11:56-12:33
Period 6	12:38-1:15
Lunch	1:15-1:45

PARENT INVOLVEMENT

Futures and Higher Learning Academy adhere to GCC Board Policy 01-08 to ensure parents have the opportunity for involvement at our school sites. Parent involvement is highly valued. Both HLA and FHS are part of the Parent Faculty Organization (PFO) which is one of our many ways to involve and support parent engagement at the Rancho Del Paso site. We encourage parent participation and value our collaboration with our scholars' families.

To inquire about FHS parent opportunities, please contact Zhanna Makovey, Parent Liaison, at (916) 200-8367.

To inquire about HLA parent opportunities, please contact Julie Lewis, Student Services, at (916) 286-5183.

Parents are always welcome at the school to visit! To visit classrooms, parents must make arrangements by calling the office to schedule their visit in advance. At least a 24-hour notice should be given to the teachers. All visitors are required to report to the office and sign the visitor's book when they arrive on campus and receive a guest badge.

We would like to provide our parents with full attention and upscale service, so we ask that parents call in and/or request an appointment in advance.

ALL GCC BOARD POLICIES ARE AVAILABLE IN THE FRONT OFFICE

STUDENT ATTENDANCE AND BEHAVIOR EXPECTATIONS

RANCHO DEL PASO (RDP) IS A SAFE AND CARING SCHOOL SITE (Student Policies BP 08-08: Student Complaints) We believe that all scholars have the right to a safe, healthy and nurturing learning environment. At the Rancho Del Paso Site (RDP) we are committed to providing all scholars with a safe and caring school environment where everyone is treated with respect. Both Futures High School (FHS) and Higher learning Academy (HLA) will have zero tolerance for behaviors that infringe on the safety and emotional well-being of any scholar.

ATTENDANCE IS IMPERATIVE!

Getting your scholar to school on time is one of the most important ways parents can advocate for their scholars.

ATTENDANCE IS REQUIRED BY LAW

The State of California believes that education is essential for children and for our future. State law requires parents/guardians of children ages 6 to 18 to send their children to school, unless otherwise provided by law. Parents who fail to meet this obligation may be subject to prosecution. - Ed. Code 48200, 48290 Futures adheres to GCC Board Policy 06-08 for attendance and 07-08 for student attendance. Although a summary of some policies is provided below, a full copy of these policies is available in the main office.

Every absent day MUST be cleared in one of the following ways:

1. Each day a student is absent, the parent/guardian should report the absence by telephoning to the attendance clerk:

HLA (916) 286-5183 or FHS (916) 286-1901 by 9:00 am on the day of the absence. If the absence exceeds three days, a doctor's note is required. For extended absences (i.e. illnesses, family emergencies, etc.), parents are asked to call the school as soon as possible.

2. When returning to school after an absence, a student must be readmitted to their classes by presenting a written excuse for the absence to the attendance clerk in the office. The note must show:

- A. Student's full name
- B. Date(s) of absence
- C. Reason for absence
- D. Signature of parent/guardian or medical official

***Please note: regardless of a phone call to the office, an absence note is still required for students to bring in within 3 school days.**

Absence from school will be excused only for:

- health reasons
- family emergencies (provide specific explanation)
- attendance at funeral services for an immediate family member
- appearance in court
- observation of a religious holiday or ceremony

***Important:** the same school rules for absences apply for short-term independent study. Please refer to our Short Term Independent Study Policy for further information.*

EXCUSED/UNEXCUSED ABSENCES

Unexcused Absences: Students will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences.

Excused Absences: Students are permitted to make up work, tests, and other assignments, etc. when absences are excused. Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. Missed work due to an excused absence may be made up with one day extension for each day missed (number of days absent equals the number of days allowed for makeup). However, for extended excused absences, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of student and parent to ensure all make up work is completed following excused absences.

Out of School Suspensions: Students are permitted to make up work, tests, and other assignments missed during out of school suspensions. See excused absence policy for guidelines regarding length of time given for make-up.

EARLY DISMISSALS

To be dismissed early, the student must either be picked up by an adult or present a note signed by a parent to the attendance clerk located in the main office. In cases of adults coming in for student pick up, the adult needs to come into the main office and remain there, as the registrar/attendance clerk calls the teacher to release the student(s). Adults must provide proper identification to the registrar/attendance clerk to verify identification and to ensure the adult is permitted to pick up the student.

- After 10 early dismissals, students will be required to bring a physician’s note or written documentation verifying the excuse in order to clear early dismissal absences.
- All students with over 15 early dismissals may also have a meeting with an administrator and/or counselor to discuss a disciplinary contract and additional privileges will be taken away per admin discretion.
 - High school seniors with excessive early dismissals (15 or more) will lose the privilege of leaving campus at lunch (if they have earned this privilege). This privilege may be earned back if the student subsequently has 2 months with no additional early dismissals. (see p. 21)

TARDIES/LATES

When students arrive more than 30 minutes late to school, they must report to the office to clear the late arrival and secure an **“Admit to Class”** form. If the student is less than 30 minutes late, he/she does not need to report to the office. However, she/he will be marked late on the attendance record by the teacher. To get clearance for bus related tardies, students are required to come into the office before going to class. Excessive/repeated offenses will result in progressive disciplinary actions (see below):

Tardies/lates each period for 1 semester	Possible Attendance Consequence(s)
1-5	<ul style="list-style-type: none">• Loss of participation points or other class consequence, as defined in class syllabus
6-11	<ul style="list-style-type: none">• Loss of participation points or other class consequence, as defined in class syllabus• Lunch Detention and/or Parent Contact
12+	<ul style="list-style-type: none">• Lunch detention and/or Campus beautification• Social Probation (see p. 11)• Loss of senior closed campus privilege (may be earned back if no additional tardies for two months)• Friday detention• Meeting with parents and administration for additional consequences, per admin discretion• Require parent to attend school with scholar

STUDENT TRUANCY

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

PE PARTICIPATION

California Education Code makes it mandatory that every student be provided with physical education. If, at any time, your child is ill or has a condition that requires being excused from physical education activities for more than 4 days, an explanatory note is required from your child’s health advisor/doctor/nurse.

