

# Contra Costa Christian High School Handbook



2017-2018

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## *Our Mission*

***CCCS is a distinctively Christian learning community, committed to academic excellence, preparing children of Christian families to live out their purpose as builders of God's Kingdom.***

## *Our Core Values*

- We are **distinctively Christian**. Our commitment to Jesus Christ in every area of our lives shapes every aspect of our teaching, our relationships, our philosophy, and our management. We teach our students to view their lives and their world from the viewpoint of the Bible.
- We are a **learning community**. Beyond our commitment to the highest academic standards, teachers and students engage relationally to discover God's world, and His children's purpose in that world. We bring the Bible to bear on all our activities so that students will grow in wisdom and discernment.
- **Academic excellence** is a strong commitment for us because this allows students to realize their God-given potential in all things and to be most effective as His servants in a complex world and culture. It is our goal that in this way God will be glorified.
- Our job, as parents' partners, is **preparing children**. Preparation is much more than just teaching. Through modeling, creation of leadership and service opportunities, and extracurricular activities, we enable students to grow in every aspect of their Christian faith and life.
- We serve **Christian families**. The task of preparing children for Christian service in this complex world cannot be completed alone by the school or by families – the partnership between the two, along with the local church, are critical to success.
- We prepare children to fulfill **His purpose** for them. Every man, woman, and child was created by God with a unique purpose. In the course of their education, it is our desire that students start to identify, prepare for, and live out that purpose.
- Children are designed by God as **builders of God's Kingdom**. We believe that “our world belongs to God” as Creator, Sustainer, and Redeemer of all of creation, humanity, and culture. God is building His Kingdom, the new Heaven and Earth, and chooses to use His children to do it. This is the highest calling any human being can have.

# *Expected Schoolwide Learning Results (ESLRs)*

**Contra Costa Christian Graduates will be able to integrate faith and practice from a Christian world-life view as they . . .**

**1. Grow in Their Faith by**

- having a Biblical view of God and being able to articulate their relationship to Him
- having a Biblical view of self and being able to recognize and utilize God-given gifts as builders of God's Kingdom
- understanding what it means to grow in grace

**2. Contribute to Their Community by**

- demonstrating appreciation, understanding, and stewardship of God's creation
- demonstrating in relationships the value and character that come from a Christ-centered life
- participating in society as godly citizens who love, respect, and serve others

**3. Think Critically in**

- demonstrating skills for logical and critical thinking applied to problem solving
- analyzing, interpreting, and evaluating experiences and information through a variety of media, with Biblical discernment
- establishing connections between disciplines and subjects

**4. Strive for Excellence through**

- demonstrating good scholastic work habits that include learning and studying skills to be utilized throughout life
- communicating effectively and responsibly with others
- discovering how God can be glorified through all aspects of human life and how they are uniquely gifted to serve in his Kingdom
- possessing a well-rounded knowledge base in many disciplines

# *Organization and Governance*

## **ACCREDITATION AND MEMBERSHIP**

CCCS operates under accreditation from the Western Association of Schools and Colleges (WASC).

CCCS is a member of Christian Schools International (CSI) and the Association of Christian Schools International (ACSI).

## **ASSOCIATION**

The Contra Costa Christian Schools Association is the governing body for CCCS, made up of parents and friends of the school. The non-profit association elects a Board of Directors to set direction for the school, oversee the Head of School and his administration, and support the mission and core values of CCCS.

## **2017-2018 BOARD OF DIRECTORS**

Eunice Greenland  
Melissa Lucia  
Marsha McDonagh  
Debbie Powell  
Eric Reenders  
Todd Smith  
Matt Terwilliger  
Mike Trejo  
Albert Wong

## **STAFF**

### Administration

Head of School – Chris Winters  
Academic Dean – Grant Padmos  
MS/HS Principal – David Sneller

### Administration Support

Finance and HR Administrator – Kerin Jensen  
Director of Community Relations – Ken Brown  
Development Support – Ann Lobo-Dykstra and Simone Smith  
Registrar/Office Manager – Judy Davies  
Office Support – Kara Johnston

### Staff Support

Athletic Director – Ken Brown  
Private Satellite Program (PSP) – Brenda Davis  
Maintenance – Bob Gartside  
Student Council – Tyler Smith & Mary Heath

## FACULTY AND STAFF DIRECTORY

<b>Employee</b>	<b>Position</b>	<b>Email</b>	<b>Extension</b>
Ken Brown	Athletic Director, Community Relations	<a href="mailto:kbrown@cccoss.org">kbrown@cccoss.org</a>	247
Janette Bissada	College Counselor	<a href="mailto:jbissada@cccoss.org">jbissada@cccoss.org</a>	257
Brandyn Coleman	Science, PE	<a href="mailto:bcoleman@cccoss.org">bcoleman@cccoss.org</a>	218
Judy Davies	Registrar/Office Manager	<a href="mailto:jdavies@cccoss.org">jdavies@cccoss.org</a>	204
Brenda Davis	PSP Coordinator	<a href="mailto:bdavis@cccoss.org">bdavis@cccoss.org</a>	256
Zach Diestler	Bible	<a href="mailto:zdiestler@cccoss.org">zdiestler@cccoss.org</a>	202
Jonathan Fry	Math	<a href="mailto:jfry@cccoss.org">jfry@cccoss.org</a>	233
Bob Gartside	Facilities	<a href="mailto:bgartside@cccoss.org">bgartside@cccoss.org</a>	217
Susan Gaudenzi	Social Studies, Yearbook	<a href="mailto:sgaudenzi@cccoss.org">sgaudenzi@cccoss.org</a>	273
Mary Heath	Spanish	<a href="mailto:mheath@cccoss.org">mheath@cccoss.org</a>	223
Allen Hester	ESL Support	<a href="mailto:ahester@cccoss.org">ahester@cccoss.org</a>	241
Kerin Jensen	Finance & HR Admin	<a href="mailto:kjensen@cccoss.org">kjensen@cccoss.org</a>	201
Kara Johnston	Office Assistant	<a href="mailto:kjohnston@cccoss.org">kjohnston@cccoss.org</a>	325
Ann Lobo	Development Support	<a href="mailto:alobo@cccoss.org">alobo@cccoss.org</a>	206
Colleen Martin	Music	<a href="mailto:cmartin@cccoss.org">cmartin@cccoss.org</a>	245
Tika Mejia	English, Yearbook	<a href="mailto:tmejia@cccoss.org">tmejia@cccoss.org</a>	227
Deb Mogianesi	Resource Coordinator	<a href="mailto:dmogianesi@cccoss.org">dmogianesi@cccoss.org</a>	278
Ivy Nelson	English	<a href="mailto:inelson@cccoss.org">inelson@cccoss.org</a>	239
Grant Padmos	Academic Dean, Math, Science	<a href="mailto:gpadmos@cccoss.org">gpadmos@cccoss.org</a>	242
Wendy Padmos	Math	<a href="mailto:wpadmos@cccoss.org">wpadmos@cccoss.org</a>	274
Simone Smith	Development Support	<a href="mailto:ssmith@cccoss.org">ssmith@cccoss.org</a>	206
Tyler Smith	Social Studies	<a href="mailto:tsmith@cccoss.org">tsmith@cccoss.org</a>	212
David Sneller	Principal	<a href="mailto:dsneller@cccoss.org">dsneller@cccoss.org</a>	236
Jeff Soliva	Science, Digital Art	<a href="mailto:jsoliva@cccoss.org">jsoliva@cccoss.org</a>	222
Erik Tom	IT Director	<a href="mailto:etom@cccoss.org">etom@cccoss.org</a>	228
Chris Winters	Head of School	<a href="mailto:cwinters@cccoss.org">cwinters@cccoss.org</a>	205



## *Head of School's Note*

Dear Students and Parents,

CCCS is a community of believers made up of students, staff, parents, and friends. Each member of the community has a role to play. Our school is dedicated to providing an excellent education from a Christian perspective so that students can come to understand their place in God's world. Staff members rely on the fellowship, support, and accountability of students and parents to do their job. Students are blessed with a professional faculty who seek to model Christ-like behavior in the community.

In order that our community functions with a unified spirit, common expectations and regulations are necessary. These expectations and guidelines are contained in this handbook. Please be familiar with its content so that you can do your part to be a positive member of the Contra Costa Christian Schools family.

I look forward to serving God with you at our school this year. Please join with me in praying for God's richest blessing as we strive to make our school a model of Christian education, preparing students for the future God has in store for them. May each student mature and grow in their faith this year!

In His service,

Chris Winters  
Head of School

# *General Information*

## **ABSENCE AND ATTENDANCE PROCEDURES**

Regular attendance is required of all students. It is important that students take every opportunity to be in class every day and to get as much as possible from each learning activity prepared for them; classroom instruction is valuable and difficult to replace. Learning to be present and prompt is an important part of life. CCCS is concerned with attendance also due to its numerous positive benefits, including better grades, favorable recommendations for colleges and employers, and an indication of the student's dependability as a young adult. Consider coming to school, studying hard, and making the most of the scholastic opportunities as the student's full-time job in the year ahead.

### School Hours

Classes begin at 8:00 a.m. and end at 3:05 p.m. Students should arrive no earlier than 7:30 a.m. Once a student is on campus, he or she may not leave until school is dismissed at 3:05 p.m. Students not participating in after-school activities should be off campus by 3:30 p.m.

### Bell Schedule

	Normal Day	Chapel Day	
1 <sup>st</sup> Period	8:00-8:55	8:00-8:49	
2 <sup>nd</sup> Period	9:00-9:50	8:53-9:38	
Break	9:50-10:05	9:38-9:48	
3 <sup>rd</sup> Period	10:05-10:55	9:48-10:33	
4 <sup>th</sup> Period	11:00-11:50	10:37-11:22	
Lunch	11:50-12:25	Lunch	11:26-11:59
		Chapel	12:04-12:37
5 <sup>th</sup> Period	12:25-1:15	12:42-1:27	
6 <sup>th</sup> Period	1:20-2:10	1:31-2:16	
7 <sup>th</sup> Period	2:15-3:05	2:20-3:05	

### Absence Definition

An absence occurs any time a student misses more than 15 minutes of an individual class. Students missing fewer than 15 minutes will be marked tardy.

### Notification

The parent must call the school at (925) 934-4964 or email Mrs. Johnston (Attendance Secretary) at [kjohnston@cccsc.org](mailto:kjohnston@cccsc.org) before 8:30 a.m. to report the student's name and reason for the absence. Absences must be properly excused according to school policy. Excuses recognized as valid for necessary and legal absences are as follows:

- Illness
- Imposed quarantine
- Medical or dental appointment (confirmation from the medical/dental office may be requested)
- Bereavement

### Excused Absence

An excused absence from school or classes is an absence for one of the reasons listed above **and for which a note has been presented or a call has been made to the office**. If the absence is known in advance, the student or parent should notify the school in advance.

- **Student Responsibility:** Upon returning to school after an absence, it is the student's responsibility to bring a written note from home or have the parent/guardian place a call to the office, if it was not communicated in advance. If the absence is to be excused, it must be done within one calendar week. The school reserves the right to accept or reject an excuse. An explanation for an absence is not necessarily an excuse for an absence. These absence excuses shall be retained on file in the school office during the school year. Students may still be required to turn in work digitally that was assigned in advance even if they have an excused absence.
- **Make-up assignments for excused absences:** Being absent is not an excuse for being unprepared. Students will be allowed to make up work missed, to take tests which were missed, and to submit an assignment which became due during the excused absence.
- **The time allowance for taking tests or turning in assignments shall be equal to the number of school days or number of class meetings missed due to the absence.** A teacher may extend the time allowance for making up work missed if the specific circumstances of the situation merit such action. **The responsibility for arranging make-up work and turning in assignments rests with the student.** A reduced grade or grade of zero may result if work is not in by the agreed upon date.

