



Contra Costa Christian Schools

PREPARING THE NEXT GENERATION

Private Satellite Program Policy Manual

(updated 7/7/2023)

MISSION AND VALUES

Contra Costa Christian Schools welcomes home school families who are committed to excellence in a distinctively Christian learning community. The purpose of our Private Satellite Program (PSP) is to provide an alternative Christian home education with campus education for enrolled CCCS students in K – 12th grade. Our mission is to equip homeschooling parents with a Christ-centered program for their students to complete academically challenging coursework at home that matches those on campus. PSP reflects the overall mission of our campus schools: Preparing the Next Generation with Christ-values and a quality 21st-century education, teaching students to discern and communicate Truth in all areas of society. PSP upholds the stated core values of our CCCS campus and asks PSP parent teachers to be accountable for the instruction of their children at home and uphold these same values given below: 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, parents 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, 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 is preparing our children. Preparation is much more than just teaching. Through modeling, creation of leadership and service opportunities, and extracurricular activities, we enable our students to grow in every aspect of their Christian faith and life. We serve with other Christian families. The task of preparing children for Christian service in this complex world cannot be completed alone by the parents, or by the school - the partnership between the two, along with the local church, are critical to success.

We prepare our 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.

CCCS PSP affirms that Christian education is first the parents' responsibility. The teachers, staff and administration of the school are an extension of the home, assisting parents in educating their children consistent with the school's mission. Our shared goal is to produce graduates who love God, view the world from His perspective given in the Bible, and view themselves as academically and spiritually ready to be contributing members in society.

PHILOSOPHY OF EDUCATION

We believe God is the source of education and He purposefully designs families, churches, and the Christian community to train children how to engage in the culture for the glory of Jesus Christ. A quality academic education best enables students to grow in their faith, contribute to their community, think critically, communicate accurately, and strive for excellence in scholastic skills. We believe it is the responsibility of parents to train the minds of their children. CCCS PSP recognizes that the parent-teachers working with available and comparable to campus resources can provide the best possible educational experience for their children. CCCS desires to work with parents for the benefit of the individual child and family. We believe God grants wisdom and knowledge to those who seek Him and His Word for every arena of life. CCCS PSP encourages parents to teach from the perspective of objective Truth founded on Christ in His Word the Bible, so that students will demonstrate with Biblical discernment logical problem solving through a variety of media. CCCS PSP encourages the CCCS Expected Schoolwide Learning Results as outlined in the school handbook with the goals that CCCS PSP students will be able to integrate faith and practice from a Christian world-life view.

ADMISSION TO THE PRIVATE SATELLITE PROGRAM

A homeschool student's admission to our PSP follows the same process for all of CCCS campus admissions with the online application for enrollment. Once the online application is submitted, and the parents include a teacher reference, a pastor recommendation, and school report cards of the past 2 years, then the PSP Director schedules a family interview to meet and discuss the parents' educational plan for their student. Acceptance for admission to CCCS PSP is completed by the Head of School. More information on admission is found by contacting the PSP Director

or the school front office.

Screening tests will be utilized when other measures of ability such as standardized testing scores, are not available for a new applicant.

Enrollment in the PSP program will be a 1 year commitment, families may not switch from on-campus program to PSP program mid-year.

Enrollment in an on-campus class as a PSP student will be a 1 year commitment, families may not withdraw from on-campus class mid-year, unless it is a semester class.

VALID REASONS FOR THE PRIVATE SATELLITE PROGRAM

1. Gifted parents equipped to teach their child at home want the benefit of accountability for their home instruction, oversight of record-keeping, and campus class opportunities for team learning.
2. The tuition of a full-time campus school may not be affordable, and part-time is affordable.
3. A learning disability may require an individual home teacher to instruct a student's academic classes and bring students to campus for opportunities of socialization skills development.
4. A physical disability or illness may prevent a student from attending campus classes, and parents are ready to teach their child at home until the student can return to full-time campus classes.
5. A student may need time to transition from full-time homeschool to a full-time campus school and an education plan transitions the child through PSP to full-time on campus.
6. A student may be under school discipline and parents may find PSP effective to restore the student to campus full-time at a future date determined by the principal and head of school.
7. A high school senior may need PSP to complete graduation requirements in time to graduate.

