



# **Shasta View Academy**

## **Parent/Student Handbook**

### **2020 - 2021**

#### ***OUR MISSION STATEMENT:***

*SVA's mission is to provide an innovative personalized learning program that honors parental choice. We support our students with a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.*

## School Staff Information

### Meet the School Administrative and Office Staff:

Executive Director, Laura Blachman  
Shasta County Principal, Patty Donahue  
Special Education Coordinator, Rhoni Koenig  
Ed Services Manager/Librarian, Tony Cervantes  
Office Manager, Jody Nelson  
Registrar, Kari Gallaher  
Student Learning Record Coordinator, Loraine Colbert  
Mountain View Resource Center Coordinator/Librarian, Valerie Taylor  
High School Coordinators, Amy Caples and David House  
Shasta Assessment and Intervention Coordinator, Jolene Lader  
Lead Teacher and Field Trip Coordinator, Hannah Noble  
School Assessment Coordinator, Lisa Bernal



Website for SVA:

[www.shastaview.org](http://www.shastaview.org)



### Board of Directors:

Chairperson: Julie Warner  
Secretary: Bonnie Simmons  
Board Members: Natalie Moutard, Andy Anderson, Tricia Watson



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## Who we are...

Shasta View Academy (SVA) is dedicated to serving families who choose to school their children at home using our personalized learning/independent study model. We are sponsored by Columbia Elementary School District and are able to serve students living in Shasta, Tehama, Trinity, Siskiyou, Lassen and Modoc Counties. We have a dedicated and experienced staff focused on serving the needs of our students and their families.

### **Mission and Vision**

*Our Mission: SVA's mission is to provide an innovative personalized learning program that honors parental choice. We support our students with a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.*

### **Our Educational Vision:**

Our school is based on the belief that each student should be supported with the appropriate resources to realize their full potential. We will operate on the understanding that:

- Strong core competency skills are critical to successful lifelong learning.
- All students have different learning styles, abilities, and background experiences. As important as “what” a student learns is “how” a student learns.
- Parents, supported by trained educators with effective, standards-based curriculum, are capable of providing an excellent education to their children.
- Developing an educational plan tailored to meet a student’s learning style, abilities, strengths, and areas of need allows them to flourish.
- Students need to become self-motivated, organized, lifelong learners, able to use different sources of information and complete tasks.
- Powerful teacher-student relationships are a motivating factor toward success.
- Opportunities for online education are encouraged and supported to move students into the age of technology.
- Beyond core courses, providing a variety of elective course options allows students to find their individual path and life goals.



## **Expected Schoolwide Learning Results (ESLRs)**

As part of the Western Association of Schools and Colleges (WASC) accreditation process, the following ESLRs were written and approved by staff and stakeholders. The ESLRs are the skills that we want each of our graduating seniors to possess before leaving high school. Each skill is linked to one or more California State (or National) Content Standards.

Students will be:

ESLR #1 Academic Achievers who:

- Are self-directed, independent learners, who plan for their educational futures by setting goals and establishing priorities.
- Show proficiency in essential literacy, writing, and mathematical skills.
- Assume responsibility for personal lifelong learning.

ESLR #2 Effective Communicators who:

- Are able to read, write, speak, and listen reflectively and critically with a sense of purpose.
- Use technology effectively.

ESLR #3 Responsible Citizens who:

- Are contributing members of society.
- Are able to problem solve effectively, making informed and responsible decisions.
- Accept and respect diverse viewpoints, lifestyles, and opinions.
- Are able to function in a global society.



## Website

Our school maintains a website to assist families with information and updates at [www.shastaview.org](http://www.shastaview.org). You will find the following on the site: general information about our program, a link to our online library, a writing program page, a mathematics page, a vendor course instructor list, our Local Control Accountability Plan (LCAP), Board of Director meeting agendas and minutes, Advisory Council meeting agendas and minutes, links to helpful Department of Education information, forms that parents will need for learning records, calendars, newsletters, and applications.