SAFETY OF SELF AND OTHERS

In order to ensure the Rancho Del Paso site is a place where learning is a priority, the campus must be safe at all times. Any scholar action or intention that can be deemed as

violating the safety of one's self or others can result in serious consequences. Examples of violations include but are not limited to bullying, verbal abuse of others, intentionally hurting another scholar, defiance of playground safety rules, fighting, leaving school grounds, etc.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Each and every student at Rancho Del Paso has a **RIGHT** to:

- Equitable treatment
- Express their opinions
- Not be discriminated against based on race, nationality, gender, age, sexual orientation, religion, language, and culture
- Be emotionally and physically safe
- Be educated
- Have a voice in decision-making in the school

Each and every student of FHS and HLA has a **RESPONSIBILITY** to:

- Act in a way that upholds the rights of Futures High School students
- Treat everybody with respect
- Act in a way that benefits Futures High School as a whole
- Learn, attend classes, and complete daily assignments
- Grow and develop in preparation for adult life
- Follow the school's rules written in the Student & Parent Handbook

HLA AND FHS ARE A CAPTURING KIDS' HEARTS (CKH) NATIONAL SHOWCASE SCHOOL

The primary focus of Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants:

- Develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, and drug use
- Utilize the EXCEL Teaching Model™ (Engage, X-plore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching
- Build classroom rapport and teamwork to create a safe, trusting learning environment
- Develop scholars' empathy for diverse cultures/backgrounds
- Increase classroom attendance by building scholars' motivation and helping them take responsibility for their actions and performance



BEHAVIOR EXPECTATIONS IN CLASSES

Students are to conduct themselves in accordance to the Social Contracts created in each classroom by teacher and students. A Social Contract is an agreement about behavior that ensures respectful and positive environment conducive to learning. Students will be held accountable for their actions and behaviors. If the student chooses to violate Social Contract, he/she will be subject to disciplinary actions

according to the student discipline policies and procedures. Each teacher will deal with classroom misconduct by taking disciplinary action. Examples of appropriate actions include:

- restorative consequence (see p. 11)
- calling parent
- scheduling conferences with the parent or guardian and/or school staff
- imposing detentions
- lowering class citizenship grade

Whenever action taken by the teacher is not successful, or misconduct is habitual or sufficiently severe, the student shall be referred to the site administration.

DRESS CODE AND GROOMING



High standards of dress promote good citizenship and a positive, wholesome, and safe learning environment. The appearance of the student body reflects upon the climate of the school. Students are expected to meet standards of dress and grooming that are acceptable in a positive learning environment. Extremes in dress or clothing regarded as disruptive or a distraction from the learning environment are not permitted. Clothing will promote physical and psychological safety.

Personal appearance standards for scholars are defined in the dress code.

Allowable Dress and Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on both sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of site of any student or staff. Hoodies must allow the student's face and ears to be visible to staff. Hats and hoods must not be worn in the classroom, religious exceptions will be made.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire such as sports uniforms or safety gear.

Non-allowable Dress and Grooming*

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected group. Clothing, including gang identifiers, must not be worn at the school at any time (i.e. bandanas).
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

****Please note:*** The administration is a final judge on what is or is not appropriate. Matters of personal appearance which might reasonably be classified as creating a distraction, affecting the learning environment in the classroom, and/or having a negative effect on education will be prohibited.

SUSPENSIONS AND EXPULSIONS

Students may be suspended for violations outlined in Education Code, Section 48900. Depending on a severity of violations, student can be suspended from one to five days. During suspension, a student may not participate in regular school classes or activities, including graduation, and is not allowed to be on school premises for the duration of the suspension. During a suspension, the student has a right to complete and receive credit for the regular school work. A student who accumulates a number of suspension days may be referred to a review meeting to discuss alternative next steps.

Expulsion could be recommended for serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing and sale of a controlled substance, robbery, extortion, sexual assault, battery, or accumulating too many days of suspension. If expulsion is recommended, the student will have an administrative hearing. The GCC Board makes the final decision to expel a student. (BP 04-13)

HLA and Futures adheres to GCC BP 4-17 for all cases suspension and/or expulsion. This policy is available in the main office upon request.

SOCIAL PROBATION

Participation in all extracurricular activities is a privilege, not a right. Social probation prohibits a student from attending or participating in any non-mandatory school functions, activities, or events. These activities include, but are not limited to, participation on athletic teams including practices, events, proms, movie nights, theater and/or musical productions, club memberships, graduation ceremony, special events, recognition programs, or school sponsored activities of any type. Social probation may be used at any time school officials deem it an appropriate behavioral sanction or that it would be effective in changing undesirable behavior. It can be used for:

- Fights
- Controlled substance violation
- Vandalism to school/personal property
- Breaking of behavior contract
- Excessive tardies and absences

** Both HLA and FHS scholars are responsible for their actions and are expected to adhere to the classroom Social Contract, school rules and policies. If a scholar is in violation of a school rule or policy, a teacher or staff member will refer him/her to the appropriate administrator to determine the consequences based on the type and severity of the violation. **

RESTORATIVE JUSTICE

Restorative Justice Practices will be implemented first in lieu of traditional punitive consequences if appropriate. The purpose of utilizing restorative practices is to address the harm created by the incident in a manner that builds understanding, responsibility and accountability. The following are suggested guidelines – **the Principal/Designee has the right to make final decisions regarding any**

disciplinary action. Scholars who conduct these offenses may be eligible to participate in restorative mediations or resolutions. These opportunities will be at the discretion of the Principal/Designee and often involve the voluntary participation of all involved parties. Scholars who choose not to participate in the restorative approach are agreeing to the conventional, more punitive approach. See next page for some examples of how HLA and FHS uses Restorative Justice to support future positive behavior choices.

Wrongdoing	Conventional	Restorative
Graffiti or property damage	Get referred to law enforcement. Pay a court fee or fine. In school or out of school suspension, involuntary transfer.	Help clean, repair, or repaint, and pay for damages. Make amends to any person or group disrespected. Beautify the space with art.
Putdowns, gossip, or interpersonal conflicts	Spend time in detention	Write a reflection paper on how it feels to be put down or gossiped about. Create a kindness activity within the classroom
Classroom Disruption	Sent out of class and miss instruction. In school or out of school suspension.	Restorative Conference Presenting classroom rules to the class. Request that peers hold him/her accountable. Spend some agreed upon time assisting the teacher with classroom supervision or clean up.
Bullying	Sent to in-school or at-home suspension; have privileges removed. In school or out of school suspension, involuntary transfer	Restorative Conference Facilitate a circle/panel with individuals considered bullies and discover three reasons why they do it. Facilitate a circle with victims of bullies and find out how bullying affects others. Make school-wide posters with bully prevention messages.
Fighting	In school or out of school suspension	Restorative Conference Prepare and deliver a speech or play to a classroom or larger school assembly about how to negotiate with words rather than fists. Teach a class during detention about anger-management. Read a book and give an oral report about alternatives to fighting.
Theft	In school or out of school suspension	Return the stolen items. Pay for replacement of stolen items. Make amends to the person harmed.
Property Damage	Suspension or expulsion	Restorative Conference Repair damage or replace property if possible. Make improvements to the property to improve overall appearance.