BENEFITS OF THE PRIVATE SATELLITE PROGRAM

1. A PSP student at CCCS may participate in all campus student activities. School pictures

and a school identification card provide student access to all school functions. The student may contribute home class photos for the campus yearbook, school social media and web page, and one yearbook will be included as part of each PSP student's fees.

2. The school keeps the cumulative record for the student and provides accredited report cards and transcripts. High school transcripts are provided upon request for colleges and employers. The school informs the parent teacher of updates of California health and immunization requirements for the student.
3. Standardized testing in fall and spring on campus for the elementary, middle and high school students provides the parent-teacher with valuable information about their student's achievement progress and comparisons with national and local norms at the elementary, middle and high school levels. PSP students are expected to participate in testing for their academic progress.
4. Curriculum counseling with the PSP Coordinator provides resources, support, and accountability for the parent-teacher. A parent-teacher may receive the school's scope and sequence for use in home instruction upon request. Student's work and progress is evaluated by an experienced PSP Coordinator with academic standards for the benefit of the student's overall growth, and curriculum supplements are offered to help the student progress.
5. Campus textbooks are available for rental to avoid expenses of purchasing textbooks. Access to campus libraries and library events enhances supplemental learning for the PSP student.
6. A PSP student is eligible to participate in extracurricular activities, such as sports, drama, choir and band, homecoming, intersession, school camps, retreats, service projects, assemblies and chapels, student clubs, and competitions. This is subject to availability.
7. A PSP student may enroll in a campus class if the parent-teacher does not have adequate ability or time to teach the class instruction at home.
8. PSP parents may attend all school parent functions to enhance home teaching methods, build community friendships, and provide school support.
9. PSP students participate in graduation ceremonies as part of the graduating class. Official CCCS graduation diplomas are awarded upon graduation from middle school and high school.
10. College counseling for entrance requirements, financial aid, scholarships, and career

placement is available to PSP high school students by our campus counselor.

PROCEDURES OF THE PRIVATE SATELLITE PROGRAM

At the forefront, everything we do in our Private School Satellite Program is intended to provide the PSP student with an effective Christian education at home that matches the education students on campus receive. CCCS is equipped with school libraries, enrichment activities, and academic classes for the training of the whole student, and the PSP students benefit as well by giving a unique perspective to the school community. The PSP Director encourages the PSP family to be involved in campus education as it coordinates with their home education.

The PSP Director will advise parents in curriculum choices, teaching methods, lesson plans, and schedule in classes for campus and home. The PSP Director provides a Course of Study Form for the parent-teacher to complete for each class they teach at home. The ongoing relationship between the PSP Director and the parent teacher is maintained by regular meetings and communication throughout the year at the PSP campus office or the home classroom, by phone and email.

Since parents will vary in subject knowledge and instructional practices, in ways they manage their home school, in the amount of support services needed, and in the amount of guidance required from the PSP Coordinator, we ask all parent-teachers to follow certain standard procedures. The parent-teacher is expected to teach through a daily lesson plan from an approved curriculum and be present during class instruction. If another instructor teaches the home school class for the PSP student, the parent is responsible to receive approval for the class instructor from the PSP Coordinator. The parent is to maintain oversight of the student's coursework, submit samples to the PSP Coordinator for evaluation, and continue in the role as parent-teacher for all the approved classes that are not taken on campus.