## Student Enrollment

### Admission

SVA is a TK-12 public school with the following criteria for enrollment:

- The student must meet California state residency requirements living in Shasta, Trinity, Tehama, Siskiyou, Lassen or Modoc Counties.
- The student must be at least five years old between September 2<sup>nd</sup> and December 2<sup>nd</sup> in the year of enrollment, in order to enroll as a Transitional Kindergartener.
- The student must be at least five years old by September 2<sup>nd</sup> in the year of enrollment, in order to enroll as a Kindergartener.
- The student must be no older than 18 years of age at the time of enrollment unless they have been continuously enrolled in a California school and are making reasonable progress toward graduation. In this case, the student may enroll up to the age of 22.
- The student must have support at home to be successful in a personalized learning program that follows California State Independent Study regulations.
- **Before enrolling in the school**, it is important for parents and students to visit our website and read this handbook to understand the philosophy and guidelines of the school. A school administrator will have a pre-enrollment conversation with the family to help them decide if our school is an appropriate fit. **When a family enrolls with SVA, they need to be ready to accept co-responsibility for their children's education as the primary instructor in the home.**
- It is important for parents to realize that in accordance with California State Assembly Bill 544, it is not legal for a student to be concurrently enrolled in a charter school and in any other school, public or private, with the exception of concurrent enrollment in a Community College.
- The Board of Directors is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination, including harassment, on the basis of a student's: Disability, Gender, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and/or Association with individuals with one (1) or more of the above characteristics.

## Online Enrollment

**All students will enroll online through our student information system with School Pathways. The following forms must be completed and in the school's possession before school begins:**

- Enrollment form completed online with electronic parent/guardian signatures
- Household Data Collection Form
- Copy of student birth certificate
- California School Immunization Records
- Transitional Kindergarten and Kindergarten Entry Health Exam (kindergarten students and any 1<sup>st</sup> graders who did not attend kindergarten)
- T-DAP Immunization for students in 7<sup>th</sup> grade or higher
- Special Education documents (when applicable) to include a copy of any active IEPs
- High School transcripts for grades 9-12
- Emergency Card
- Proof of residency
- Master Agreement signed by Parent/Guardian, Student, and Teacher
- Acknowledgment of Responsibilities signed by Parent/Guardian, Student, and Teacher



## Expectations of Students, Parents and the School

In order to ensure a meaningful partnership that gives every child the best possible chance of success, the partners (parents, staff, and students) need to be clear about what each can reasonably expect of the others. Everyone has roles to play. If each of the partners commits themselves to these expectations, we believe that the year will be positive and students will gain skills and achieve their potential.

### What Can I Expect of the School?

The school will:

- Provide the necessary curriculum, resources, and materials.
- Ensure that every family is provided a credentialed Teacher able to work effectively with the parent and student.
- Ensure that every family has access to the school's specialists to include; reading and mathematics.
- Assess student skill levels and academic progress.
- Monitor and assess learning; hold family meetings or student conferences every twenty days or more often if needed and/or desired.
- Provide a personalized learning environment and curriculum.
- Ensure that each family is aware of the school's opportunities and expectations.
- Provide a range of curricular and extracurricular activities.
- Provide ways for the parent or parent-teacher to grow as an educator.

### What Should the School Expect of the Parent?

Parents will support their child's learning by:

- Fulfilling responsibilities outlined in the Master Agreement and Acknowledgement of Responsibilities.
- Showing, through day-to-day activities, the value placed on learning.
- Setting high standards for teaching (home study) and student learning.
- Helping to maintain a balance between schoolwork and leisure time activities.
- Partnering with the school in meeting responsibilities for the academic program.
- Ensuring that the assigned Teacher is fully informed of anything that may affect student progress.
- Daily oversight of student learning.
- Attending parent development trainings provided by the school.
- Return all SVA learning resources upon completion of coursework.

### What Does the School Expect of My Child?

The school expects that students will:

- Focus attention on learning during school time.
- Complete assignments and aim for the highest standards in quality of work.
- Complete and turn in original work.
- Take part in some of the extra opportunities/activities provided by the school.



## The Role of the Parent/Guardian

Parents/Guardians are an essential part of the team dedicated to each student's academic success with the school's Personalized Learning Program. Parents who enroll their child(ren) in this program must be willing to accept primary responsibility for their child(ren)'s education in the home. It will be important that they do the following with the assistance of the assigned Teacher and the School Staff.