PROHIBITED ITEMS*

To ensure safety of all students and staff the following items are prohibited on the school campus at all times: weapons (including replicas and imitations), aerosols, stink bombs, firecrackers, energy drinks, alcohol, tobacco and tobacco products and paraphernalia, drugs and drug paraphernalia, brass knuckles, matches or lighters, vaping devices, non-prescription medication, toys and other items as determined to be dangerous or disruptive to the learning environment by school administration. Violation of this rule will result in disciplinary actions including, but not limited to suspension and/or expulsion.

***ANY personal belonging deemed to be a distraction to the learning environment will not be allowed.**

NO SALE CAMPUS

To support with limiting conflict, both HLA and FHS are a “No Sale” school campus meaning scholars are not allowed to sell items at school unless under the supervision of a school official.

GAMBLING

Any form of gambling, including but not limited to playing cards is prohibited on the school campus. In case of violation of this rule the cards (or other gambling paraphernalia) will be confiscated and parents will be notified. Repeated offenses will be subject to disciplinary actions.

ANTI-BULLYING POLICY

The Gateway Community Charters (GCC) Board of Directors prohibits acts of harassment or bullying (GCC BP 15-17). The board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its student in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. Harassment occurs when a pupil has intentionally engaged in harassment, threats, or intimidation, directed against school, school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Students may be suspended or expelled for any such action (BP 15-15). Students may report bullying at the following link: <https://report.doc-tracking.com/222724/93269> You can also report bullying by getting a bully reporting form from the front office and giving it to the Principal or Vice Principal.

SEXUAL HARASSMENT

HLA and FHS considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion of the offending student. Sexual harassment includes any unwelcome sexual behavior that interferes with an individual’s performance at school or creates an intimidating, hostile or

offensive education environment. Any student who believes that he or she has been harassed or witnessed harassment is encouraged to immediately report such incident to his or her teacher, counselor, or Principal. A full copy of this GCC Board Policy is posted in the main office and is sent home with students at the beginning of the school year.

ELECTRONIC DEVICES

Cell phones and other electronic entertainment devices (including air pods) are NOT to be visible or audible or turned on during class time **unless otherwise advised by teachers or staff. It is the student's responsibility to be sure these devices are turned off completely and not on vibrate during instructional time.** HLA does not allow the use of cell phones while on campus, this includes during breaks, between classes, during lunch time and during our HLA After School program. FHS students may use their cell phones during lunch time in accordance to the GCC *Technology Usage Agreement*. Violations of the *Technology Usage Agreement* will result in immediate confiscation and students will be subject to progressive disciplinary actions:



1st offense: Warning, device is confiscated for the rest of the day and can be picked up from the office at the end of the school day.

2nd offense: Device is confiscated for the remainder of the day and released to parent/guardian only.

3rd offense: Device is confiscated, released to parent/guardian only, + further disciplinary actions

4th offense: Device is confiscated, released to parent/guardian only, + check-in and out with staff every day

** Failure to provide the phone to an adult when asked causes a call home to a guardian and jumping to the next offense number.

FOOD DELIVERY SERVICES

Food delivery services (i.e. DoorDash, Uber Eats, etc.) are growing in popularity among our RDP scholars. We have tried to accommodate this, but it has caused a number of problems:

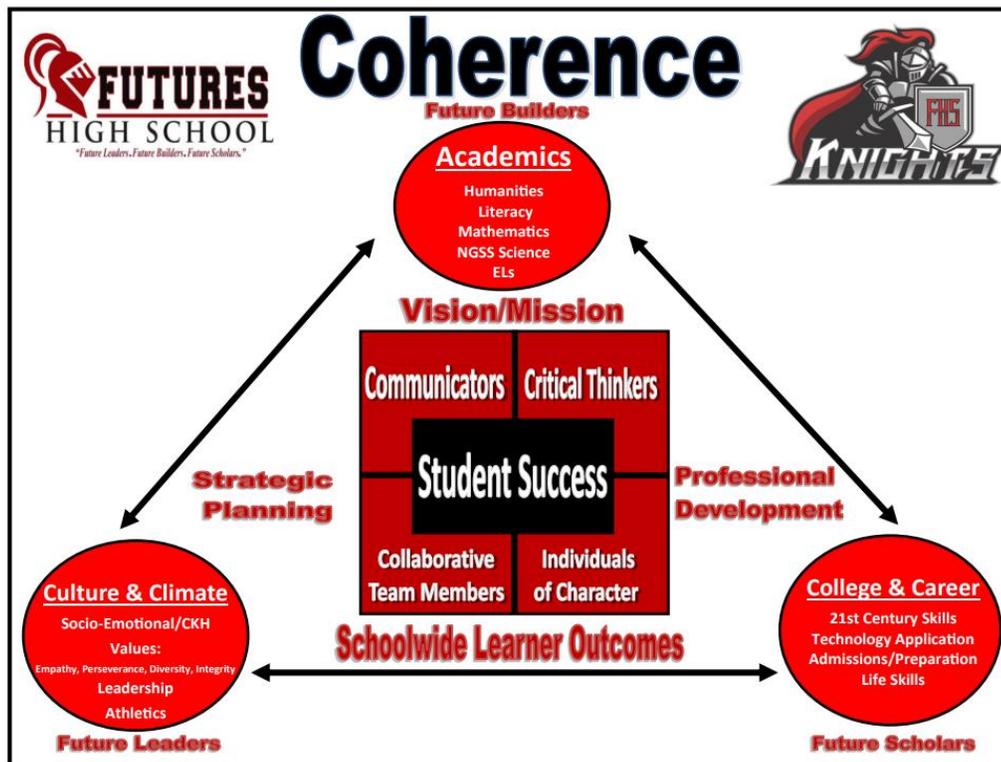
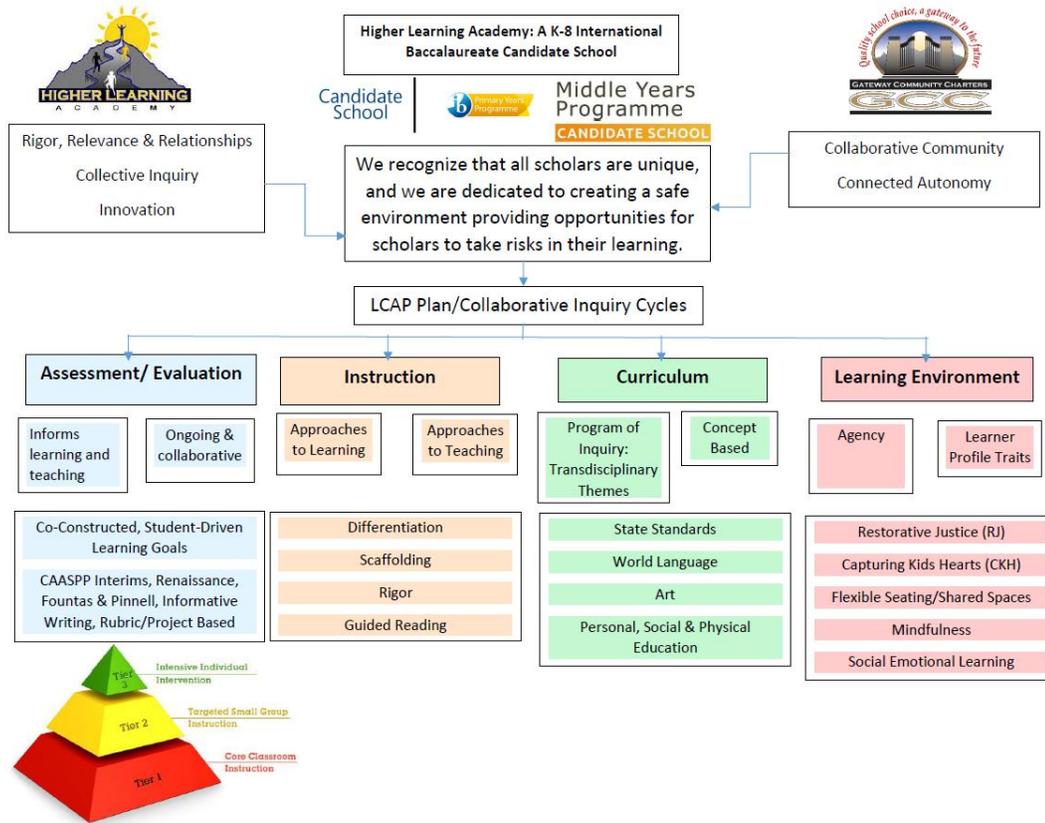
- Scholars using their phone without permission
- Time spent out of class ordering food
- Scholars sharing food
- Scholars being pressured to share food
- Trash left on campus

All RDP scholars will not be allowed to order food to be delivered to the school.

If parents/guardians would like food to be delivered to the school for their scholar, they may order it and alert our office staff: HLA: 916-286-5183 or FHS: 916-286-1902. Keep in mind, scholars will not be able to pick up their food until their lunch time.

ACADEMIC SERVICES

HLA's Instructional Framework



ALL GCC BOARD POLICIES ARE AVAILABLE IN THE FRONT OFFICE

CURRICULUM

All curricular materials are aligned with applicable academic standards, Schoolwide Learner Outcomes, college and career indicators, and are appropriate to address student needs. Please refer to the school's Course Description Booklet for specific descriptions of the current curriculum for each core and content area.

GRADUATION REQUIREMENTS

Please refer to the school's Course Description Booklet for a complete information re GCC Comprehensive High School Graduation Requirements.

GRADING POLICY

Both HLA and FHS use standard-based grading to ensure that students are evaluated on the mastery and level of performance of the material. HLA follows a trimester system and FHS follows a semester system. The following grading scale is used at both HLA and FHS.

Advanced (A) 100% - 90%	Proficient (B) 89% - 80%	Basic (C) 79%-70%	Approaching (D)* 69% - 60%	Unacceptable(NC/F) 59% - 0%
Outstanding evidence that student has mastered the standards.	Strong evidence that student has mastered the standards.	Adequate evidence that student has mastered the standards.	Minimal evidence that student has mastered the standards.	Little to no evidence that student has mastered the standards.

**Project Lead the Way: 69% or below equates to a failing grade (F) a D grade is not given.*

Grading is conducted on a quarterly basis, with mid-quarter deficiency notices sent out to families of students with grades of C and below. Fall and Spring Semester grades are those reflected on student transcripts. Exiting students are given their current course grades as requested and recorded by our administration.

Content specific grading policies are articulated in the syllabi given to the students at the beginning of each school year.

PROGRESS REPORTS AND TRANSCRIPTS

Students must be proactive and monitor their academic progress on a frequent basis through the Aeries parent portal. Parents are also encouraged to monitor the student's academic progress via Aeries portal or to contact individual teachers for a report.

Higher Learning Academy is on a trimester system. HLA issues progress reports home in the middle of each trimester and report cards at the end of each trimester. At the end of Trimester 1 all scholars will receive a Student-Led Conference. At the end of Trimester 2, scholars who are struggling will have a Teacher-Led Conference. Report cards are sent home with scholars.

Futures High School issues Deficiency Notices for the students with unsatisfactory academic or citizenship progress in the middle of each quarter. Progress Reports

are issued in the middle of each semester for FHS. Official Report Cards are mailed to all students at the end of each semester. Teachers may contact parents at any time during the semester when a student's academic performance is less than satisfactory. Additional contact may be made when the counselor or teacher believes that a parent-student conference is needed.

Unofficial transcripts can be viewed at and printed from Aeries portal. Official transcripts can be requested at the registrar's office (Mrs. Svetlana Petracenco) or by phone 916-286-1902.

HOMEWORK

Homework that is developmentally appropriate, differentiated, and able to be done independently is an important part of the learning process. Students will continue their studies outside the classroom on content that is relevant and appropriately rigorous. Homework may take many forms, including reading, taking and/or organizing notes, writing essays or journals, or preparing for the next day (such as reviewing recent classroom material). In order to get work done properly, and on time, it is essential that every student has a regular time and place to study and read at home. Parents can request homework for their children who are going to be absent from school for more than three days by contacting the school office.

Homework requests for three days or more must be done a week in advance.