The evaluation of outcomes of goals and objectives that are discussed between the parent-teacher and the PSP Coordinator is a method to track learning progress in the PSP student. Learning progress is anticipated and discussed in scheduled quarterly meetings, with suggested supplements and resources provided by the PSP Coordinator to further opportunities for the student's growth in learning. A Goals and Accomplishments form, provided by the PSP Coordinator, and work samples are submitted by the parents monthly and are a measure of follow-up. Quarterly meetings are on campus, or by phone based on non-tenured or tenured status and/or at the discretion of the PSP Coordinator. The PSP Coordinator is available by email, phone or in-person if needed between required quarterly meetings. The required items submitted on a quarterly basis are the report card and attendance record.

Non-tenured = one to two years in CCCS PSP

Tenured = two or more years in CCCS PSP

The evaluation of student samples from PSP coursework which needs to be dated and graded, submitted within each academic quarter or monthly by the parent-teacher, are reviewed by the PSP Coordinator and discussed with the parents and the student. Student samples from each academic subject area are submitted to evaluate progress and provide helpful feedback. Samples are student essays and reports, quizzes, tests, and projects that the parents and student submit for evaluation. The PSP Coordinator may ask for specific writing assignments that are listed as accomplishments in the monthly Goals and Accomplishments reports, for clarification and progress for the student. Student samples are a method to follow grading standards, encourage teacher accountability, and guide the student's discipline in work management and learning skills. Samples may be submitted electronically for each subject a course description was turned in. Work samples and paperwork cannot be submitted more than 7 days before the due date. No credit or grade will be given if paperwork and work samples are not received. Physical education courses will include a health tracker.

Late Policy: The Goals and Accomplishments form and work samples are measures of follow-up and accountability, therefore an on time submission of all the documents that comprises the monthly and quarterly paperwork is a requirement to be a part of the program. For example, if one out of nine work samples is late, the late fee will be assessed. A calendar of monthly and quarterly due dates are given at the start of the school year.

1st time = \$25 late fee

2nd time = \$25 late fee and warning that you may not be able to continue in the program

PSP students are required to participate in fall, winter and spring standardized testing on campus such as the MAP for all PSP students, and the PSAT, in addition, for the high school students. Test results are compared with the student's previous scores for measurements of progress. The comparisons provide parents some assistance in determining areas of achievement and direct improvement that may help plan the next school year.

PSP middle school and high school students are strongly encouraged to enroll in campus classes as they are available. Placement tests may be necessary before enrollment in a core academic class for best placement. Full-time campus students receive priority for enrollment, and in the event a class space is full, an alternative campus class may be offered to the PSP student. Although full-time campus students receive priority for space of enrollment in a class, still every effort is made to offer space to PSP students in campus classes. PSP students pay the same fees, if any, as campus students for participation in a campus class field trip, and are welcome to participate if not in the class, if the teacher has the space for the PSP student.

If there is space available, Elementary School, Middle School and High School PSP students may enroll in a maximum of three campus classes and maintain PSP status. Campus classes

foster social, emotional, and spiritual growth in all our students, and offer HS PSP students opportunities of project learning they may not have at home. Project learning is a key educational method in our campus school classes. PSP students are encouraged to enroll in non-academic campus classes such as PE, interscholastic sports, music, drama, and performing arts. In all campus classes students receive instruction to develop responsibility, cooperation, respect, discipline, and leadership.

Tuition for on-campus classes is based on tuition that on-campus students pay per class. Therefore, if the number of classes per semester changes, the fee will increase or decrease accordingly. A separate PSP Tuition & Fees Schedule is provided to PSP parents including tuition of on-campus classes, sports, fine-arts, PE, and other fees. A Tuition and Fees payment invoice is established by the school finance office and a parent Renweb account. A campus CCCS student handbook is provided to all PSP students. As a student of CCCS, a PSP student attending campus classes and participating in CCCS activities must agree to follow all campus policies as expected of all enrolled students.

Campus teachers provide an effective resource for the PSP student's education by instructing a class, guiding a field trip if the PSP student participates, and offering course supplements if applicable to the student's PSP home class. A student may participate in class field trips at the discretion of the campus teacher. The PSP Coordinator will inform PSP families of the campus schedules and assist parents in the enrollment process for a campus class. Campus teachers have the authority of the campus classes in which a PSP student enrolls and have direct communication with PSP parents for their student's progress in the class.