- Understand and follow the Master Agreement and Acknowledgement of Responsibilities.
- Help plan the academic year for each student with the assigned Teacher.
- Work with the assigned Teacher to choose the curriculum and course of study.
- Participate daily with student's learning and assignments.
- Correct and monitor student work on a daily basis so skills are practiced correctly.
- Help the student organize his/her work, both for daily accountability and for meetings with the assigned Teacher.
- Meet on a scheduled basis with the Teacher no less than one time per 20 school days. If you must reschedule, notify the Teacher in advance.
- Bring all corrected and graded work for grades TK-8 to meeting with the Teacher, unless previously agreed to by the Teacher and parent. If the student(s) is grade 9-12, the SVA teacher will give final grades for the work completed. If a meeting is missed or assignments are missing, the Teacher MUST issue a Non-Compliance Report.
- Provide appropriate, graded work samples each month for student learning records.
- Take responsibility to keep the Teacher informed of successes, issues, and concerns, including questions as to whether support services might be necessary.
- Read Parent Square emails and use the school website for additional resources.  
[www.shastaview.org](http://www.shastaview.org)
- Facilitate student participation in State required testing.
- Facilitate student participation in school wide assessments.
- Provide transportation to and from school activities such as state-mandated testing, field trips, and tutoring, when applicable.
- Pick up students on time at the Shasta View Resource Center when classes are over.
- Maintain logs and records as requested or required.
- Acknowledge that all learning resources used print, non-print, technology, etc., are the property of the school and all material must be returned to the school when you are finished using them and/or at the end of the school year.



## The Role of the Assigned SVA Teacher

The role of the Credentialed Teachers who serve families participating in our Personalized Learning Program is to offer support and guidance to parents who accept primary responsibility for the education of their children.

### The Teacher assigned to your student(s) will:

- Issue a Parent/Student Handbook and High School Guide and Catalog (when applicable).
- Meet with the parent/guardian/students a minimum of once every 20 school days to assess and record progress for each student.
- Administer and/or assist with the coordination of internal assessment for students grades TK-11.
- Review assessment results and work with the family to direct instruction toward academic growth and achievement.
- Advise on curriculum offerings from the school catalogs and library.
- Review student work at Learning Period Meetings and discuss progress with parents.
- Answer a family's questions, in person, or via phone or email, as they arise.
- Serve as a liaison between the family and the School Administration, Staff, and Vendor Course Instructors.
- Discuss and assist with Vendor Course Instructor (VCI) orders for student/parent.
- Provide direct tutoring instruction when appropriate for student progress.
- Keep current with school policy and procedures and notify students and families of any changes that affect them.
- Verify student attendance records.
- Verify student learning and document progress in Student Assignment and Learning Record file.
- Review **all** work completed by the students in the learning period.
- Evaluate and grade all high school students' assigned work and mentor online course work.
- Communicate with the parent about student accomplishments, standards met, and assignments completed. Leave the meeting with a list to be used to complete the monthly learning record.
- Ask the family if they have any educational concerns or issues and discuss solutions.
- Help students and parents with any difficult assignments and/or concepts that were completed in the learning period.
- Offer instructional advice and tutoring if needed.
- Attend any Special Education IEP meetings for assigned students and maintain communication with Special Education staff.
- Note and research questions the family may have regarding their child's educational program.
- Ensure that each student has the appropriate curriculum. Discuss and implement changes if needed.
- Review the completed Attendance Log, PE and Elective Logs. Have the family make corrections if needed.
- Collect completed logs.
- Collect appropriate work samples for the learning record.
- Give each student a list of assignments and/or expectations for the next learning period.
- Give the family all forms and logs to be completed for the next learning period.
- Deliver educational materials ordered for the student and collect materials that are no longer being used.

- Discuss Vendor Course Instructor use. Determine if they are using the VCIs or if changes are needed.
- Notify parents and students of school-related updates regarding governance, field trips, testing dates, events, and activities.
- Schedule the next meeting.