This allows office staff to work with teachers to get student work and credit it accordingly. Homework will be ready for parent pick-up at the main office on the second day following the request. It is the **student's responsibility** to find out what was missed during an absence and to complete the work on time. Missed work may be made up with one day extension for each day missed (number of days absent equals the number of days allowed for makeup).

INDEPENDENT STUDY/HOME INSTRUCTION: GCC POLICY:

Because HLA and FHS cares about your scholar and his/her educational progress, in the event that your scholar must be gone from school for an extended period of time (3-20 days), a Short Term Independent Study Contract is available. **Requests for independent study should be turned in to the office for the principal's signature two (2) weeks prior to the absence**, so that there is adequate time for the teacher(s) to prepare the necessary work assignments.

It is possible that requests submitted with less than ten (10) days notice will not be granted. Successfully completed Short Term Independent Study Contracts will not count against a scholar's attendance record. Completed work must be returned on the day the scholar returns to school.

ACADEMIC INTEGRITY

Cheating is not tolerated at Higher Learning Academy or Futures High School. Students who choose to cheat may expect a variety of consequences, including but not limited to loss of grade, loss of class, and loss of ability to participate in extracurricular activities.

Examples of cheating include, but are not limited to: copying from a neighbor during a test, using an electronic device to retrieve resources not permitted in a learning situation, copying homework done by a classmate.

CA STATE ASSESSMENTS

Each spring most students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) system. 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 11, students are also tested in science (CAST).

CA SCHOOL DASHBOARD

The California School Dashboard is a state run website that features easy to read reports on multiple measures of school success, including test scores, graduation rates, English learner progress, and attendance information. The dashboard is part of California's school accountability system. These dashboards support student learning and inform the public as to the progress of all California schools and students. Use this link to view dashboard for Higher Learning Academy:

<https://www.caschooldashboard.org/reports/34765050113878/2021> and this link for Futures High School:

<https://www.caschooldashboard.org/reports/34765050101832/2021>

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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

ELPAC – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Students in kindergarten through grade twelve, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at:

<https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf> If you have any questions about your child taking the ELPAC, please contact our school's office.

ENGLISH LEARNERS

Our school insures that English Learners (EL) have access to the full range of educational opportunities that we have to offer. We comply with all applicable federal laws in regard to services and the education of EL students, and re-classify

students as Fluent English Proficient when they have reached that level of language acquisition.

SECTION 504

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

THE STUDENT SUCCESS TEAM (SST)

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

SPECIAL EDUCATION

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

Eligibility for special education and service is predicated on extensive testing and consultation with the Special Education teacher, school psychologist and other special education personnel. HLA will conduct SSTs (see above) prior to initial special education testing to support identifying a least restrictive environment for our scholars.

STUDENT GOVERNMENT

Our Student Government at both HLA and FHS exists to support and advocate for the voices of our scholars to affect school change and improve the culture of the

campus. Student Government's mission is to empower the youth in participating in community events, academic success, and create a family-like environment at the RDP site. One primary goal is to make students' voices heard and to give students opportunities to be decision-makers. Another goal is to make sure the students' rights are protected and the responsibilities are abided, as high school students are a maturing youth and must understand that rights come with responsibilities.

SERVICE LEARNING

In addition to career preparation, we prepare students to be positive contributors within the community in which they live, attend school, and work. Futures requires students to complete a Service Learning project sometime during their academic career. The Service Learning project includes identification of a community need, developing a project to address the need, making academic connections between the project and the student's curriculum, implementation of the project, reflection on project processes, successes, and challenges, and presenting the process through a presentation that are included in the student's senior portfolio. HLA uses the service learning model in at least one IB unit each year.

WORK PERMITS

Students 14 through 17 years old are required by law to possess a work permit in order for them to be employed. The Superintendent or designee shall issue work permits only as allowed by law and only to the extent that outside employment does not significantly interfere with the student's school work. Work permits are issued by FHS counselors; work permits are a privilege of active and enrolled students. If a student withdraws or is dismissed from the program, the work permit will be pulled. In addition, if a student has not completed his/her assignments or is not making adequate progress toward completing assigned credits/courses, school administration will pull the work permit and inform the employer of the situation.

SCHOOL AND STUDENT SAFETY

VISITORS ON CAMPUS

All visitors are required to report to the office and sign the visitor's book when they arrive on campus. A guest badge will then be provided. **All visitors MUST wear a sticker identifying them as a school visitor.**

CLOSED CAMPUS

To ensure the health and safety of all of our students, both HLA and Futures High School maintains a "closed campus". This means that once students arrive at our school, they must not leave without permission.

Futures High School seniors are awarded a senior privilege; the school policy allows seniors who have a valid (excluding provisional) driver's license and proof of insurance to leave campus during lunch with written permission from parents and a school administrator. No passengers are allowed. Leaving campus is a privilege, and senior students must meet the following criteria to be eligible:

- *The student needs to be in good standing – both in behavior and academics. The student must maintain grades at C or higher and not have any out of school suspensions.*
- *Having 6 or more absences, **excessive early dismissals** (15 or more) **and/or excessive tardies** (6 or more) may result in revoking the privilege to leave campus during lunch time.*

The student must report to the office before leaving to sign out and sign in immediately after coming back. Students leaving campus or classrooms during the school day without approval will be deemed truant and, in addition to revoking the privilege of leaving campus during lunch, will be subject to disciplinary action.

Procedures:

The senior has to bring a note from parents stating:

I, (parent name) give my permission to (student name) to leave campus during lunch on (date) through (date).

Parent signature, date and a contact number for verification.

AREAS "OFF LIMITS" DURING THE SCHOOL DAY

1. Parking lots (students are not to go to their car during school time),
2. The front of the school,
3. Hallways of shared campuses,
4. Classroom/classroom areas (gym, fields, etc.) not a part of student's schedule,
5. Other unsupervised areas.



HALL PASSES

Students are expected to be in class during all class periods. Hall passes are given for emergencies only. An official school hall pass issued by a staff member must be

in the student's possession while in the halls during class time. **When the student is permitted to leave the class to go to the bathroom or to the office, he/she must sign in the class Restroom Log.**

HALLWAY LOCKERS

Students who have completed a Locker Use Agreement will be assigned a hallway locker. The Locker Use agreement can be found on the website or in the main office.

FHS PE LOCKERS- HIGH SCHOOL ONLY

The students will be issued a PE locker in the gym for day use only. Students are responsible for obtaining and keeping their own locks. Student's belongings are to be stored during PE only.