The Resource Department is not a service that is available to PSP students.

RESPONSIBILITIES OF THE PSP DIRECTOR AND PSP COORDINATOR

PSP Director

1. The PSP Director is the liaison between campus school and homeschool, by ongoing communication with the PSP Coordinator, parent-teacher and the campus administration.

2. The PSP Director:
 - provides the parent-teacher accountability and availability for the student's educational progress.
 - schedules the family interview to complete the online application to the PSP. The director seeks approval from the school principal and academic dean for the parents' choice of curriculum, textbooks, and courses taught by the parent-teacher.
 - oversees student's academic progress with standards within the school's Expected Schoolwide Learning Results.
 - liaisons between parent and school office for available campus classes, at-home classes, extracurricular, sports, music, drama, field-trips, and student activities.

- informs campus teachers, academic dean and principal of a PSP student's interest in enrolling in a campus class and will stay informed of current classes on campus to inform interested PSP students.
- works with Finance for billing of campus classes, yearbooks, retreats, sports and student activities
- informs the PSP parents of school policies and procedures, and provides parents access to school campus handbooks.
- approves grades from the parent-teacher/PSP Coordinator and enters the grades to the student report card on Renweb.
- monitors the student's PSP cumulative records and provides proper accessibility for parents.
- proctors and informs parents of tri-annual campus MAP testing for the PSP for all students and informs PSP high school students of PSAT campus testing schedules.
- attends professional workshops and professional development days to benefit parents and offer new resources and updates in curriculum.
- informs the PSP parents of campus service hours and school service opportunities from the development office for earning family service hours throughout the year.
- communicates all campus news to the PSP family and encourages involvement into campus life as the PSP family is a valued member of the school community.
- prays regularly for and with the PSP student and parents.

PSP Coordinator

1. The PSP Coordinator is the liaison between parent-teacher and the PSP Director.

2. The PSP Coordinator:
 - provides the parent-teacher accountability and availability for the student's educational progress.
 - monitors the home classes including SevenStar online classes through the academic year and proctor the semester finals on campus.
 - guides the parent-teacher with curriculum and textbook selection, lesson planning, scope and sequence, course of study forms, monthly goals and objectives, and rubrics for grading and record keeping.
 - advises the parent-teacher to select approved curriculum through strategic curriculum counseling, create an instructional schedule, and teach through a lesson plan as needed.
 - handles new inquiries of interested families and provide answers to questions about the PSP program
 - assesses the student's academic progress with academic standards within the school's Expected Schoolwide Learning Results.
 - helps the PSP Director with the monitoring of the bi-annual MAP testing for the PSP elementary and middle school students..
 - schedules quarterly meetings with the parent-teacher to review educational goals and accomplishments, provide advice for instruction as may be needed, and encourage specific goals and provide feedback on accomplishments and monthly submitted samples of completed work (weekly samples for high school students). Campus meetings, virtual meetings, or phone meetings will be coordinated with the

- parent-teacher.
- liaisons between parent and school office for available campus classes, at-home classes, extracurricular, sports, music, drama, field-trips, and student activities and is available to PSP students who come to a campus class to help them acclimate to campus life.
- informs the PSP parents of due dates for quarterly grades and attendance reports, and receives the grades from the parents.
- organizes an annual, summer orientation before the start of school in person, via email, or virtual meeting.
- prays regularly for and with the PSP student and parents.