### Unexcused Absence

If a student is absent from any class or mandatory school activity without the express authorization of the school, it is unexcused. Work that is due during an unexcused absence, inclusive of assessments such as tests, may receive reduced or no credit. The teacher may, however, still require that the work be completed and handed in by the expected time.

### Permission to Leave During The Day

Requests for early dismissal from school are to be submitted to the office by 8 a.m. on the day of the request. This request may be a note or phone call from the parent. All such requests must include the reason for the request, and notes must bear the signature of the parent or guardian and the telephone number where parent or guardian may be reached. The office will issue a permission slip to leave class, which students should present to the appropriate teacher at the beginning of the period in which they are to leave. Before leaving campus, the student is to check-out through the office. Students waiting for a ride must do so in the office. It is recommended that medical, dental, and other appointments be scheduled after school. Students returning to campus must check in at the office.

### Skippping/Cutting class

Skippping class is a serious matter and will be dealt with appropriately (i.e., detention, suspension, loss of credit for assignments, etc.).

### School Activity

If a student misses a class because of a school activity such as a field trip or a sporting event, any homework due that day is to be submitted to the teacher the following day; otherwise the homework is late. It is the student's responsibility to find out what was done in class and any homework that was assigned. Homework is posted on RenWeb by 3:30 p.m. of each school day. Students who miss class while on a school activity may have as many days to make up work as they were excused.

### Participation in After-School Activities

Only students who have been in attendance for at least four class periods on a given day may attend or take part in any after school activity. This includes sporting activities, rehearsals, class parties, banquets, etc. Any exceptions must be prearranged with the administration.

### Request for Absence

Pre-excused absences for family vacations or other absences that are not listed as excused while school is in session are strongly discouraged by the school. California Education Code does not define family trips as a legal absence. Please keep in mind that we do provide ample holidays during the school year. However, a student may be excused for a vacation or trip, which is requested by the parent and previously approved by the school. **Parents must complete and submit the “Request for Absence” form (available in the office) at least five school days prior to the absence if the absence is not listed as excused; otherwise, it may be unexcused.** Students may not be allowed to make up homework/missed class assignments if their absence is unexcused. Students informing teachers of an upcoming absence is not sufficient. Such absences will be limited to a maximum of **five days per school year**. If students exceed the five days, they may not be allowed to make up any of the work and could receive a zero for any assigned work during their absence. Additionally, a student may be excused for a college or vocational visit(s) with verification (written or phone call) from the college or business. These college or vocational visits shall not exceed **two days** per school year. The school will not excuse absences taken during the last two weeks of class at the end of each semester.

### Maximum Amount of Absences

Each student may be absent (unexcused or excused) from school a maximum of fourteen days per class for each semester without loss of credit. Unused absences may not be transferred to another semester. Students who exceed the maximum number of absences in one semester for reasons that are beyond their control may appeal in writing to the Education Committee for a waiver on the penalty. When a student has been absent eight times, a letter will be sent to alert the parents. Should a fourteenth absence occur, a letter will be sent informing the parents that any additional absence will result in loss of credit for high school courses.

### Tardiness to School or Class

Being on time and being prepared for class are important. The intention of the tardy policy is to improve responsibility of students with tardiness patterns. **Please be sure to allow extra time for traffic delays or other unforeseen issues that may contribute to late arrivals.** If students are late to class because of an excused absence or if a teacher or the office has issued them an excused pass, they will not be marked tardy. Students are expected to be in their seats, prepared for class by the time the class is scheduled to start; otherwise, they may be marked tardy. Please be aware that teachers may have policies specific to their class. Students tardy by more than fifteen minutes will be considered absent for that period. **Any students arriving on campus after 8:00 a.m. but before 8:15 a.m. are to go to class where they will be marked tardy by the teacher. If after 8:15, the student is to report to the office for a student admittance pass. The student will be marked Absent Unexcused since more than fifteen minutes of class will have been missed.**

- After a fifth unexcused tardy, students will receive an emailed written warning.
- Eight tardies during a quarter will result in a detention served after school.
- At a tenth tardy, the student will serve an additional detention.
- An out of school suspension will be served by the student for a twelfth tardy and any additional tardies.
- **More than two suspensions per quarter may result in further consequences, such as suspension from school, academic penalties (counting habitual tardies as unexcused absences), or other administratively assigned punishments.**

## **ANNOUNCEMENTS & BULLETINS**

Morning announcements will be read each day to keep students informed. They will also be posted on the school’s website [www.cccss.org](http://www.cccss.org). A school-wide parent bulletin is emailed out each week.

## **CAFÉ/LUNCH**

The café is intended for high school student use during lunch and is a social center for students. Students are expected to display good manners, to assist in keeping the café clean by removing items from the table when finished, and clean the area where they eat. Students are not permitted to enter the kitchen area (in the MPR) without special permission. During the lunch hour, students are expected to remain in the designated lunch areas.

## **CHANGE OF ADDRESS**

Please notify the front office as soon as possible regarding any change in address, telephone number, or email address for a student or parent. This information is imperative for our financial, emergency, and health records.

## **CHAPELS**

All students attend chapel services as scheduled, typically Wednesdays. Prompt attendance is expected and required. All students should be respectful during chapel services.

## **CONFLICT RESOLUTION PROCEDURES**

During the course of the year, misunderstanding or problems can arise. This is often the result of lack of communication between those involved. CCCHS policy for dealing with these situations and complaints is consistent with the teachings found in scripture (Matthew 18):

- All questions, problems, or complaints should be brought up to the teacher first before anyone else is involved.
- If the situation is not cleared up at this level through direct contact, it should then be brought to the appropriate administrator.
- If the situation is not solved at the administration level, it should then be presented to the Head of School.
- If the situation is not solved at the Head of School level, it should then be presented in writing to the chair of the Education Committee of the Board for inclusion in the agenda for their regularly scheduled meeting.
- Finally, when all of the above steps have been taken without resolution, the problem will be submitted to the Board of Directors through written appeal from the Education Committee or the parent or the teacher. It will then be placed on the agenda of the entire Board of Directors at its regularly scheduled meeting.

## **DRIVING/PARKING PRIVILEGES**

Driving to and parking at school is a privilege for students. Students who abuse the privilege may have it taken away. As a courtesy to our neighbors, students must park in the parking lot. The parking lot and any street parking are considered to be off campus for the purpose of a closed campus policy. Once students have parked their cars in the parking lot upon arriving at school, their car becomes off limits for the remainder of the day as the parking lot is officially off campus. Any time a student is in the parking lot during the school day, he or she must have a written pass from a staff member or be accompanied by a teacher/staff person. Students are not to drive other students in personal vehicles for school-sponsored events unless special permission from parents and staff personnel has been received prior in order to verify appropriate insurance coverage.

## **LOCKERS**

Lockers are the property of the school and are provided for student books and personal belongings. Students are responsible for the lockers and locks assigned at the beginning of each year. The school is not responsible for missing money or lost articles. Personal belongings left on the ground around lockers after school hours will be taken to "lost and found." Students are advised to keep their lockers locked and not to share the locker or use a locker not assigned to them. Lockers are subject to search at any time by faculty and administration. Only school-issued locks are to be used. Inappropriate pictures or posters are not to be posted and may be removed. CCCS does not carry insurance on students' personal property. Therefore, safekeeping of personal property (cameras, musical instruments, laptops, etc.) at school is the responsibility of the student. The school will not replace lost items. Occasionally, the school has problems with vandalism; therefore, we ask that all lockers be locked at the end of each school day. If left unlocked, it may be secured by a custodian, teacher, or administrator. In the event of a lost lock, students must purchase a new lock from the office at a cost of \$10.00.

## **LOST AND FOUND**

The school is not responsible for any items lost or missing at school. All personal items should be labeled so they can be returned to the owner. A lost and found area will be set each year. Unlabeled or unclaimed items will be donated periodically to a charitable organization for distribution.

## **MULTIPURPOSE ROOM USAGE**

Generally speaking, use of the Multipurpose Room (MPR) is for special events. Special events in the MPR must go through an approval process with administration and then scheduled with the front office, so that all employees can see when the usage will happen. The MPR is not intended to be of use for students during lunch or breaks unless granted permission by staff personnel.

## **NON-TRADITIONAL STUDENT SITUATIONS**

Policies and routines at CCCS are predicated on the assumption of parent-school cooperation and shared parent-school authority. Therefore, particular policies are in effect for those who have altered ties with parent/guardian authority, or students whose particular home relationships vary from usual parent-child relationships. Students must reside with parent or guardian, or in a home approved by the parent or guardian. The school retains the right to deny continued enrollment to students whose living arrangements are, in the judgment of the school, detrimental to the school.

Students who become married, are parents, or are parents-to-be, must face new roles and responsibilities. Part of these new responsibilities would be to follow school policy and inform school personnel of the changed situation. The student may remain at CCCHS if permission is granted by administration with support of the school board.

## **ONLINE PARENT COMMUNICATION SYSTEM**

CCCS uses a student information system called RenWeb to manage student records, attendance, etc. Parents will be able to access their students' grades, homework assignments, and other information through RenWeb. Parents and students can login from [www.cccss.org](http://www.cccss.org) under Students & Staff.

## **PASSES AND CLOSED CAMPUS**

Students are expected to remain on campus from the time they arrive in the morning and must check-out in the office if leaving before the end of the day. Students must have a pass to leave a class, go to the parking lot, enter another classroom, visit the library, etc. A teacher can excuse a student only from his/her own class. Any time a student is out of a class, he/she should be able to produce a pass. Students who are not involved in after-school activities should leave campus after school hours. Teachers may ask students who are loitering after school to leave.

## **RESTROOMS**

Students are to respect the restrooms designated for high school student use. The designated high school restrooms are located between Room 16 and Room 17 in the high school area.

Students are encouraged to use the restroom facilities during their breaks and lunches. If students need to use the restrooms during class, students will need to follow classroom policy regarding leaving the classroom.

## **SCHEDULING**

Any special event that is not happening in the regular classroom schedule must be scheduled through an approval process with administration and scheduled by the front office. This process includes staff, students, parents, and anyone who uses the facilities or organizes a special event outside of the regular classroom routine. The main calendar is officially kept and maintained by the front office.

## **SCHOOL TRADITIONS**

Colors -----Maroon, Gold, White  
Motto----- Preparing the Next Generation  
Nickname-----Cougars  
Sports Slogan-----Cougar Pride

## **SOCIAL ACTIVITIES**

All social activities sponsored/controlled/governed by the school will be subject to the school guidelines and expectations laid out in the handbook. Social activities are considered extra-curricular; therefore, any student who is considered to be academically ineligible, may not be permitted to participate.

### School Dances

The school, in conjunction with the student council, sponsors several dances each year. The following rules are enforced for all school dances:

- All school rules apply. Special arrangements or decisions might be made for specific dances and will be properly communicated prior to the event through the proper channels. For formal dances, female student dress code is altered to include the following: backless, strapless dresses are acceptable granted that there is nothing inappropriately visible or revealing.
- If the dance is held at an alternate location, this alternate location will be treated the same as the school campus, and the same expectations will apply.
- The school holds responsibility of the students who come to the dance; however, if the student leaves the dance (at any time), the student is no longer under the supervision/responsibility of the school, and thus becomes the responsibility of the parent/guardian.
- If a student would like to invite a guest who does not attend CCCS, the student must fill out a guest activity request form and turn it in to the Principal prior to the event. Guest Activity Request Forms can be found in the front office.