To prevent theft, the students need to keep their valuables locked when unattended. We encourage all students not to bring any valuable items to the school if possible. **The school does not take responsibility for the theft of personal items.**

CAFETERIA

Breakfast and lunch are served in the cafeteria each day. Students are expected to conduct themselves in an orderly manner when eating in the cafeteria. Students are expected to take care of their own trash. All food must be consumed in the cafeteria or designated areas. Students who participate in the supper program are to abide by the same cafeteria rules as during regular school hours.

MEDICATION AT SCHOOL

When it is necessary for a student to take medication, please administer the medication before or after school hours if at all possible. When this is not possible, a signed release form from the parent and the doctor must be received by the school office before any assistance can be given in the administration of the medication. An authorization form must be completed by the student's parent/guardian and doctor before the school can administer prescription medications. All prescription medications must be brought to school by the parent, in the original container with the prescription label attached. This form is available in the school office and on our website. The school does not supply any medication, including Tylenol, for students. All medication must be kept in the office in its original container. Students may not carry medication (inhaler, Epi-pen) unless a consent form signed by a parent and the physician allowing the medication to be carried is on file in the school office. Students may not provide any medication, including Tylenol, to other students.

Over-the-Counter Medications: The school cannot administer any over-the-counter medications. If a student needs an over-the-counter medication at school, the parent/guardian must come to the school to administer it. Possession of any non-prescription medication is prohibited on the school grounds, and is grounds for suspension/possible expulsion. Our school adheres to all stipulations and conditions of GCC board student policy 11-08.

IMMUNIZATIONS

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

HEAD LICE

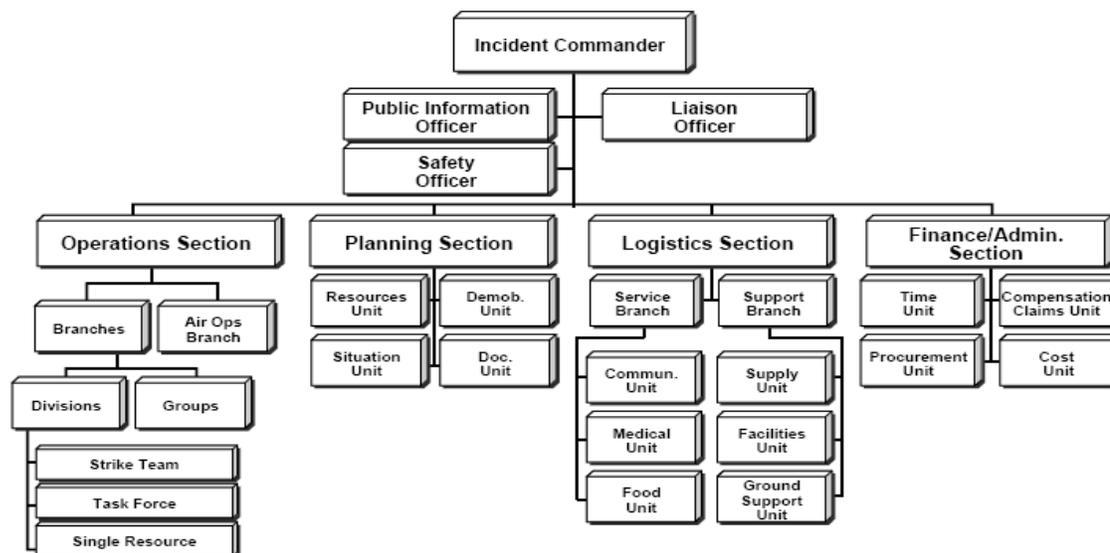
Parents need to contact the school if they find head lice on their child's head. The school will contact a parent or guardian if students are found to have live head lice. Students will be checked for head lice by the principal or designee upon return to school. If no live lice are found the child will be sent to class. No school-wide surveillance will be conducted for nits or lice. Gateway Community Charters Head Lice Board Policy 16-17 is available in the main office.

EMERGENCY PROCEDURES

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

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

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



SAFETY DRILLS

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

PARKING AND DRIVEWAY SAFETY

We need your help to keep the school and your students safe. It is imperative that families adhere to our parking safety rules. EVERY student's safety is important to us! At no time, should anyone drive fast or recklessly through the parking areas or surrounding streets. At no time should parents park their cars in a drop off zone. Parents must always park in a designated parking spot. The handicapped zone is reserved for those with handicap permits. Please be courteous and follow all safety guidelines at all times.

Students are only permitted to park in unlabeled spaces and must display a student parking pass, which is available from the main office. If a student parks in a "staff", "visitor" or other labeled space, their car may be towed at their expense and other disciplinary consequences may apply.

TOBACCO AND DRUG-FREE ZONE

Higher Learning Academy and Futures High School believes that the use of alcohol, tobacco or other drugs (including vaping) adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, all school facilities are tobacco, alcohol and drug free sites. The use of any tobacco, alcohol or drug paraphernalia is prohibited within any school property, facility, or vehicle.

Non-compliance with these rules will result in immediate suspension of the student and further disciplinary actions.

ADDITIONAL GCC BOARD POLICIES

The Rancho Del Paso (RDP) site (both Higher Learning Academy and Futures High School) adheres to the following GCC Board Policies. These policies are available in the main office upon request:

- In the case of student complaints, students should follow the GCC Student Complaint Procedures (GCC BP 08-08).
- To ensure safe and appropriate internet usage, RDP follows the GCC Internet Safety Policy (GCC BP 17-12).
- Although head lice are less common in high-school age students than elementary students, if head lice are detected, RDP will adhere to the GCC Head Lice Policy (GCC BP 16-17).
- To guide the holistic wellness of all students, RDP follows the GCC Local Wellness Policy (GCC BP 20-13), which includes guidelines for what's appropriate to bring from home for parties.

TEXTBOOKS, FINES AND RECORDS

Every student is responsible for the textbooks issued to him/her. In the event a book is lost or damaged, charges will be assessed, and the student will be billed in accordance with school guidelines. Replacement books, grades, report cards, and transcripts will be withheld until payment for lost or damaged textbooks, library books, instructional fees and other debts have been paid. When necessary, arrangements for a payment schedule can be accommodated through the Principal or main office. Students who fail to pay their debts to the school will not be issued transcripts, report cards, and/or diplomas.

WITHDRAWAL FROM SCHOOL

If it becomes necessary to withdraw a student from school, families must notify the registrar or attendance clerk in the school's office as soon as possible. Any lost books, materials fee, etc. must be paid for and teachers must complete a checkout form for each student.