RESPONSIBILITIES OF THE PSP PARENTS

1. The parents read and understand the policy manual and support the PSP and CCCS handbook.
2. The parents faithfully meet financial tuition and extracurricular obligations to the school including family service hours, purchases of curriculum materials and textbooks, and activity costs incurred through the PSP.
3. The parents support school events, look for ways to involve their PSP student in campus events, and support decisions made by the school that relate to all students. The parents provide transportation of their child for any PSP classes, campus classes, or activities.
4. The parents instruct from their child's educational plan, follow a daily lesson schedule, and understand their responsibility to complete monthly goals and accomplishments, attendance records, and grades. The parents submit required forms and student samples in a timely manner and actively engage in regular meetings with the PSP Coordinator. Students may be required to attend quarterly meetings at the discretion of the PSP director or PSP Coordinator.
5. The parents provide and oversee a home environment conducive to learning, by keeping their child's school desk free from distraction for effective study habits. The parents supervise their child's daily assignments, work, and attendance, and remain present during their child's instruction period, or appoint a designated teacher to instruct their child during class time.
6. The parents provide adequate instruction that meets more than the minimum requirements outlined in the subject course description. The parents agree to the importance of academic standards that match the level of regular instruction in a comparable campus class. The parents daily assess their child's academic progress,

discuss monthly progress with the PSP Coordinator and make instructional changes if needed.

7. The parents pray for the school and PSP Coordinator, commit to teach from a biblical perspective to provide Christian nurture, and maintain an active church life.
8. A proposed calendar of attendance will be submitted at the beginning of the school year for 180 days. The number of days will need to match the quarter of the campus calendar to stay on pace.
9. Course descriptions will be submitted at the beginning of the school year for each course that is parent-directed. Classes taken on-campus will not need a course description submitted.

RESPONSIBILITIES OF THE PSP STUDENT

1. The student agrees to work and complete all assignments by the due dates given by the parent teacher and campus teachers. The student understands late and/or sloppy work will be unaccepted or downgraded, and as his/her responsibility will not copy someone else's work.
2. The student proposes to attend daily instructional classes taught at home or campus without distraction. The student will not be engaged in electronic social media during class instruction or study time. During set school hours, the student will fully attend to school assignments and work in a school setting free from outside distraction.
3. The student attempts to participate in extracurricular and social campus events when possible to benefit social development, mature in skills and leadership, and contribute to campus life.
4. The student strives to honor God, family, school, community, and self in everything the student does.
5. The PSP high school student reads and understands the CCCHS student handbook provided to all CCCHS campus students. The PSP student agrees to abide by campus rules for all CCCHS students.

STANDARDS AND POLICIES FOR PSP COURSES FOR HIGH SCHOOL

Contra Costa Christian Schools is fully accredited by the Western Association of Schools and Colleges (WASC). As such, the completed courses are accepted for credit at other WASC schools, and are generally accepted in other regions as completed at an accredited school. Part of the accreditation process involves visits from a WASC committee which reviews course descriptions. When credit is given for PSP courses, it becomes important that the PSP courses taught at home meet the same campus requirements of all CCCHS courses. Course descriptions therefore are submitted by the PSP parent teacher to the PSP Coordinator for approval.

High school courses at Contra Costa Christian Schools are considered college preparatory. Graduation requirements are such that students are prepared for entry into most colleges and universities. The majority of courses offered on the high school campus are approved by the University of California system. A transcript entry for an approved course means that the content of the course is offered as described to the UC system. Every effort is made to gain approval of other courses to match those approved for campus.

The PSP Coordinator advises parents to enroll their student in Sevenstar, an approved online curriculum for 6-12 graders. Sevenstar is a high quality Christian education option that is rigorous and exceeds all US national standards and recommendations. Many Sevenstar courses are approved by the College Board, NCAA, and University of California (UC/CSU) schools.

The PSP Coordinator provides parents assistance to enroll in SevenStar classes, and provides parents the current fees schedule for SevenStar classes.

For all the reasons given above, the PSP courses taken for high school credit must meet graduation requirements and be consistent in content and quality with the same courses on campus. Parents of high school students will be provided the CCCHS Handbook which set forth these policies for their students. To this end, the following standards for PSP courses at home have been established:

1. All courses that meet the specific graduation requirements must be taught using an approved curriculum. The PSP director will maintain a list of approved curricula, and parents may request approval of curriculum they desire to use. Curriculum not approved will not be accepted for credit. Parents are responsible to pay for the course and curriculum cost of their approved education program.
2. If a parent is not teaching his/her student a core class at home, parents are encouraged to enroll their student in an on-campus class. Exceptions to this can be approved if parents are able to facilitate a class taught by another instructor off campus. Approval is required before enrollment in the class, after discussing with the PSP Coordinator the course of study plan.