### Senior Lunch

Once per week (the day decided by administration), academically eligible seniors will have the privilege of enjoying an off-campus lunch if they would like. The following rules will apply and will be communicated and enforced to those participating:

- Students must have parents/guardians sign a standing permission slip at the beginning of the school year allowing them to participate. Senior Lunch Permission slips will be on RenWeb.
- All school rules apply during senior lunch.
- Students must be on time to their 5<sup>th</sup> period class, or their privilege is revoked.

## **VISITORS**

No guests or visitors, except those on school business or prearranged student visits, will be permitted on campus during the hours of 8:00 a.m. to 3:05 p.m. All visitors must report to the office for authorization to be on campus. Unauthorized visitors may be charged with trespassing. We encourage students to bring prospective students to school. If a student wishes to bring a guest to class, the visit must be cleared through the office at least one day prior to the anticipated date. This is intended as a benefit for potential students and is not intended for social purposes.

## **WITHDRAWAL FROM SCHOOL PROCEDURES**

The following procedure must be followed in order for proper withdrawal to happen:

1. An official withdrawal letter in writing addressed to the Principal
2. A withdrawal letter will prompt the school to contact the withdrawing student's family about returning all books, locks, and anything else that belongs to the school
3. If the student is re-locating to another school, contact will be made (usually initiated by the new school) with regards to transcripts, cumulative records, and other student documents.
4. The school will follow the policies laid out in the student contract regarding early withdrawal penalties.

# *Student Discipline*

## **DISCIPLINE PRINCIPLES**

The school administration and faculty are responsible for maintaining discipline and a climate for excellent instruction in our school. The CCCS discipline process is designed to:

- Foster a love for and obedience to biblical instruction.
- Teach accountability for one's actions.
- Reinforce responsibility to community.
- Promote repentance, reconciliation, and restoration.

The following are examples of possible behavior violations that would lead to disciplinary referral:

- Cheating
- Forgery of parental signature
- Defiance of teacher / Disrespect to authority
- Damaging school property
- Hitting or other inappropriate contact
- Bullying or harassment of other students
- Inappropriate use of technology
- Violence or threats of violence

Teachers and/or administrators will initiate the following responses and document any repeated patterns or serious violations on the RenWeb behavior report.

- Student reflection on behavior
- Discussion with the student about behavior
- Parent contact
- Assign detention
- Referral to the office with a behavior report
- Request meeting with parents
- In-school or out-of-school suspensions
- Behavior plan
- Contact local authorities

## **EXPULSION**

In cases when consequences such as behavior plans and suspensions have not resulted in improved student behavior or when a student's behavior warrants immediate and serious consequences, the school administration team may choose to expel a student. Students and parents have the right to appeal the decision to the Board of Directors.

By policy, disciplinary consequences are not publicized. We encourage students and parents to honor the privacy of students that are in the disciplinary process, rather than engaging in speculation. Any consequences will be communicated directly with each child's guardians. Parents agree to cooperate with CCCS in the discipline of their students.

## **ALCOHOL, DRUGS AND TOBACCO**

Any students participating in the usage of or in connection with illegal/underage drugs or alcohol may be subject to disciplinary action. Possible disciplinary consequences include suspension and/or expulsion. The CCCS campus has been designated a smoke and drug free zone. We ask that all students (even when of age), parents, and visitors respect this while on our campus, in the immediate school area, and at school functions.

## **ELECTRONIC DEVICES**

Students are not allowed to use electronic devices such as cell phones, iPods, video games, cameras, laptops, etc. during the school day without teacher permission. Students who bring electronic devices to campus must keep them turned off and out of sight, assuring that any use during school hours supports their learning and abides by our technology use policy, regardless of whether or not they are connected to our network. With teacher permission,



students may listen to music during study hall and other specific times, but not at any other time. Earbuds and headphones may not be used or worn in the halls including between classes, during breaks, and lunch. If electronic devices interfere with the learning environment or are used inappropriately, they may be confiscated at the discretion of the teacher. The student will be able to obtain the device at the end of the school day from the administrative office, and additional consequences may be given. Repeated offenses may result in additional consequences, such as confiscation of the phone overnight, as determined by the administration. If there is an emergency and parents/guardians must contact their child, they should call the office, and the receptionist will notify the student.

## **FOOD AND DRINK**

Food is to be eaten only during break and lunch. Eating or drinking (including gum chewing) in class is inappropriate unless approved by the teacher for a special occasion.

## **HARASSMENT AND LANGUAGE**

Swearing, cursing, vulgar language, mocking, taunting, or any form of verbal harassment is not permitted. Harassment in the form of racial or ethnic slurs, discrimination, hazing, intimidation of others, or hateful acts/remarks and all other verbal or physical conduct of a racial, ethnic, or otherwise offensive nature will result in disciplinary action.

Sexual harassment is not tolerated and will be dealt with appropriately by administration. Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments
- Visual conduct such as derogatory and/or sexually-oriented poster, photography, cartoons, drawings, or gestures
- Physical conduct such as assault, unwanted touching, or blocking normal movement
- Threats and demands to submit to sexual requests
- Retaliation for having reported or threatened to report harassment

## **PROHIBITED ITEMS**

Items that can detract from the academic environment (water pistols, skateboards, rollerblades, water balloons, lighters, radios, etc.) are not to be brought to school. Any exception to this must be cleared through the administration.

## **PUBLIC DISPLAYS OF AFFECTION**

Showing love and care for others is encouraged at CCC. However, those who are “in love” need to restrain their intimacy. The CCC facility and grounds are a public place, and most intimate postures involving couples make others uncomfortable and are out of place in public.

## **STUDENT DRESS**

Our desire should be to bring honor to Jesus Christ in all we do. We understand that God looks at the heart even when we tend to look at outward appearances. Excessive emphasis on clothes can imply that what ultimately matters is outward appearance or can lean toward a legalistic brand of Christianity. To an extent, how we dress reflects our attitude toward ourselves, our school, and our God. The following guidelines can help us hold a positive balance:

### **All students:**

- Since our community includes families from a variety of churches, ethnic backgrounds and traditions, be sensitive to the others perspectives about clothes and grooming.
- Select clothing which is contemporary but modest, avoiding appearances and extremes that might detract from the learning environment. Your dress should be appropriate, tasteful, and practical for the school setting.
- Clothing must be free of any inappropriate or offensive slogans, messages, signs, or symbols, as determined by the school.

- Use good sense about personal hygiene, grooming, and cleanliness, for the sake of yourself and others.
- Hair should be neat and out of the eyes. Students should not have an unnatural hair color or extreme style that calls undue attention to oneself.
- Footwear should be safe and practical (no flip flops or slippers).
- Hats, hoods, sunglasses, and other head coverings may not be worn in class, chapel, or assemblies.
- Students are permitted to wear earrings/piercings in the ears and nose only. The nose piercing may have a modest stud in one side only.
- For certain occasions, (PE classes, field trips, musical programs, retreats, etc.), more casual or more formal clothing might be appropriate.

**Female Students:**

- Acceptable bottoms include pants, jeans, skirts/dresses, and shorts. These should be secured properly at the waist so as not to expose undergarments. The bottoms should not display holes, tears, or excessive fraying. Pajamas, bottoms with wording on the backside, and other bottoms immodest in length (no more than six inches above the knee) or tightness (including leggings and yoga pants, unless under a skirt or dress) are not acceptable.
- Acceptable tops include shirts, blouses, and dresses. Any of these become inappropriate if off the shoulder, fail to conceal appropriate (and required) undergarments and the straps, expose cleavage, or hold suggestively tight. Tank tops and camisoles may be worn if covered by another shirt.

**Male Students:**

- Acceptable bottoms include pants, jeans, and shorts. These should be secured properly at the waist so as not to expose undergarments. The bottoms should not display holes, tears, or excessive fraying. Pajamas, bottoms with wording on the backside, or other bottoms immodest in length or tightness are not acceptable.
- Acceptable tops have sleeves. They are also free of holes.

Changing styles, body types, and opinions make it difficult to enforce any dress code. The school has the responsibility to make decisions on what is appropriate. This dress code applies to school functions as well, unless specific instructions are given. A student that violates the code may be asked to change into clothes brought from home, issued an alternative wardrobe by the school, or asked to leave campus. Attitude, lack of cooperation, and recurring problems could prompt more serious consequences.

**THEFT**

Theft of personal property in and around the school campus is contrary to biblical principles and is a violation of civil law. Theft will be dealt with by the administration in an appropriate manner, which may include suspension, expulsion, and/or police involvement.

**WEAPONS**

Students who possess or claim to possess, use, threaten to use, or display a weapon while at school, or at a school event shall be subject to discipline up to and including expulsion and involvement of civil authorities. Possession includes, but is not limited to, having a weapon on school property or at a school-sponsored event. This includes:

- On the student's person or property (backpack, clothing, purse, etc.)
- In a space assigned to the student (locker, desk, table, closet, etc.)
- In a hidden place available to the student

Weapons include, but are not limited to, the following and any facsimiles of them:

- firearms
- an air gun, BB, or any gun designed to discharge a projectile, sling shot, or similar devices
- any knife
- a stun gun
- any explosive device including fireworks
- any martial arts weapons such as stars, nunchaku, etc.
- pepper spray and mace

# *General Academic Information*

## **ACADEMIC PROBATION & INELIGIBILITY**

Students earning less than a C- average or holding two F's (below 60%) in any classes on their quarter report card will be placed on academic probation for the following quarter. In addition to this, during the first quarter, probation will be determined by the grades given on progress reports. Students will remain on academic probation until their quarter grades are at or above a C- average and no more than two F's. Students whose fourth quarter grades from the previous year did not meet the C- average or two F's standard will be on academic probation in the fall. This applies to returning, incoming, and transfer students. A conference with parents, administration, and the appropriate teachers will be held for students whose grades do not meet the above standard for two consecutive quarters. A student who does not meet the standard for four consecutive quarters (no progress report grades will be considered) may be recommended by the administration to the school board for dismissal. Parents may request to be present at the board meeting in order to petition the board as to why the student should remain enrolled.

Students on academic probation are ineligible to participate in school-sponsored programs such as athletics, student council, etc. Participation includes, but is not limited to, such things as meetings, games, trips, and practices. After the first week of ineligibility, and with the consent of the parents, a student may appeal to the administration for conditional eligibility. Such eligibility will generally be granted provided the student submits weekly progress reports signed by all his/her teachers to the academic dean or principal, indicating that the student is caught up in all classes. If a student falls behind in any class during this conditional period, he or she will return to ineligibility for a minimum of one week. The administration may deny conditional eligibility to any student for whom, in its judgment, the benefits of extracurricular participation do not outweigh the cost of time lost for academics. Students who are removed from academic probation will become fully eligible to participate in extracurricular activities. Any student who is ineligible or on conditional eligibility and fails to meet the C- average/or two F standard at the next grading period will be automatically ineligible during the next quarter and may not apply for conditional eligibility. Students put on academic probation as a result of first quarter progress reports may remain on conditional eligibility until the end of the second quarter (provided they are meeting the requirements of conditional eligibility). In addition to the academic probation policy stated above, administration may restrict participation in, and attendance of, any school activity based on poor academic performance.

## **AWARDS**

### CSF

The school sponsors the California Scholarship Federation (CSF) membership drive after each semester. Students qualify for membership through a combination of the academic rigor of classes taken and the grades earned in those classes. Instructions for applications are communicated appropriately.