The student withdrawing must attend a full class day on his/her last day.

Students are required to turn in materials to each class, and each teacher needs to fill in his/her portion and initial the form. This withdrawal form must be brought back to the registrar at the end of the day.

OVERVIEW OF THE EDUCATIONAL PROGRAMS AT HLA

Academic Program

HLA is a public charter school serving scholars in Transitional Kindergarten through 8th grade. HLA is a school of Gateway Community Charters and overseen by the GCC governing board and Superintendent/CEO. HLA challenges scholars with a rigorous, college preparatory curriculum. Both the elementary and middle school curricula align to Common Core State Standards and all other adopted state standards. Scholars learn 21st Century skills that are incorporated into the International Baccalaureate (IB) framework. HLA is seeking certification for both the primary and Middle Years Programs as an IB world school. We are proud to announce that on April 1st, 2019 our Primary Years Programme (PYP) received official candidate status and in the spring of 2020 our Middle Years Programme (MYP) received official candidate status. Additionally, HLA received our three year WASC accreditation in February 2020 and we have accreditation status through June 30, 2023.

Candidate
School



INTERNATIONAL BACCALAUREATE (IB)

At HLA, we believe that an International Baccalaureate (IB) education will enrich this culturally diverse community of Sacramento. **"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active,**

compassionate and lifelong learners who understand that other people, with their differences, can also be right." (Source: www.ibo.org/mission/)

IB has 10 Learner Profile Traits, which unites us all with a common focus on the scholar as a lifelong learner. IB applies to scholars, teachers, parents, and administrators, for we are all continually learning. **We believe scholars who embody the IB mission and learner profile will be successful in a 21st century global environment.**

The International Baccalaureate (IB) Programme offers education that develops the intellectual, personal, emotional, and social skills necessary to be competent and work in a globalizing world. There are four components to the IB program: Primary Years Programme (PYP) which focuses on Kindergarten through 5th grade; the Middle Years Programme (MYP) which focuses on grades 6-8; the Diploma Programme (DP) and the Career-related Programme (CP) which both focus on the high school grades. The IB Programme has a presence in countries throughout the world. There are IB World Schools around the globe and universities worldwide recognize the strength of scholars who were taught through the IB Programme.

Why I chose to be an IB school because the IB Programme has a reputation for high standards of teaching, pedagogical leadership and scholar achievement.



LEARNER PROFILE TRAITS

Inquirers: Student nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

Knowledgeable: Students explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad range of disciplines.

Thinkers: Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open Minded: Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: Students show empathy, compassion and respect towards the needs and

feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



TORING

Scholars in danger of failing core subjects (ELA and Math) will be placed in an intervention and/or tutoring program. Tutoring will be offered before and/or after school to teacher-referred scholars.

THE HLA AFTER SCHOOL PROGRAM

Registration & Attendance

To comply with State and Federal grant requirements the HLA After School Program will commence immediately upon the conclusion of the regular school day and operates a minimum of 15 hours per week and ends at 6:00 PM every school day. We pride ourselves in creating a safe, engaging, positive setting for our students. Priority registration goes to Free & Reduce Students, Foster Youth, and Homeless. However, there are other target groups and criteria that may vary depending on the need of the school site and their community.

Program Elements

The HLA After School Program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building. The HLA After School Program must consist of the two elements below, and the HLA After School Program leaders work closely with school site principals and staff to integrate both parts with the school's curriculum, instruction, and learning support activities.

1. An educational and literacy element must provide tutoring or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.

2. The educational enrichment element must offer an array of additional services, programs, and events that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to positive youth development strategies, recreation, and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation businesses; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities are to enhance the core curriculum. The HLA After School Program must be aligned with, and not be a repeat of the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building. The HLA After School Program must consist of the two elements below and the HLA After School Program leaders work closely with school site principals and staff to integrate both parts with the school's curriculum, instruction, and learning support activities.



Purpose and Objectives

The HLA After School Program intends to provide safe and educationally enriching alternatives for children and youth during non-school hours. The HLA After School Program is created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in grades TK-8. One of the goals of the program is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. The HLA After School Program provides students with academic and enrichment activities, and keeps children safely off the streets. The program also offers a wide variety of benefits to participating students including improved school attendance, English fluency, academic success, crime prevention, and social-emotional skill development.



ellow highlighted days on the below calendar represent our minimum day schedule.



Higher Learning Academy 2022-23 School Calendar



JUL '22 0

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

JAN '23 15

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

AUG '22 18

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		

Summer Success Sessions
July 11-July 29, 2022
June 5- June 23, 2023
Key Calendar Dates
Aug. 8 First Day of School
May 31 Last Day of School
Non Student Days
Aug. 4-5 Teacher in Service
Oct. 10 Teacher in Service
Jan. 9 Teacher in Service
Apr. 10 teacher in Service
Holidays/Recess
Sep. 5 Labor Day
Oct 7 - School Recess
Nov. 11 Veterans Day
Nov.21-25 Thanksgiving Break
Dec.26-Jan.6 Winter Break
Jan.16 MLK Jr. Holiday
Feb.20-24 Presidents Week
Apr. 3-7 Spring Break
May 29 Memorial Day

FEB '23 15

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			

SEP '22 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

MAR '23 23

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

OCT '22 19

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

100th Day = Jan 23, 2023

APR '23 14

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

NOV '22 16

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

End of Grading Periods
 Trimester 1 - Nov. 2 (60 Days)

MAY '23 22

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

11 Conferences- Nov 2-4
 Trimester 2 - Feb 27 (60 Days)
 12 Conferences- March 2-3



HIGHER LEARNING ACADEMY SCHOOL

Three – Way School Pledge

It is important that families and schools work together to help scholars achieve high academic standards. Through a balanced educational approach we can ensure success. The following are agreed upon roles and responsibilities for teachers, scholars and parents. Your signature signifies support of these actions.

Teacher's Pledge ~ I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Motivate my scholars to learn.
- Have high expectations and help every scholar to develop a love of learning.
- Communicate regularly with families about scholar progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework 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 scholar achieve the school's high academic standards.
- Respect the school, scholars, staff and families.
- Follow the Social Contract
- _____

Signature

Date

Family/Parent's Pledge ~ I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my scholar or encourage my scholar to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my scholar attends school dressed appropriately every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my scholar'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 scholar.
- Respect the school, staff, scholars, and families.