3. Credit earned through courses taken online or other institutions will be listed as being granted by that institution.
4. High school curriculum with printed or electronic testing materials shall be used for instruction and testing. Parents will teach from the instructional curriculum and teaching textbook in addition to their student's textbook and workbooks. The campus curriculum and textbooks may be rented for a minimal fee, or may be purchased at a discount with the one time campus curriculum order (may not always be possible). Other curriculums must be approved by the PSP director.
5. Procedure for dropping/adding a course after a student has been enrolled in a PSP course will follow the same drop/add policy as campus courses. See the CCCHS Handbook for this policy.
6. Understanding that grades by a parent teacher are often subjective and grading is different from a campus class in the manner it is awarded, in the sense that the same mastery and effort attained by another student may be different, parents agree standards must be followed to evaluate a student's knowledge and skill in any given subject area that is taught. Grading rubrics are available from the PSP Coordinator for parents to use.
7. Documentation of high school-level work includes keeping track of final grades in courses that are taken and submitting weekly work samples for each course that is parent-directed in which a course description was submitted. Within the month, one of the samples should be a quiz, test or some type of assessment. Final grades are recorded on the student's high school transcript. Grades given for a course shall be supported by objective grading rubrics and test rubrics submitted to the PSP Coordinator, along with student samples of completed writing assignments and tests submitted by the parent/teacher. Every effort is made for open evaluation by the parent teacher and the PSP Coordinator for review of samples and grade reports. The PSP director enters course grades to the student RenWeb report card, and may consult a campus teacher to review a student essay, test or other writing sample, regarding campus standards. If submitted grades need adjustment, the PSP Coordinator will discuss with parents for clarification.
8. Letter grades will be submitted for core courses such as English, history, science, math, and foreign language. For elective courses, pass/fail grades based on goals set for the course may be allowed, and not calculated into a grade point average.
9. High school courses at home will have a weighted grading system similar to the campus grading system, which the PSP Coordinator will provide to the parents on request. Parents can discuss with the PSP Coordinator for a grading system different from the campus grading system, and approval will be made before the system is used. Parents will

outline their grading methods on the Course Description form submitted to the PSP Coordinator for enrollment in a PSP course. PSP high school courses will include a semester final exam which PSP parents will administer and final exam grades shall be submitted with final course grades. Midterm exams are optional. Semester exams and finals will be taken and proctored on-campus.

10. A PSP core course instruction shall take place for a minimum of 1 hour per day, 180 days a year, and between the hours of 8 a.m. and 3:30 p.m. Monday through Friday. Supplemental instruction by a parent or approved instructor may take place after 3:30 p.m. Evening courses provided by a second party may be taken with special approval of the PSP director or high school principal.
11. PSP parent-teachers direct their students to a daily schedule of instruction and assignments. As high school is more than academics, part of the training is in time management and the necessity of sticking to a schedule in order to meet a deadline. Late or missed work assigned to students is unacceptable and it is reasonable to deduct points from a student's final score for failing to turn in an assignment or paper on time.
12. PSP high school students are highly encouraged to enroll in a campus core class each semester, and may take up to 3 campus classes, to maintain status as a Private Satellite Program student. Exceptions to this can be discussed with the PSP director. To benefit from campus project learning, a PSP student may enroll in a campus class as part of the student's educational plan. PSP high school students are highly encouraged to participate in Intersession, fall Spiritual Retreat, and spring Service Project for building peer relationships and leadership training.

Requests for exceptions to the above policies may be reviewed by the PSP director, high school academic dean, high school principal, head of school, or education committee.