### Honors Convocation

Student achievement is recognized each spring at Honors Convocation. At this ceremony, the recipients of a variety of awards and honors are announced. Qualifying students are honored for membership in CSF. Members of the Executive Student Council are congratulated for their service, the winners of the Senior Athlete award are recognized, and the Seniors receiving scholarships and awards from colleges and other institutions are commended. Also announced at Honors Convocation is the recipient of the Kanon award, the highest honor given by the school. The winner of the award is chosen by the teachers and given to the student who best embodies the characteristics the school seeks to develop as defined in the school's Expected School-wide Learning Results. Departmental awards are given to Seniors chosen using the following criteria: strong academic record in the department based on number of courses taken and performance, enthusiasm and passion for the subject, and Christian testimony that represents the school well.

### Valedictorian and Salutatorian

These awards are given to the students with the highest and second highest GPAs, respectively. These GPAs are calculated using the grades through the Fall semester of the senior year. Classes with honors designation will be

weighted accordingly. Students must have attended CCCHS full-time, on-campus for their junior and senior years in order to qualify for these awards.

## **CLASS LOAD REQUIREMENTS**

Full-time students must take a minimum of 25 credits per semester

## **COLLEGE ENTRANCE INFORMATION**

CCCHS offers a curriculum that allows students to take courses that will satisfy the entrance requirements of nearly every college and university. CCCHS graduates are regularly accepted into top-ranked public and private institutions. Each college and university has its own set of admissions requirements, and most require additional coursework beyond the basic courses required CCCHS graduation. Students should investigate the specific requirements of the colleges to which they intend to apply. The UC/CSU systems have specific requirements listed below which are typical of many other institutions:

### **UC/CSU Required "A-G" Subject Category Courses**

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**A – History/Social Science – 2 YEARS REQUIRED**

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**B – English – 4 YEARS REQUIRED**

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**C – Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED**

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**D – Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

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**E – Language Other than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

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**F – Visual and Performing Arts (VPA) – 1 YEAR REQUIRED**

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**G – College Preparatory Electives – 1 YEAR REQUIRED**

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Semester grades must be C- or better to qualify for UC/CSU admissions.

CCCHS has a **counseling department** that advises students for college. The following is what the counseling department publishes to help students prepare for college:

- I. Evaluating yourself
  - A. Where have you been, and where are you now? Consider your talents, accomplishments, developments, spiritually, struggles, and interests.
  - B. Where are you going educationally, socially, spiritually in the next 3, 5, and 10 years?
  - C. What steps are you taking?
    1. Is it a workable plan? Can you realistically do it?
    2. Will it assist you in getting where you want to be? (Are there better plans?)
  - D. The role of this office is to assist you in answering these questions
- II. Having a vision
  - A. Not having a vision will result in little or no drive and little or no accomplishments.
  - B. Having a vision of where you will be and what you hope to become will help provide:
    1. Direction (a goal)
    2. Motivation (determination)
- III. Options that Glorify God
  - A. Technical or Vocational Training
  - B. Armed Services
  - C. Full-time Work
  - D. College
  - E. College and Work (each part time)
  - F. A year of volunteer service
- IV. The College Track

- A. Assumptions about college
    - 1. Extremely formative in what you will do and believe (cannot be overstated)
      - a) ideas are explored
      - b) friendships are developed
      - c) experiences are interpreted
    - 2. A worldview is adopted (self-consciously or not)
      - a) Who or what will interpret reality and a specific field?
      - b) How does Christ impact this, if at all?
      - c) What is the case for Christian colleges similar to this school?
    - 3. It is pivotal in your spiritual, academic, and personal growth.
    - 4. Education is paramount.
    - 5. Generally, finances should not be the deciding factor.
    - 6. Generally, location should not be the deciding factor.
    - 7. The easiest way may not be the best way.
  - B. Finding the Right College requires knowing yourself (strengths and weaknesses).
- V. Questions about the College:
- A. Location: How imperative is it that you are close to home? Is it necessary? Is it worth it?
  - B. School environment: Do you like the overall school environment and core classes? Remember, if you change your major [75% do], you will probably still be at the same school.
  - C. Programs: Are you sure about the major? How much choice do you feel you need? Is grad school a forgone conclusion?
  - D. Philosophy of the school: Do you like it? Is it what you believe? Can you deal with the difference? How is it expressed in the required classes?
  - E. Reputation: Do you need/want it? Is grad school or top job placement important to you?
  - F. Academics: Is it challenging, comprehensive, and Biblical? Are overseas studies offered? Are the classes small? Do professors teach all classes?
  - G. Campus life: Is it a commuter school? Is it spiritually uplifting? Are there many campus activities? Is it near a good church?
  - H. Finances: Is it really too much? What is the difference in the sticker price and the price you will actually pay? Is the educational experience worth it?
- VI. Selecting and Getting into the School
- A. Take all required college entrance exams on time. Prepare for them!
  - B. Screen for schools that seemingly match your desires. You should include every school you would like to attend. Realize that getting into a school is 70% scores and grades and 30% desire. Go after your goal tenaciously.
  - C. Of those schools, keep your #1 school (maybe #2 as well) and screen the rest for a realistic acceptance requirement/score for your situation. The top 2 or 3 of this group, if different than your top two, should be the schools to which you apply. Do not be afraid to shoot high.
  - D. If you have a remote, but possible, opportunity of getting into your #1 choice, you need to communicate with the admissions office and the academic dean (and whoever else makes acceptance decisions) in writing and in person. You are proving your interest and convincing them you are the kind of student they desire, even if your scores and/or grades do not reflect it. You will be surprised how a person behind the scores helps.
  - E. Complete all required documents early. Do not be late!
  - F. Completely fill out all financial aid forms, including the FAFSA by required date.
  - G. Wait for the financial aid package before making a negative decision due to price.
  - H. Follow up with the schools, particularly your #1 and #2 choice.

## COLLEGE ENTRANCE EXAMS

### SAT I Reasoning Test

The SAT Reasoning Test is a measure of the critical thinking skills you will need for academic success in college. The SAT assesses how well you analyze and solve problems/skills you learned in school that you'll need in college. The SAT is typically taken by high school juniors and seniors.

### SAT II Subject Tests

Subject Tests (formerly SAT II: Subject Tests) are designed to measure your knowledge and skills in particular subject areas, as well as your ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and foreign languages. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year. Many colleges use the Subject Tests for admission, for course placement, and to advise students about course selection. Used in combination with other background information (your high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of your academic achievement and are a good predictor of future performance. Some colleges specify the Subject Tests they require for admission or placement; others allow applicants to choose which tests to take.

### PSAT

The PSAT is a practice test for the SAT. CCCHS administers this test to all Juniors and Sophomores during the school day in October, free of charge.

## **CCCHS GRADUATION REQUIREMENTS**

Most classes are worth 5 credits per semester. Students are required to have 230 credits to graduate and be in attendance for eight semesters. These credits must include all of the following:

<b>Math</b>	2 years including Algebra I & Geometry (3 years recommended for college)
<b>Science</b>	Biology AND a physical science (Conceptual Physics, Chemistry, or AP Physics 1)
<b>English</b>	English 9, 10, 11, & 12
<b>Social Science</b>	3 years (World History, US History, Government/Economics)
<b>Foreign Language</b>	2 years (of the same language)
<b>Fine Arts</b>	1 semester of Music AND 1 semester of Art or Drama
<b>Physical Education</b>	3 semesters (credit can be earned through participation in CCCHS athletics: 1/2 semester credit for each sport in which you participate. Students may earn a maximum of 10 credits through sports participation)
<b>Health</b>	1 semester
<b>Religion</b>	1 semester per year. Freshmen and Sophomores take New Testament and Old Testament, which are offered in alternating years.

During the school career of an enrolled student, a maximum of 20 credits will be accepted from another school (unless the student has transferred from that school). These twenty credits must be in course work not taught at CCCHS and will be received as elective credits, not as department course requirements. A student may seek an exception to this policy in order to make up courses failed at CCCHS, or take courses not taken due to scheduling conflicts, etc., by submitting a request to the academic dean for approval.

Each student may register for a maximum of one study hall per semester.

During the senior year, a maximum of one period of parent-approved release may be taken each semester; this must be either the first or last period of the day and dependant on class schedule.

A student lacking more than ten credits towards receiving a diploma may not participate in graduation ceremonies.

## TYPICAL COLLEGE PREPARATORY PLAN

Although your schedule will depend upon your future goals, a student looking toward admission at a four-year college might take the following courses:

Freshmen	Sophomores	Juniors	Seniors
Math	Math	Math or Elective	Math or Elective
Conceptual Physics	Biology	Physics or Chemistry	Chemistry or Anatomy & Physiology
English 9	English 10	English 11	English 12
1 <sup>st</sup> -year Foreign Language	2 <sup>nd</sup> -year Foreign Language	3 <sup>rd</sup> -year Foreign Language/Elective	4 <sup>th</sup> -year Foreign Language/Elective
World History*	AP European Hist/Elect	US History / AP US History	Government/Economics
PE*/Health*	PE*	Fine Art/Elective	Fine Art/College & Car.*
Religion*/Elective	Religion*/Elective	Religion*/Elective	Religion*/Elective

\*One-semester course

## CREDIT HOURS

Every full year class gets divided into 2 semesters, and each completed semester counts as 5 credits on the transcript. A credit hour is defined as 40-60 minute class instruction per day, with a minimum of 16 weeks. Each one of our classes exceeds this requirement.

230 hours is the minimum requirement for graduation.

A D- grade or higher must be obtained to receive the 5 credits for the semester. Students must retake any failed class that has graduation expectation or is a prerequisite for another class.

## DROPPING A CLASS

Prior to six weeks into the semester, students may drop a class without penalty, i.e., failing grade, for an acceptable reason. This decision can be made by the Academic Dean or Principal. After six weeks, students may drop a course for an acceptable reason with penalty, i.e., failure for the semester. In addition, it is possible for the administration to drop a student with a failure for disciplinary reasons. On rare occasions, a student can appeal the penalty applied after six weeks. There must be clear and extenuating circumstances when this occurs. Acceptable reasons include, but are not limited to the following:

- Weak basic skills which make it impossible for the student to pass.
- Verified health, emotional, or psychological problems.
- Changes in schedule necessitated by priority course changes.

## EXAMS

At the end of each semester, there is an exam week. The following are exam guidelines and expectations. Since final exams count no more than 20% of the semester grade, students should study accordingly. Students are required to be on campus only during periods when they are scheduled to take an exam. Students who are on campus, but do not have an exam, must be in the designated study hall. Students may not go to their lockers or hang out anywhere on campus or the parking lot during exams. Students must remain in the classroom for the full 120 minutes and should bring something to class to read or work on if they finish the exam early. Students should arrange for a ride home when their scheduled exams are completed each day. The purpose of having half-days during exams is to allow sufficient time for students to prepare for their finals. It is not meant to be recreational time for students. Parents, please encourage your student to use this extra time to study.

## EIGHTH SEMESTER EXAM EXEMPTION

An eighth-semester senior will be considered exempt from the final exam in a class if all of the following criteria apply:

1. With all work completed except for the final exam, a student must have earned a final semester grade of "B-" or higher in the class from which the eighth semester exam will be exempted.

2. The student has not received any detentions due to tardies during the eighth semester.
3. The student has not accumulated more than five absences in that class for any reason during the semester. School sponsored events do not count in this total.
4. The student has not served more than one detention for behavior related issues. The student must not have been suspended for behavior related issues.
5. If a student is declared exempt from an exam, it is the student's choice whether or not to take the exam. The teacher must be notified the last day of class if the student intends to take the exam.
6. All of the above criteria must be met by the final day of regular classes during the eighth semester.

### **GRADE POINT AVERAGE - GPA**

Grade point is the value that corresponds to each semester grade. The Grade Point Average (GPA) is dependent on credit hours.