## Monthly Meetings with your Assigned SVA Teacher

According to Independent Study Law, the school year is divided into ten learning periods, each with twenty school days or less. The assigned Teacher must have at least one face-to-face meeting with the parent/guardian and the student every learning period. Depending on the circumstances, a Teacher and family may choose to meet more often. After attending the monthly meeting, the assigned Teacher is responsible for the creation of a report for each student that documents work completed and resultant attendance. Each meeting should include the following:

- Discussion and review of student progress/achievements for the learning period. The form on the next page is an example that can be used to provide information to the Teacher.
- Teacher review of all assignments completed in the previous learning period to determine attendance earned and state standards addressed. Work completed by high school students will be collected and graded by the assigned Teacher.
- Teacher and parent assign grades for work completed.
- Return of Teacher graded high school student work for review with the student.
- Opportunities for the parent to ask questions and discuss concerns.
- Opportunities for the Teacher to share different teaching strategies and offer support and encouragement.
- Time for the Teacher to assist with instruction/tutoring as needed.
- Work Sample collection - the assigned Teacher will collect one sample of your child's work each learning period. One learning period each semester you will be asked to submit one sample from each curriculum area (math, language, science, social studies, and electives).
- Teacher review of the completed Attendance Log, PE and Elective Logs. The teacher may help the family make corrections if needed.
- Days of attendance are established for the learning period based on work completed by the student. Please review the "Daily Logs for Attendance" section below for more complete information on attendance.
- Students are given a list of assignments and/or expectations for the next learning period.
- Forms for the next learning period are given to the parent/student.
- Teacher, parent/guardian, and student discuss Vendor needs if applicable.
- Teacher, parent/guardian, and student discuss curriculum needs or changes.
- Teacher delivers any materials that the student needs or has ordered.
- Teacher informs the family of any announcements and/or opportunities provided by the school.
- The next meeting is scheduled.

The following worksheet is an example of what would be reported to the assigned Teacher to document work and activities completed during a learning period.



## Learning Period Progress Report

Student Name: Joe Student

Learning Period: 8-27-20 through 9-21-20

Assignments/Activities Completed:

### Language Arts

- Harcourt Grade 7 literature-completed pages 1-87, answered questions, completed grammar activities.
- Wordly Wise 7- completed pages 1-26
- Writing Assignment- completed 5 paragraph essay about favorite summer activities.

### Mathematics

- Glencoe McGraw Hill CA Mathematics Grade 7- completed pages 1-56
- Completed online exercises to go with text activities.
- Used a cookbook and doubled recipes 3 times this learning period.
- Calculated mileage and miles per gallon for a trip to San Francisco.

### Science

- Harcourt Science Grade 7- completed pages 1-73. Answered all questions and completed experiments in the text.
- Visited Turtle Bay exhibit about butterflies.
- Went on a field trip to Lassen National Park to study the geology of the area.

### Social Studies

- Glencoe Grade 7 Discovering Our Past- completed pages 1-58. Answered all questions in text and workbook.
- Went on a field trip to the local post office, fire station.
- Researched Medieval Knights online and completed a summary.

### Curriculum Needs/Changes

- Interested in guitar lessons with J. Smith for \$45 per month.
- Would like some math games appropriate for grade 7.



## **Monthly Paperwork to be Completed by the Parent/Guardian and/or Students:**

### **Daily Logs for Attendance**

Daily Attendance is taken in accordance with Independent Study Law. The student's parent or guardian is responsible for recording attendance on a daily basis using the Attendance Log provided by the school. This Log is the attendance document and must be filled out on a daily basis documenting that the student completed at least one educational assignment from his/her Student Assignment and Learning Record each day of the school calendar year.

Separate logs are provided to record time spent on daily PE activities, music lessons and practice, or any other time measured courses, such as career explorations and volunteer work.

Attendance can only be claimed for days that the student is properly engaged in the learning process. Students may have days of non-attendance when sick or unable to complete school work.

It is the responsibility of the credentialed Teacher to establish whether the amount of work a student has produced, or the amount of knowledge that was gained, substantiates the days of attendance being claimed.

If the Teacher does not think the student has engaged in the learning process enough to warrant full claim of attendance, which must equal 80% of the work assigned for a learning period, it is his/her responsibility to subtract days from the attendance and to give the student a Non-Compliance Notification which may result in the student's disenrollment.

Parent must date the Attendance Log with the last day of the learning period.

The log below is an example of a Student Attendance Log used to report daily attendance.