• _____

Signature Date

Scholar's 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, completed assignments and homework.
- Know and follow school and class 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 screen time and complete all homework, study and/or read every day after school.
- Respect my school, classmates, staff and families.
- Follow the Social Contract
- _____

Signature Date



THE FHS STUDENT

9TH GRADE MATH PLACEMENT POLICY

Futures takes a systematic approach to ensure that all incoming 9th graders receive a math placement that is appropriate to their needs. Counselors analyze a variety of criteria to identify an initial placement, then placements are adjusted in the first few days of school, if necessary. The school maintains communication with parents regarding students' placement throughout the process. The full math placement policy (GCC BP 13-17) is available in the main office upon request.

COUNSELING OFFICE

At Futures High School the Counseling Office offers support to students in their academic, career, personal, and social needs. This framework aligns with the National School Counseling Model for high schools. The Counseling Office works in collaboration with the staff, administration, teachers, parents, and students, and fosters academic, personal and emotional growth. Counselors are available during school hours and can be reached at (916) 286-1905 or at (916) 286-1945. If students want to meet with their counselor to discuss academic, personal, social, or career needs, they can request an appointment through a Counselor Meeting Request form that is available in the Library. An appointment is required, *except* in cases of emergency. Parents are encouraged to inquire about their student's progress, or discuss any other concerns that they have by scheduling an appointment with the counselor.

SCHEDULE CHANGE POLICY

Each student is placed in classes to best meet his/her needs. Schedule changes will only be performed during the first three days of school. Students are allowed **ONE** schedule change request per semester. If requesting a schedule change, the Schedule Change Request form needs to be received by the counselor by **August 12th** for fall semester and **January 6th** for spring semester at the end of the school day. The following are valid reasons to request a schedule change:

- student took the course in summer school (*transcript needs to be included with the Schedule Change Request form*)
- student earned a D or failed a required course and wants to repeat it
- an incomplete class schedule (fewer than six classes; only seniors with 180 credits may take five classes)
- scheduling error (i.e. 9th grader enrolled in 12th grade class, etc.)

Students will **not** be granted a schedule change for the following reasons:

- teacher preference
- period choice (e.g. "I want Chemistry second period")
- friends in a certain period

***** Please Note:** Schedule changes will be granted based on class availability.



DUAL COLLEGE CONCURRENT ENROLLMENT

Junior colleges offer concurrent enrollment opportunities that provide a safe and sustainable way to deliver a rigorous curriculum to High School students in 11th and 12th grades. Qualified students can earn college credit prior to high school graduation. After reviewing the course based on the board approved school eligibility criteria, the recommendation is submitted to the school registrar for course input. Students who partake in this opportunity are eligible to receive weighted GPA (honors) credit for the courses that meet the following criteria. Courses must:

- ❑ be academic and fit into the A-G subject area pattern
- ❑ be transferable to UC/CSU
- ❑ not be available through Futures H.S. regular program

Students who plan to petition for weighted GPA MUST PRE-APPROVE the course/s with a school counselor before registering!

To receive a weighted GPA, students must bring an official college transcript to a school counselor upon completion of the course. The counselor reviews the course based on the above mentioned criteria, and, if approved, submits it to the school registrar for grade input.

DUAL ENROLLMENT

Through Dual Enrollment Program, students have the unique opportunity to take a college course while attending Futures high school and receive college units while also fulfilling high school elective credits. Dual enrollment courses will boost GPA and are offered at no cost to students.

Requirements:

Student should have a GPA of 2.0 or better

Should be able to work independently



**Gateway Community Charters
Futures High School
2022-2023 Home/School Contract**

Our school philosophy as a quality public charter school is that families, students, and school staff should work in partnership to help each student reach his/her potential.

Futures High School agrees to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards. Support will be provided to assist students as needed.
- Use the Capturing Kids' Hearts process to ensure that students are learning in a positive classroom and school atmosphere.
- Promote life-long learning by creating self-managing groups.
- Offer parents opportunities to meet with teachers and counselors. Teachers will be available during fall and Spring Open House and during 9th grade review conferences with the counselor. Parents also may set up individual appointments with staff.
- Provide parents with frequent reports on their child's progress. Deficiency notes are provided to parents in the middle of each grading period, and report cards are sent by mail at the end of each quarter. Parents may also request progress reports from teachers at any time.
- Parents will be provided with up-to-date information on their scholar's progress. FHS provides parent access to Aeries parent portal to access scholar's information and grades.

- Provide parents reasonable access to staff. Parents and students will be given a course syllabus for each class which contains all contact information for each teacher. Contact information is also available at www.fhscharter.org
- Provide parents the opportunity to participate in the joint development of the RDP program through our multiple parent engagement methods (i.e. Parent Faculty Organization-PFO, School Site Council-SSC, District English Language Advisory Committee-DELAC, etc.)
- Provide information to parents of participating students in an understandable and uniform format, and, to the extent practicable, in the language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.



We, as parents, will support our child's learning by:

- Monitoring attendance.
- Regularly monitoring students' academic progress.

- Making sure that the homework is completed regularly and on time.
- Monitoring the amount of outside of school activities (i.e. television, internet, video games, etc.) my child participates in.
- Participating in shared decision making with school staff and other families for the benefit of students.
- Staying informed about my child's education and communication with the school by promptly reading all notices from the school either received by my child or by mail.
- Making every attempt to attend school functions including Open Houses, sporting events, parent workshops, awards nights, and other evening performances.
- Actively participating in school volunteer opportunities, when possible.
- Supporting the school's discipline and uniform dress code.
- Ensuring that my child gets adequate sleep, regular medical attention, and proper nutrition.



We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Believing that I can learn and will learn.
- Contributing to the positive school environment conducive to learning by making healthy choices for the body and mind.
- Providing input on the social contracts to ensure that I am heard and validated.

- Affirming my peers and accepting affirmations from others.
- Doing my homework every day and asking for help when I need it.
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Being responsible to be on time to class, well-rested, and ready to learn with essential tools.
- Abiding by the rules and procedures set forth in the Student Handbook and class social contracts.

We make a commitment to work together to carry out this agreement.

Please sign the ***Student Handbook Acknowledgement Form*** (given the first day of school) and return it to the office by Wednesday, August 17.



**Gateway Community Charters
Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their scholars' education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;

ALL GCC BOARD POLICIES ARE AVAILABLE IN THE FRONT OFFICE

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520