Grades are assigned according to the following scale:

Percentage	Letter Grade	Grade Point
93-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.0
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.0
60-62	D-	0.67
Below 60	F	0.0

All Honors and AP classes receive an additional point for each grade

Percentage	Letter Grade	AP & Honors Grade Point
93-100	A	5.0
90-92	A-	4.67
87-89	B+	4.33
83-86	B	4.0
80-82	B-	3.67
77-79	C+	3.33
73-76	C	3.0
70-72	C-	2.67
Below 70		No extra grade point

### **HOMEWORK POLICY**

The purpose of homework is to increase students' understanding of the course content. Homework may be given in advance of a lesson to maximize learning opportunities or it may be assigned after a lesson so students practice a skill or work further with course content. Homework also helps develop intellectual discipline, establish good study habits, and serve as a link between home and school. Homework may also be used to close achievement gaps between students. Numerous studies have shown that students who do their homework regularly perform better on standardized tests. Although the amount of time spent on homework is easily measured, using time as the only



barometer for success can be deceptive. Student should anticipate roughly 30 minutes of homework per class each night for a total of 2 to 3 hours. Many students may choose to include a study hall as a part of his/her schedule which, when used wisely, can cut down on the amount of homework per night.

## **LIBRARY**

Each student must have an account with his or her local library, primarily for the sake of access to academic databases for any projects involving research of scholarly sources.

## **INCOMPLETE GRADES**

Occasionally, it is necessary to temporarily assign an “Incomplete” (I) for a grading period. The incomplete work must be made up within two weeks after report cards are issued. An incomplete which is not made up becomes a failing grade for that grading period.

## **INTERSESSION REQUIREMENTS AND EXPECTATIONS**

Intersession is a special week-long course that is taught during the week after Fall Semester exams and before Spring Semester. Teachers lead courses in a topic of their choice, often different than the subject they usually teach, and students have the opportunity to choose which class they take. Classes typically meet for 4 -5 hours per day, and students receive 2.5 elective credits for the week. Many of the classes are held on-campus, some take field trips, and some spend the whole week out of state. The cost for these classes varies widely from free to upwards of \$800.

Students are required to take an Intersession class each year. Registration for Intersession classes occurs during the Fall Semester. Students are permitted to use the Intersession week of the Junior or Senior year (not both) to visit colleges. Students will not be given credit, and an itinerary must be submitted and approved to the Intersession coordinator ahead of time.

## **PARENT/TEACHER CONFERENCES**

Each school year after the first quarter, the school takes a day off regularly scheduled classes to hold official parent/teacher conferences with the parents. The details of this day(s) are communicated ahead of time so that meeting schedules can be arranged.

## **PLAGIARISM OR ACADEMIC CHEATING**

Plagiarism means any act of using, without acknowledgment, the ideas, writings, or inventions of another, either word-for-word or in substance, and representing them as one’s own, e.g., failure to use quotations marks, footnotes, or bibliography to indicate material used directly or substantially from other sources in written or oral reports. This definition would also apply to themes, poems, musical compositions, research reports, or to any other work done in preparation for school assignments. Students who plagiarize will receive an F for the assignment and/or test. In the most serious cases, plagiarism may result in the student failing the class.

Academic cheating means the attempt to obtain or supply knowledge, information, or material to or from another person or source of information and to submit such work as the product of the student. For example: giving or receiving aid during a testing period, lending one’s own work or acquiring the work of another for the purpose of submitting all or a part thereof as the work product of the student. Cheating by giving answers to someone else carries the same consequences for cheating as receiving the answers. Students who violate academic integrity will receive an F or other grade penalty as deemed appropriate and/or disciplinary action, including the possibility of receiving a failing grade in the class.

Repeated actions of plagiarism or academic cheating may result in being placed on probation, suspension, or in the worst cases, removal from CCCS.

## **PRE-REQUISITE REQUIREMENTS**

Many classes have prerequisite requirements (AP classes, honors etc.), and approval must be granted by the Academic Dean.

## **SCHEDULE CHANGES**

Students have the opportunity to change their schedule within the first two weeks of the semester if absolutely necessary. A Schedule Change Form can be obtained in the office. Teachers' signatures, a parent's signature, and the Academic Dean approval must be obtained before the change can occur. Students may drop courses within the first six weeks of the class; any dropping of a class after six weeks results in a failing grade.

## **STUDENT LEADERSHIP**

### Student Council

Student Council is made up of committed students who desire to serve their school. It is an extracurricular organization whose goal is to promote unity in Christ and is selected through an election process by students, governed by a constitution approved by the school, and serves as a student voice in the student affairs of the school. Student Council is not, however, just about what our leaders do, but about who they are and how they live. These students should desire to reach out to the lonely and encourage each other to be more like Christ.

### Student Council Statement of Purpose

Whereas the purpose of Student Council is to develop democratic ideals, promote school unity and spirit, organize worthwhile activities, and present Jesus Christ and Lord, be it resolved that Student Council will work diligently to do what is best for the whole high school, preserving the feeling of family and acceptance that characterizes the spirit of Contra Costa Christian High School. Our leadership will be humble and servant-like, each member being attentive to and respectful of our fellow students striving to glorify God in all our endeavors. Furthermore, we commit to provide opportunities, activities, and events that will enrich the spiritual life of our students, encourage participation, show appreciation for others, foster responsible fund raising, generate positive responses and leave a lasting impact on the school and students.

The Student Council organizes and supports the following:

- Fall Spiritual Retreat
- Harvest Dance
- Hee-Haw Week
- Homecoming Ceremony & Dance
- Dances
- All-school mixers
- Class competitions

### Executive Council

- President
- Vice President
- Secretary/Treasurer
- Spiritual Life Chair(s)
- Social Life Chair(s)
- International Representative

### Class Offices

The student body elects class officers who serve their class and school in leading them with specific events and fundraisers. Each class (freshmen, sophomores, juniors, seniors) meets once per week to discuss the issues and events of current relevance. These meetings are lead by the class officers. Class officers also serve on student council.

- Freshman class President
- Freshman class Vice President
- Sophomore class President
- Sophomore class Vice President
- Junior class President

- Junior class Vice President
- Senior class President
- Senior class Vice President

Each particular class has school wide events and expectations that are carried out under the leadership of the class officers. They include the following:

#### Freshmen

- Class T-shirts
- Spirit Week: During this time a class comes up with a class theme that ties into the Homecoming Theme that Student Council provides. During the week class windows and halls are decorated, students dress in their class theme, and class spirit competitions are held during school.
- Honors Convocation Reception
- Fundraisers for JSB, Senior Trip, and Senior Class Gift

#### Sophomores

- Class T-shirts
- Spirit Week: During this time a class comes up with a class theme that ties into the Homecoming Theme that Student Council provides. During the week class windows and halls are decorated, students dress in their class theme, and class spirit competitions are held during school.
- Graduation Reception
- Fundraisers for JSB, Senior Trip, and Senior Class Gift

#### Juniors

- Class T-shirts
- Spirit Week: During this time a class comes up with a class theme that ties into the Homecoming Theme that Student Council provides. During the week class windows and halls are decorated, students dress in their class theme, and class spirit competitions are held during school.
- Plan Junior-Senior Banquet (JSB)
- Fundraisers for JSB, Senior Trip, and Senior Class Gift

#### Seniors

- Class T-shirts
- Spirit Week: During this time a class comes up with a class theme that ties into the Homecoming Theme that Student Council provides. During the week class windows and halls are decorated, students dress in their class theme, and class spirit competitions are held during school.
- Organize and plan Senior Trip
- Decide on Senior Class Gift
- Decide on Graduation Speaker
- Fundraisers for Senior Trip, and Senior Class Gift

## COMPUTER/TECHNOLOGY USE

Technology is used at CCCS to promote and focus on learning. Use that inhibits learning or distracts learners is a violation of acceptable use. Individual use should support community use and expectations.

To break it down more clearly, students must:

1. Respect and protect the privacy of others.
  - Use only assigned accounts.
  - Do not view, use, or copy passwords, data, or networks to which they are not authorized.
  - Do not distribute private information about others or themselves.
2. Respect and protect the integrity, availability, and security of all electronic resources.
  - Observe both general and specific network security practices.
  - Report security risks or violations to a teacher or network administrator.
  - Do not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
  - Conserve, protect, and share resources with other students and Internet users.

3. Respect and protect the intellectual property of others.
  - Do not infringe copyrights (no illegal copies of music, games, or movies, etc!).
  - Follow the school Academic Integrity policy.
4. Respect and practice the principles of community.
  - Communicate only in ways that are kind and respectful.
  - Report threatening or discomfoting materials or communication to a teacher.
  - Do not intentionally access, transmit, copy, or create material that violates the school's code of conduct or is illegal (such as materials that are pornographic, obscene, threatening, rude, discriminatory, stolen, illegal copies or meant to harass others).

Specific examples of prohibited network activity:

1. Hacking, cracking, phishing or other malicious activity
2. Using a school email address in ways that are likely to attract excessive or unwanted mail or participate in illegal activities.
3. Downloading large files for personal use on the school network such as those downloaded through Bit Torrent or Peer-to-Peer (P2P) software. If large files need to be downloaded, do so outside of school hours out of respect for other learners. (Such software should be turned off during school hours).
4. No student may use another person's computer, account(s), or other technology device without consent. This prohibition includes assuming another person's identity on the school network or pretending to be that person on the Internet.

### **Damages**

Students are financially responsible for any digital or physical damage they cause; this includes, but is not limited to, damage of technology owned by CCCS, school staff and fellow CCCS students. Knowingly introducing viruses or other malicious software via input devices of any kind is also considered damage.

### **Consequences for Inappropriate Technology Use**

1. Disciplinary issues will be referred to the appropriate division administrator (see the Student Handbook).
2. Accounts may be suspended during investigation or as a result of disciplinary action.
3. Files on school storage are subject to review by technology or administrative personnel at any time with or without cause. Files on laptops and other personal devices may be reviewed with reasonable cause and with the knowledge of the user.
4. Repeated infringements could result in suspension or other administratively assigned consequences.

Technology use is a privilege all users in the community should appreciate and respect.

### **TESTS**

Students all have different schedules and different classes. However, teachers and administration will make every effort to coordinate so that students have no more than two tests or large projects due in a given day. It is the student's responsibility to inform teachers in advance when he or she has more than two tests assigned in a given day. A student may have any number of quizzes on any given day, including test days.

### **TEXTBOOKS**

Being prepared for class includes having a textbook at that particular class, unless notified otherwise. Most textbooks are lent to students at the beginning of each school year. Books damaged, lost, or destroyed will be paid for by the student before a replacement text can be issued. The price of lost textbooks is the replacement cost, not the original cost. Old textbooks may cost as much as new ones. Students are responsible for turning in their textbooks at the time specified by the teacher (generally, at the time of the final exam). If students turn in books that belong to another student, they are still responsible for the original textbook signed out to them when they entered school. If a student fails to return the textbook (or replacement cost for lost/damaged books) on time, he or she may be prevented from taking final exams.

In some classes, students will be expected to purchase their own textbooks through a separate company to which the school provides access. In classes where this takes place, students will still be expected to be prepared for class, which includes having a textbook.

# *Course Catalog and Descriptions*

## **COURSE CATALOG**

This section has been provided for families as a guide to help them in the class selection process. Course offerings can be affected by enrollment. If a class does not meet the minimum amount of students required, the school reserves the right to cancel the class.

Many colleges and universities have specific requirements, and students are responsible for choosing courses which meet the requirements of the colleges to which they intend to apply. CCCHS has a college counseling department and will assist in the process of selecting the proper college after high school. It is advised that students (and parents) read through the course catalog and policy manual for more specifics before making final class selections.

## **ENGLISH**

The English program is designed to provide students with the skills needed to understand and communicate with others in a spirit of Christian love. Through Christ, language can be redeemed as the Holy Spirit works in students through the study of grammar, writing, speech, and literature, helping students speak and write more clearly and honestly, and helping them listen and read with godly discernment and enjoyment.