## Shasta View Academy MA Attendance Log

Student Name:

Student ID:

Grade Level: 5

LP: 2

Teacher Name:

Teacher Number:

Date Range: 08/31/2020 - 09/25/2020

Possible Days: 19 Days Claimed: 19

Mr. Smith  
Teacher Signature

Date

Minnie Mouse  
Parent/Guardian Signature

Date

<b>Monday 08/31</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Tuesday 09/01</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Wednesday 09/02</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Thursday 09/03</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Friday 09/04</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)
<b>Monday 09/07</b> No Classes Today	<b>Tuesday 09/08</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Wednesday 09/09</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Thursday 09/10</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Friday 09/11</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)
<b>Monday 09/14</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Tuesday 09/15</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Wednesday 09/16</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Thursday 09/17</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Friday 09/18</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)
<b>Monday 09/21</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Tuesday 09/22</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Wednesday 09/23</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Thursday 09/24</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)	<b>Friday 09/25</b> <input checked="" type="checkbox"/> Language Arts (5-8) <input checked="" type="checkbox"/> Mathematics (5-8) <input checked="" type="checkbox"/> Physical Education (5-8) <input checked="" type="checkbox"/> Science (5-8) <input checked="" type="checkbox"/> Social Studies (5-8)

Student:

Teacher:

Report: MA Attendance Log

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## Daily Logs for Physical Fitness

As per state law, physical education is required of all students in grades TK-8 and two years of PE is required for high school students. Physical Education is defined as physical activities that are conducive to health and vigor of body and mind. They are recreational in nature.

- All students in grades TK through 8, except pupils excused or exempted, shall be required to participate in courses of physical education for a total period time of no less than **150 minutes each 5 school days** (or an average of 30 minutes per day).
- All students in grades 9 through 12, except pupils excused or exempted, shall be required to participate in 20 credits (2 full years) in courses of physical education for a total period time of no less than **200 minutes each 5 school days** (or an average of 40 minutes per day).

There are a number of ways for students to achieve physical fitness as set forth by the California Education Code. Physical fitness options include:

- Participate in an organized physical fitness program provided by a local recreation center, the YMCA, or a sports program.
- Join an athletic team such as swimming, football, basketball or baseball.
- Walk, bicycle, play at a local playground at such a level that will increase heart rate.
- Take classes provided by a registered gymnastics, dance, or martial arts club.
- Participate daily in viewing and following directions as set forth in an aerobic video for children.

Please note: Cleaning the house or other various chores are not considered appropriate for credit towards physical education.

A monthly PE Log must be completed each learning period. Your assigned Teacher will give you the log each learning period, or you can download forms with dates from our website.

Log completion:

- Parents and/or students must record the activity and time a student spends in physical activity per day on the provided PE Log.
- The amount of time spent in physical activity must be added up weekly and total learning period time written at the bottom right corner of the record.
- A specific physical activity must be written in when “other” is chosen on the log.

The log below is an example of a properly completed PE Log.

# Monthly P.E. Log

LP 2 – 19 days

Name: Joe Student

Dates: 8/31/20 – 9/25/20

Date <u>8/31/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/1/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/2/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/3/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/4/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Weekly Minutes  <u>225</u> (Total)
Date <u>9/7/20</u>  <b>HOLIDAY</b>  <b>LABOR DAY</b>	Date <u>9/8/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>60</u>	Date <u>9/9/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/10/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/11/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Weekly Minutes  <u>195</u> (Total)
Date <u>9/14/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/15/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>60</u>	Date <u>9/16/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/17/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/18/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Weekly Minutes  <u>240</u> (Total)
Date <u>9/21/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/22/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>60</u>	Date <u>9/23/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/24/20</u> <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Date <u>9/25/20</u> <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Team Sports <input type="checkbox"/> Aerobics/Dance <input type="checkbox"/> Bicycling <input type="checkbox"/> Other  Total Time <u>45</u>	Weekly Minutes  <u>240</u> (Total)
Reminder: High School requires 40 min/day or 200 min/week TK – 8 <sup>th</sup> grade 30 min/day or 150 min/week For "Other" write what the activity is: swimming, skating, dancing, skiing or any other physical education activity.					Monthly Total <u>900</u>

### **Daily Logs for Time-Dependent Elective Courses:**

To document time-dependent elective courses, such as music or career explorations, students must show time spent participating in related activities. We recommend 20 minutes of practice per day for grades TK-1, 30 minutes of practice for grades 2-8 and a minimum of 45 minutes of practice per day for grades 9-12. These courses don't produce a work sample, so the time log is how participation and accomplishment are recorded. Your Teacher will provide a form each month to document the date, time of participation, and the activity completed. The example below shows an elective log done correctly for a music course.