Students must take one English course each year to satisfy graduation requirements.

### **ENGLISH 9**

Length: Two Semesters

Credits: 10

Grade: 9

Required

Satisfies UC/CSU Subject b

This course alternates between a study of literature and grammar, with a constant emphasis on writing and reading. The literature is taught to familiarize students with the different genres of literature through which authors express themselves. Students read a variety of authors and are encouraged to express how a Christian worldview can be applied to these authors' works. Students learn critical thinking, analyzing, interpreting, and evaluating skills. The study of grammar reviews parts of speech, sentence patterns, paragraph development, and punctuation.

### **ENGLISH 10**

Length: Two Semesters

Credits: 10

Grade: 10

Required

Satisfies UC/CSU Subject b

This course will help students develop skills in organization of ideas, self-expression, self-confidence, reading comprehension, and analytical and critical thinking, including discernment of worldviews in light of Biblical teaching. This will be accomplished through journaling, reading, discussing, studying grammar and vocabulary, researching, essay writing, speeches, and debating. The skills developed in this course will assist students as they accomplish the course tasks. Students will develop a Christian standards frame of reference within which they can evaluate various authors' worldviews.

## ENGLISH 11 – AMERICAN LITERATURE

Length: Two semesters  
Credits: 10  
Grade 11, 12  
Required  
Satisfies UC/CSU Subject b

In order to understand the present and contribute to the future, students need to grasp the philosophies and events of the past. This course, which focuses on the literature of America, clarifies the values and thought patterns of American authors who reflect and influence the period in which they write. Students will be challenged to evaluate the validity of the concepts they study as they lay them against the measuring rod of Scripture. The course follows American literature chronologically in order to provide a broad overview of the patterns of American thought.

## ENGLISH 11 AP– AMERICAN LITERATURE

Length: Two semesters  
Credits: 10  
Grade: 11, 12  
Elective  
Prerequisite: B+ or better in 2<sup>nd</sup> semester of English 10, student application.  
Satisfies UC/CSU Subject b

Students will be prepared to take the Advanced Placement examination in English Language and Composition through the extended and enriched content in this course. Students will improve their understanding of literature through advanced reading assignments, various compositions, and application of literary terms and devices. The content will be presented chronologically, starting with early American literature and ending with Post-modernism, and will include some world literature to better prepare the students for the A.P. exam.

## ENGLISH 12 – SENIOR LITERATURE AND COMPOSITION

Length: Two semesters  
Credits: 10  
Grade: 12  
Required  
Satisfies UC/CSU Subject b

This is a one-year integrated literature and composition course intended to prepare senior year students for college or entrance to the business world. In preparation for these two goals, this course is designed to improve your critical thinking and extensively practice business and collegiate writing. This writing will be in response to a survey of various literature. Writing will include essays, journal writing, academic prompts, and creative and critical writing exercises in response to readings. We will then relate the course curriculum to the overarching study of how the evolution of Western thought has related to and influenced the church and Christian faith.

## ENGLISH 12 AP– SENIOR LITERATURE AND COMPOSITION

Length: Two semesters

Credits: 10

Grade: 12

Elective

Prerequisite: B+ grade or better in 2<sup>nd</sup> semester of English 11, student application

Satisfies UC/CSU Subject b

Students will work on several different types of writing assignments and activities that will serve to improve writing skills. In addition to journals, vocabulary, in-class essays, grammar, and various writing exercises, students will also focus on revision and peer editing skills. Through clear, concise, creative language we have the opportunity to communicate lovingly and truthfully. Students will be prepared to take the Advanced Placement examination in English Literature and Composition

### NOVELS

Length: one semester

Credits: 5

Grade: 9, 10, 11, 12

Elective

Novels is a class designed to expand a student's existing knowledge of fiction through the reading of great novels from a variety of time periods and genres. Through discussions, journal writing, and formal writing, students will respond to, interpret, and analyze these novels, as well as compare them to other books and their film adaptations.

### SHAKESPEARE

Length: One semester

Credits: 5

Grade: 9, 10, 11, 12

Elective

The works of William Shakespeare will be read and analyzed from a Biblical perspective with the goal of enjoying and interpreting them for a modern world. The course will cover an examination of who Shakespeare was, what the Elizabethan Theatre was like, an introduction to the Renaissance, the language of Shakespeare, and a study of *Hamlet*, *Henry V*, *Much Ado About Nothing*, *The Tempest*, and the sonnets.

### CREATIVE WRITING

Length: One semester

Credits: 5

Grades: 9, 10, 11, 12

Elective

This single-semester course explores various modes of creative writing including short story, poetry, and playwriting. Students will be exposed to examples of writing and will use these models to learn the forms and elements of different styles. Exercises and assignments will help students develop their ability to express themselves in creative and powerful ways. The course will explore why God has given people a creative and inventive nature and what the purpose of art is.



## YEARBOOK/JOURNALISM

Length: Two semesters

Credits: 10

Grades: 9, 10, 11, 12

Elective

Prerequisite: Submission of application and permission of instructor

The yearbook is an important memento of the students' life at school and as such will be produced in a professional manner. Production will require learning skills in planning, layout, record keeping, sales, writing, editing, proofreading, and photography. The journalism portion of the class provides an environment that allows the students to produce an all school student magazine.

## FINE ARTS

### ART I

Length: One Semester

Credits: 5

Grade: 9, 10, 11, 12

Elective

Art I emphasizes observations and interpretation of the visual environment. It covers the organization of design elements and principles and provides study of their application in two- and three-dimensional problems in a variety of media. Students analyze and use design principles in works of art throughout history. Students learn to critique their work and the work of others and become more aware of art and design in their environment.

### ART II

Length: One Semester

Credits: 5

Grade: 9, 10, 11, 12

Elective

Prerequisite: Grade of C- or better in Art I

Art II emphasizes the development of personal style and control of various two- and three- dimensional media. Students apply the elements and principles of design to the field of commercial art and advertising design. The course offers practical experiences in generating original ideas, executing layouts, and developing a portfolio of work. Students study from historical and contemporary views artists who practice the art forms and learn to critique their work and the work of others.

### ART III

Length: One Semester

Credits: 5

Grade: 10, 11, 12

Elective

Prerequisite: Grade of C- or better in Art II

Art III students will continue to develop a unique artistic voice by creating their own works of art in a variety of media. Students will study art from different cultures and periods will defend their own aesthetic values and philosophy in a written Artist's Statement. Students will also practice critiquing art of their own and of others in both written and aural form.

## BAND

Length: Two Semesters – Must be taken for a full year

Credits: 10

Grade: 9, 10, 11, 12

Elective

Prerequisite: Experience playing a band instrument for a minimum of one year or the approval of the instructor.

Satisfies UC/CSU Subject f

Band is designed to teach the students instrumental and musical fundamentals in order to assist them in developing their playing and instrumental listening skills. These fundamentals are taught because we, as image bearers of God, have been placed in this world to understand, shape, use and enjoy His creation. Sound is part of God's created order. Christians should be taught to use musical sounds in praise and glory to God through service in community with others. Students will develop a vocabulary necessary for communication in band. Students will participate in concert performances.

## CHOIR

Length: Two Semesters – Must be taken for a full year

Credits: 10

Grades: 9, 10, 11, 12

Elective

Satisfies UC/CSU subject f

Choir is designed to teach vocal and music fundamentals to develop singing and choral skills. Choir should encourage students to develop musical abilities as image bearers of God for praise, service, and enjoyment. Students will develop a musical vocabulary, musical etiquette, sight-reading, rhythm, vocal techniques such as breathing control, intonation, diction, phrasing, posture, harmonization, and performing ability. Music from different periods (Renaissance, Baroque, Classical, Romantic and Contemporary) will be learned, including both secular and sacred sources.

## MUSIC APPRECIATION I

Length: One Semester

Credits: 10

Grades: 9, 10, 11, 12

Elective

Music Appreciation I is designed to be an introduction to musical styles, both western and non-western. Students will learn how music affects their culture and other cultures around the world. Students will learn how music is used in a myriad of situations, from communication to mood setting. Students will learn to recognize music in its written form as well as its aural form.

## MUSIC APPRECIATION II

Length: One Semester

Credits: 10

Grades: 9, 10, 11, 12

Elective

Prerequisites: C- or better in Music Appreciation I

Music Appreciation II continues to develop the topic and themes of the first semester.

## DRAMA PRODUCTION

Length: One Semester

Credits: 5

Grades: 9, 10, 11, 12

Elective

Prerequisites: Admittance into class may be by audition

Students will take on various technical and design responsibilities for the fall or spring school productions. Students will conduct research and do interviews, design and plan for areas of responsibility, and execute their designs and plans according to scheduled deadlines. Students will learn how to be stage managers, program designers, graphic designers, lighting designers, and costume and prop managers.

## DRAMA SURVEY

Length: Two semesters

Credits: 10

Grades: 9, 10, 11, 12

Elective

Students will study dramaturgy (theater history and plays) and theater performance. Instruction will be provided on the nature and composition of plays and theater and on the skills and strategies for constructing and executing performances as an actor. In the study of drama, students will examine an overarching question of what is universal in our human experience and character and what is God's design for humanity.

## FOREIGN LANGUAGES

### SPANISH I

Length: Two semesters

Credits: 10

Grades: 9, 10, 11, 12

Elective

Satisfies UC/CSU subject e

In this course, students will develop a basic understanding of Spanish in order to glorify God through their oral and written language. Spanish 1 students will learn to engage in conversation, express likes and dislikes, make requests, obtain information and understand ideas. They will be learning vocabulary, writing, reading and responding to commands given to them in Spanish. This course prepares students for Spanish II.

## SPANISH II

In Spanish II students will begin to develop an academic and personal understanding of Spanish. Students are expected to respond, converse, and listen to their teacher and their classmates in Spanish. Students will learn to make requests, express their needs, understand important ideas, compare, give their opinion, and write essays in Spanish. Spanish II will build upon the vocabulary and grammar learned in Spanish I.

Length: Two semesters

Credits: 10

Grades: 9, 10, 11, 12

Elective

Prerequisite: Passing grade in Spanish I

Satisfies UC/CSU subject e

## SPANISH III

Length: Two semesters

Credits: 10

Grades 10, 11, 12

Elective

Prerequisite: C- or better in Spanish II

Satisfies UC/CSU subject e

In Spanish 3 students are expected to respond, converse, and listen to their teacher and their classmates in Spanish. This course gives students the ability to help their family and their community through their knowledge of Spanish language and culture. Students will learn to think academically, analyze literature, and write essays in Spanish. Spanish 3 is intended for students who are seeking admission into colleges or universities requiring a third year of a foreign language. This course will also prepare students for Spanish IV.

## SPANISH IV

Length: Two semesters

Credits: 10

Grades: 11, 12

Elective

Prerequisite: C- or better in Spanish III

Satisfies UC/CSU subject e

This course is intended for students who desire to gain a deeper understanding of the Spanish language. The emphasis in the course is on reading Spanish literature with comprehension and discernment as well as on writing compositions with clarity.

## SPANISH IV AP

Length: Two semesters

Credits: 10

Grades: 11, 12

Elective

Prerequisite: B+ or better in Spanish III

Satisfies UC/CSU subject e

This course is intended for students who desire to gain a deeper understanding of the Spanish language. The emphasis in the course is on reading Spanish literature with comprehension and discernment as well as on writing compositions with clarity. Students will review and practice for the AP Spanish Language test.

## HEALTH & PHYSICAL EDUCATION

### HEALTH

Length: One semester

Credits: 5

Grades: 9, 10, 11, 12

Required

The course is intended to help students achieve a high level of wellness and prevent disease by providing many opportunities to apply understanding of health knowledge. Some topics covered are mental health, family and social issues, life cycle, body systems, personal health and fitness, nutrition, medicines and drugs, disease and disorders, and safety and emergency care. The students will learn to take responsibility for their health. It is important to take care of the temples that we have been given in order to glorify God.

### PHYSICAL EDUCATION

Length: One semester

Credits: 5

Grades: 9, 10, 11, 12

Required (4 semesters)

Physical Education is concerned with using physical activity for service to God and having a better understanding of the student's body and how God created it. The course is designed to develop health fitness, motor proficiency, and knowledge of physical movement. Content involves the learning of sports games and rules as well as appropriate exercises. Twenty credits of PE are required for graduation. All students must earn at least 10 credits through the Physical Education class. Any or all of the remaining 10 credits may be earned through participation in competitive sports.

## COMPETITIVE SPORTS

Length: One Quarter

Credits: 2.5

Grades: 9, 10, 11, 12

Requirement: Sports fee, passing try-outs

Elective

Contra Costa Christian High School offers competitive, league sports that has included: boys' and girls' basketball, soccer, cross-country, and volleyball. CCCHS competes in a league with high schools of similar size. Practices and games are scheduled to take place during after school hours. Passing try-outs may be required to participate in some sports.

## INTERDISCIPLINARY ELECTIVES

### ACCOUNTING I

Length: One semester

Credits: 5

Grades: 10, 11, 12

Elective

Prerequisite: C or better in Algebra I or equivalent

Accounting is a basic foundation for many career possibilities and teaches students to be stewards of their personal finances. Accounting teaches the student how to keep financial records and how to analyze those records. The students learn the principles of double-entry accounting and why it is necessary to keep accurate and easily interpreted records. Besides learning the basics of accounting and how to do the math on paper, the students will learn the basics of using the QuickBooks Pro Software. The course will cover debits, credits, journals, ledgers, financial statements, adjusting entries, payroll, taxes, depreciation, and inventory.

### COMPUTER APPLICATIONS

Length: One Semester

Credits: 5

Grades: 9, 10, 11, 12

Elective

Students are taught the basics of computers, understanding basic software programs, including Microsoft Word and Excel. Basic HTML and Web design are covered at the end of the semester.

### COLLEGE & CAREER PLANNING

Length: One Semester

Credits: 5

Grade: 12

Elective

This course is designed to help Seniors make the transition to post-high school life. In addition to college applications and career planning, this course covers instruction in the "basics" of life: budgeting, renting and leasing an apartment, buying and maintaining a car, choosing a college, investing money, understanding the legal system, rules of etiquette, home and car repair, personal hygiene, biblical decision making, prioritizing, memorization techniques, and more.

## DEBATE

Length: One Semester  
Credits: 5  
Grade: 9, 10, 11, 12  
Elective

Students will prepare for debate tournaments during the year. Participation in this course requires students to attend the Saturday debate tournaments. Grading will be on a Pass/Fail basis.

## DIGITAL ART

Length: One semester  
Credits: 5  
Grades: 9, 10, 11, 12  
Elective  
A software fee applies to this course

Digital Art is designed to introduce students to another medium to express their creativity and develop their design skills. Students will learn general design techniques and strategies used in graphic design. They will be introduced to digital art software that allows the creation and manipulation of digital images. The course will give students general skills for manipulating digital images that can be applied across multiple software packages. Students will be creating their own products to practice and assess their understanding of the skills learned.

## LITERARY DEVICES & FILM

Length: One semester  
Credits: 5  
Grades: 9, 10, 11, 12  
Elective

This course will explore how literary devices are portrayed in film across various time periods and genres. It will develop media literacy skills in students so they can understand, analyze, and evaluate modern film and culture from a more knowledgeable perspective. It will aid students in taking the skills learned in English courses to understand literature and apply it to a different medium.

## MEDIA CRITICISM

Length: One semester  
Credits: 5  
Grades: 10, 11, 12  
Elective

Media Criticism is a one-semester elective. During the semester, students study media in a variety of forms, including music, movies, television, advertising, and the Internet. Through a combination of readings, projects, lectures, discussion and examples, students develop a better understanding of the media business. They learn how different types of media communicate as well as how engage with, critique, and participate in the media from a Christian perspective. The purpose of Media Criticism is to teach students the skill of Christian discernment as they evaluate the media. Each unit of the course will focus on a different area of media study.

## STUDY SKILLS

Length: One semester

Credits: 5

Grades: 9, 10, 11, 12

Elective

Students learn study skills such as note taking, outlining, using references, using the internet for information, organizational skills, scheduling, etc.

## MATHEMATICS

Mathematics is a human activity wherein people try to describe God's orderly universe in terms of number and shape. "Mathematics originates with the things around us, not with theorems and deductive proofs. Mathematical results are almost always proved deductively only after they have been discovered, accepted, and used. Our primary aim in mathematics courses is not to teach the student how to think clearly and logically [although this is a key component in any study of mathematics]. Our first concern is to help the student understand God's creation more fully, his task in it, and how mathematics can help him fulfill his calling" (Van Brummelen).

The progression of math courses at CCCHS typically begins with Algebra I and proceeds to Geometry, after which students will have completed the mathematics courses required for graduation. Many students continue by taking Algebra II, Pre-Calculus. Most freshman take Algebra I; however, students who have passed Algebra in the 8<sup>th</sup> grade with a B- or better in the second semester are permitted to skip Algebra I and begin in Geometry.

## PRE-ALGEBRA

Length: Two semesters

Credits: 10

Grades: 9, 10, 11

This course is designed to prepare students for Algebra I, and is specifically geared towards students who struggle with math. Students will be introduced to the tools and methods of algebra, as well as given an opportunity to refresh and master the skills they will need in order to succeed in Algebra I, and future math courses.

## ALGEBRA I

Length: Two semesters

Credits: 10

Grades: 9, 10, 11

Required

Satisfies UC/CSU subject c

This course will prepare students for higher-level mathematics by exposing them to basic algebraic manipulation of numbers and basic equation solving skills. The course is the first in a series of college preparatory mathematics courses. Students will become adept in the use of mathematical symbols and language and in the application of basic algebraic concepts and skills.



## GEOMETRY

Length: Two semesters

Credits: 10

Grades: 9, 10, 11, 12

Required

Prerequisite: Passing grade in Algebra I

Satisfies UC/CSU subject c

Students will learn to write geometric proofs, including by contradiction, construct and judge validity of logical arguments, prove theorems involving the properties of parallel lines, quadrilaterals, circles and triangles, solve problems involving perimeter, circumference, area, volume, lateral and surface area of geometric figures, perform basic constructions, know basic trigonometric functions, etc.

## ALGEBRA II

Length: Two semesters

Credits: 10

Grades: 10, 11, 12

Elective

Prerequisite: C- or better in the 2<sup>nd</sup> semester of Geometry

Satisfies UC/CSU subject c

This college preparatory course is designed to teach higher-level algebraic concepts emphasizing analysis of different types of functions such as exponential, logarithmic and trigonometric. Some topics covered are polynomials, transforming equations, linear functions, exponents, radicals and irrational numbers, complex numbers, conic sections, logarithms, trigonometry, etc.

## PRE-CALCULUS

Length: Two semesters

Credits: 10

Grades: 11, 12

Elective

Prerequisite: C- or better in Algebra II

Satisfies UC/CSU subject c

The focus of this college preparatory course is in mathematical analysis, emphasizing different types of functions such as exponential, logarithmic, and trigonometric. Students will work with exponents, logarithms, trigonometric functions, graph linear, polynomial, exponential, logarithmic, and trigonometric functions, apply mathematics to real-world relationships and problems. The course ends with a study of probability and statistics as well as an introduction to calculus.

## AP CALCULUS

Length: Two semesters

Credits: 10

Grades: 12

Elective

Prerequisite: B+ or better in 2<sup>nd</sup> semester of Pre-Calculus.

Satisfies UC/CSU subject c

In AP Calculus, students will find derivatives and integrals of a variety of functions, apply the derivative and integral to real-world problems, calculate area and volume of 2- and 3-dimensional objects, and approximate irrational roots of higher order equations. Students will review and practice for the AP test.

## RELIGION

Each year, all students take one Religion course. Freshmen and sophomores must take New Testament and Old Testament, which are offered in alternate years, before taking elective courses as juniors and seniors.

### OLD TESTAMENT

Length: One Semester

Credits: 5

Grades: 9, 10, 11, 12

Required

This course will examine the various epochs in the Old Testament with a specific emphasis on Creation; Sin and the Fall; and God's Covenant of Grace as it unfolds in Redemptive History. Students will learn of the different literary styles of the Old Testament, a general history of the Old Testament, and the major figures of Old Testament history. Finally, attention will be given to interpreting the Old Testament in light of the New Testament and learning how the Old Testament promises and points forward to the New Testament fulfillment in Jesus Christ and His church.

### NEW TESTAMENT

Length: One Semester

Credits: 5

Grades: 9, 10, 11, 12

Required

The class is an overview of the New Testament with an emphasis in four distinct but related areas: 1) the relationship between Old Testament promise and New Testament fulfillment as recorded in the New Testament, 2) the work of Christ as recorded in the Gospels, 3) apostolic teaching concerning Christ and the Church as recorded in Acts and the Epistles, and 4) the ongoing work of Christ in the life of the believer.

### APOLOGETICS AND CHRISTIAN WORLDVIEW

Length: One Semester

Credits: 5

Grades: 11, 12

Elective

This course will explore various ways the Christian faith is defended and the "evidence" that supports the Gospel. A special emphasis will be placed on examining the current secular worldviews and forming a Biblical response for the Christian faith.

## CHRISTIAN ETHICS

Length: One Semester

Credits: 5

Grades: 11, 12

Elective

The question this course deals with is “how shall we live in a fallen world as Christians?” Ethical issues from racism to abortion are covered as students read articles from different sides of an issue and evaluate them from a Biblical perspective. Students will learn how to use discernment and wisdom as they struggle with real issues. They will learn to analyze, interpret, and evaluate information and behavior with Biblical discernment.

## CHURCH HISTORY

Length: One Semester

Credits: 5

Grades: 11, 12

Elective

This course will study the history of the church from the Apostles to the present day. The major focus will be on 1) major figures in the history of the church, 2) the councils, creeds and confessions of the church, 3) the articulation of Christian theology, and 4) the contemporary church and the issues confronting her. Students will gain an appreciation of the universal church and their response of service to Christ in the visible church.

## COMPARATIVE RELIGIONS

Length: One Semester

Credits: 5

Grades: 11, 12

Elective

Students will be exposed to major religions such as Buddhism and Hinduism. Major cults such as Jehovah’s Witnesses and Mormonism will be investigated as well. The identifying characteristics of each religion will be studied. Through understanding these religions, it is believed that students will be better equipped to relate and witness to people who belong to these religions. It is expected that students will be able to discern true from false teachings.

## THE LETTERS OF PAUL

Length: One Semester

Credits: 5

Grades: 11, 12

Elective

This course will explore the life and teachings of the Apostle Paul. An emphasis will be placed on the study of the book of Romans, I Corinthians, and Ephesians.

## SCIENCE

Science is the activity of investigating physical phenomena to understand the structure God has given to His creation. The science program is designed to help students gain knowledge of how things work. In this regard, students learn methods of investigation that help reduce subjectivity and increase objectivity as conclusions are drawn. The science program aims to develop the student's awareness that God's creation is an integrated whole, to understand that science abstracts elements of creation to study them in a structured way in order to deepen understanding, to see science as a tool to serve God and one another, and to deepen understanding of the concepts, laws, theories and practices of science.

To satisfy graduation requirements CCCHS students must take biology and one of either Physical Science, Chemistry or Physics.

## BIOLOGY

Length: Two semesters

Credits: 10

Grades: 10, 11, 12

Required

Satisfies UC/CSU subject d

The course covers the basics of biology: cells and their structures, function, metabolism (anaerobic and aerobic respiration), photosynthesis and plant biology, cell division (mitosis and meiosis), heredity and genetics, animal and plant classification, and creationism and evolutionism.

## CONCEPTUAL PHYSICS

Length: Two semesters

Credits: 10

Required

Grades: 9, 10, 11, 12

The study of physics should lead to an understanding of God's created order for the purpose of enriching our lives and bringing glory to God. Physical phenomena operate according to God's law while the laws developed by scientists are descriptions of the phenomena and may need modification from time to time. The course will include an elementary survey of Mechanics, Matter, Heat, Sound & Light, Electricity & Magnetism, and Atomic & Nuclear Physics. Through the study of the physics, students would grow in faith as they uncover the wonder of God's physical creation, contribute to their community as they make connections between the course content and how it applies to everyday life, strive for excellence as they learn scientific investigative skills and procedures, and think critically as they conduct experiments and analyze theories.

## HUMAN ANATOMY AND PHYSIOLOGY

Length: Two semesters

Credits: 10

Grades: 10, 11, 12

Elective

Prerequisites: Grade of C- or better in Biology

Satisfies UC/CSU subject d

Human anatomy and physiology is a study of God's mysterious and masterful creation of the human body and its functions. Special attention will be given to how disease mechanisms disrupt the body's marvelous ability to efficiently metabolize, grow, develop, and reproduce. Topics will address details of all the body systems and some associated disorders. The study will include a histology and review of molecular and cell biology.

## PHYSICS 1 AP

Length: Two semesters

Credits: 10

Grades 11, 12

Elective

Prerequisites: Conceptual Physics, Algebra II taken concurrently

Satisfies UC/CSU subject d

A lab fee applies to this course

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific, critical thinking and reasoning skills. Students will prepare to take the AP Physics 1 exam.

## CHEMISTRY

Length: Two semesters

Credits: 10

Grades: 11, 12

Elective

Prerequisites: C- or better in Algebra I and Geometry, Algebra II taken concurrently, C or better in Biology

Satisfies UC/CSU subject d

This course examines the structure of the atom and nuclear energy, chemical periodicity, chemical kinetics and bonding, states of matter, thermodynamics, electrochemistry, basic organic chemistry, environmental chemistry, and properties of elements.

## AP BIOLOGY

Length: Two semesters

Credits: 10

Grades: 11, 12

Elective

Prerequisites: C- or better in Biology AND C- or better in Chemistry.

AP Biology is taught as a college freshman-level college biology course. Students cover a broad range of topics that include molecules, cells, heredity, evolution, organisms, and populations. Because this is intended to be a college-level course, students should expect the content to be challenging and demand more time than other high school courses. Laboratory activities will be a significant portion of the course.

## SOCIAL SCIENCES

The social sciences study how human society has responded to God's mandate to rule and subdue the earth. History involves human perspective and as such is subjective. The recording of events does not make history. History always involves a perspective on the events. As Christians we attempt to understand and evaluate historical events and human culture in the light of God's Word.

All students at CCCHS take a three year sequence of Social Studies classes that begins with World History in the sophomore year and concludes with a semester each of Government and Economics during the senior year.

## WORLD HISTORY

Length: Two semesters

Credits: 10

Grades: 9, 10, 11, 12

Required

Satisfies UC/CSU subject a

World History is a class that studies the establishments of early civilizations, their accomplishments, their contributions, and what effect they had on future generations. The course goes briefly into the early civilizations known to man; it covers the Golden Age of India and China, it traces the roots of Greeks and their contributions, it studies the Roman Empire and its role in history, it traces the Renaissance and the Reformation, and it covers early exploration of the New World. Students will demonstrate their ability to analyze, discuss, conduct research projects, write essays, do oral presentations, compare and contrast, and relate the past with the present.

## AP EUROPEAN HISTORY

This course follows the College Board's AP curriculum closely. We will use the standard textbook for the World History class (World History: Patterns of Interaction), but this will be supplemented by a reading packet of primary sources for European history. Emphasis will be placed upon mastering both content knowledge and essay-writing skills, and students will complete a research paper in the month following the exam in lieu of a final exam.

Length: One Year

Credits: 10

Grade: 10, 11, 12

Elective

Prerequisite: Approval of Instructor

## UNITED STATES HISTORY

Length: Two semesters

Credits: 10

Grades: 11, 12

Required

Satisfies UC/CSU subject a

U.S. History is a study of how the country of the United States was formed. The course goes briefly into European history to attain background, covers colonial life up to the American Revolution, re-traces the times and trials of America as an early nation, emphasizes the years of growth (manifest destiny), researches the Civil War, and pushes on into the 20<sup>th</sup> century. Students will be able to demonstrate skills in analyzing content, writing essays, creating projects, doing research, making oral presentations, and participating in class discussions.

## AP UNITED STATES HISTORY

Length: Two semesters

Credits: 10

Grades: 10, 11, 12

Required

Prerequisite: Approval of Instructor, B+ or better in second semester of World History

Satisfies UC/CSU subject a

U.S. History is a study of how the country of the United States was formed. The course goes briefly into European history to attain background, covers colonial life up to the American Revolution, re-traces the times and trials of America as an early nation, emphasizes the years of growth (manifest destiny), researches the Civil War, and pushes on into the 20<sup>th</sup> century. Students will be able to demonstrate skills in analyzing content, writing essays, creating projects, doing research, making oral presentations, and participating in class discussions. Students will review and practice for the AP test.

## ECONOMICS

Length; One semester

Credits: 5

Grades: 12

Required

Satisfies UC/CSU subject g

Senior high school economics presents fundamental economic principles in a manner that will help students become better citizens, better stewards and individuals with a greater understanding of how the economic world operates around them. The course is taught from a Biblical perspective that money, business, and economics are part of God's domain and that as stewards of the earth, we must learn to be stewards of the economic aspect of our lives. Students will learn to be stewards of their own money by learning the skills of budgeting and revenue estimation that include incorporating giving into their budgeting plans. The course involves an economic history paper and a class entrepreneurship project.

## HONORS ECONOMICS

Length: One semester

Credits: 5

Grades: 12

Required

Prerequisite: Grade of B+ or better in 2<sup>nd</sup> semester of U.S. History

Senior high school economics presents fundamental economic principles in a manner that will help students become better citizens, better stewards and individuals with a greater understanding of how the economic world operates around them. The course is taught from a Biblical perspective that money, business, and economics are part of God's domain and that as stewards of the earth, we must learn to be stewards of the economic aspect of our lives. Students will learn to be stewards of their own money by learning the skills of budgeting and revenue estimation that include incorporating giving into their budgeting plans. The course involves an economic history paper and a class entrepreneurship project. Students will review and practice for the AP test.

## GOVERNMENT

Length: One semester

Credits: 5

Grades: 12

Required

Satisfies UC/CSU subject a

The course takes a look at various aspects of government from the foundations of the constitution to current events. This course includes a look at the documents serving as the roots for the United States constitution, a study of the creation and evolution of the Constitution as a living document, and learning new aspects of the role of the presidency and Congress through lecture, research, and class projects. The course includes a mock congressional debate on a topic selected by the students as legislators, and a research project oriented toward a major current event.

## HONORS GOVERNMENT

Length: One semester

Credits: 5

Grades: 12

Required

Prerequisite: Grade of B+ or better in 2<sup>nd</sup> semester of U.S. History

Satisfies UC/CSU subject a

The course takes a look at various aspects of government from the foundations of the constitution to current events. This course includes a look at the documents serving as the roots for the United States constitution, a study of the creation and evolution of the Constitution as a living document, and learning new aspects of the role of the presidency and Congress through lecture, research, and class projects. The course includes a mock congressional debate on a topic selected by the students as legislators, and a research project oriented toward a major current event. Students will review and practice for the AP test.



## PSYCHOLOGY

Length: One semester

Credits: 5

Grades: 10, 11, 12

Elective

Psychology involves the study of behavior and can help students learn to work together and to understand themselves. Students are introduced to its basic principles and terminology to help them learn more about why people behave the way they do. Students are encouraged to examine their own behavior in an effort to learn more about themselves and the reasons for their behavior. Major units covered include experimentation in psychology, biological factors in behavior, learning patterns, personality development, personality theory, mental health, and mental disorders. The course combines lectures, discussions and in-class experiments.

## INTERSESSION

Intersession courses occur for one week between the fall and spring semesters and are worth 2.5 credits. Courses are graded on a “pass/fail” basis. While the courses are electives, students are required to enroll in one intersession course per year. Intersession courses are designed by the faculty members and often concern an area of particular talent, interest, or passion on the part of the instructor. The courses vary from year to year and are intended to provide students with the opportunity to learn and explore a topic or skill not covered by the typical high school curriculum. The following represent a sampling of courses offered in previous years:

*movie making in Hollywood*

*culinary arts*

*exploring the jungles of Costa Rica*

*living in the Mojave desert*

*attending Broadway musicals*

*touring Paris*

*experiencing the city of New York*

*screen writing and movie making*

*writing and recording your own songs*

*ecology of the bay*

*crime-fighting*

*forensics*

*driver's education*

*photography*

Some courses have costs to be covered by the student. Course listings for a given year are available in December.

## ONLINE COURSES

For courses not offered on campus, CCCS sometimes grants credit for courses taken online through SevenStar or other online providers. Approval must be granted by the Academic Dean. CCCS enrollment policies and dropping/transfer requirements apply, though the online providers are the final authority on those matters. Only semester grades are loaded onto transcripts, and they will be noted as online courses on the document.

# *Health and Safety*

## **IMMUNIZATIONS**

It is policy at CCCHS that all students attending the school be in compliance with state laws and regulations relative to required immunizations. The parents/guardians of each student entering the school shall furnish satisfactory proof that the student has been adequately immunized or that the immunization process has begun. Documentation must be provided.

## **MEDICATIONS**

Over-the-counter medicines will be administered through the front office with the parent's signature on the appropriate form. Since there are students of all ages on our campus, some younger students may not recognize medicine as such. Prescription medications will also be administered through the front office and will require a physician's signature or the "Medication During School Hours" form to be retained in the office.

# *Fees and Expenses*

## **Fees and Expenses Outside Tuition**

Students must pay all fees at the appropriate times. Students may be prevented from taking final exams until all fees and fines are paid.

### Classroom consumables

In addition to the regular classroom textbooks, teachers may order smaller consumable materials (lab supplies, workbooks, paperback novels, etc.) for each student to use individually.

### PE clothes requirement

Paid for through clothing vendors after enrollment into PE class

### Damaged/Lost Locks and Lockers \$10.00

Locks are to be used on assigned locker for year and returned to office after final exams. Any locks damaged or lost will result in paying for new lock. Locks and lockers are assigned prior to the first day of school.

### Athletics \$150.00 per sport for Junior Varsity, \$225 per sport for Varsity

Payable at the outset of the season of sport and non-refundable beyond the signing of the sports contract.

### Class T-shirt \$15.00

Each student is required to purchase a class t-shirt designed by the class for the school's spirit week.

### Field Trips

There are various field trips that teachers decide on that could cost students extra money.

### Intersession

Intersession classes are assessed fees based on cost of activity and number enrolled in the class. Details on the different courses and the associated costs are shared before enrollment.

### Senior Fee (HS seniors only) - \$90.00

### Optional Expenses

This would include school dances, banquets, yearbook pictures, and other optional activities in which students may participate.