It is the parent or student's responsibility to add up the accumulated time spent with activities and total time recorded on the log sheet at the bottom right corner.



## Shasta View Academy Music Log

Student Name: *Mickey Mouse* Student ID:

Grade Level: 5

LP: 2

Teacher Name: *Mr. Smith*

Teacher Number:

Date Range: 08/31/2020 - 09/25/2020

Possible Days: 19 Days Claimed:

Week 1	List below <u>one activity</u> per day.	
Monday 08/31	<i>Practice Guitar</i>	<i>30 minutes</i>
Tuesday 09/01	<i>Guitar lesson</i>	<i>45</i>
Wednesday 09/02	<i>Practice</i>	<i>60</i>
Thursday 09/03	<i>Practice</i>	<i>60</i>
Friday 09/04	<i>Practice</i>	<i>45</i>
		<i>Total 230</i>
Week 2	List below <u>one activity</u> per day.	
Monday 09/07	No Classes Today	
Tuesday 09/08	<i>Lesson</i>	<i>45</i>
Wednesday 09/09	<i>Practice</i>	<i>60</i>
Thursday 09/10	<i>Practice</i>	<i>60</i>
Friday 09/11	<i>Practice</i>	<i>45</i>
		<i>Total 210</i>
Week 3	List below <u>one activity</u> per day.	
Monday 09/14	<i>Practice</i>	<i>45</i>
Tuesday 09/15	<i>Lesson</i>	<i>45</i>
Wednesday 09/16	<i>Practice</i>	<i>45</i>
Thursday 09/17	<i>Lesson</i>	<i>45</i>
Friday 09/18	<i>Lesson</i>	<i>60</i>
		<i>Total 240</i>
Week 4	List below <u>one activity</u> per day.	
Monday 09/21	<i>Practice</i>	<i>45</i>
Tuesday 09/22	<i>Lesson</i>	<i>45</i>
Wednesday 09/23	<i>Practice</i>	<i>60</i>
Thursday 09/24	<i>Practice</i>	<i>60</i>
Friday 09/25	<i>Recital</i>	<i>60</i>
		<i>Total 270</i>

*LP Total = 950 mins.*

Student:

Teacher:

Report: Music Log

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## **Student Work Samples:**

Each learning period the assigned Teacher will review all work completed by each student. They will collect a work sample each Learning Period to be included in the report. Eight of the ten Learning Periods it will be for one subject, and the subject will rotate until each subject has had a sample submitted. Two of the ten Learning Periods (one each semester), the Teacher will collect a sample from every subject on the student's Master Agreement to be included in the Learning Period reports. All samples collected must have the following:

- Student's first and last name in the upper right-hand corner of the sample. This must be written in the student's handwriting.
- The date that the work sample was completed must be written in the upper right corner. The date must fall within the current learning period dates.
- The sample must be evaluated by the parent and/or the SVA Teacher.
- It is important that the sample shows an appropriate amount and quality of work. Multiple choice answers are not acceptable.
- The student should be proud of the work presented as it represents their accomplishments.

The following form is a checklist for families to use when preparing for a learning period meeting.



## Monthly Checklist for Student Records

I have the following ready for my SVA Teacher:

- Student's work is neat and legible.
- The Student Attendance Log is complete with at least one core subject checked per school day (Language Arts, Math, Science, Social Studies). PE and electives must also be shown on a separate log sheet.
- I have an Assignment Record/Plan Sheet that tells my Teacher what students have completed this month.
- Original work samples are included and properly labeled with name, subject, grade, and date, in the student's own handwriting. (Language Arts/English, Math, Social Studies, Science, and untimed electives).
- All samples are evaluated.
- The samples show all work (ex: Math problems should be worked out on paper). Multiple choice samples are not acceptable.
- PE and time-dependent elective course minutes are added up and written on the appropriate log.
- All completed assignments are organized in a manner that is easy for my Teacher to review.

The following 2-page worksheet is an excellent tool to record student work/progress each month.



## Learning Period Progress Report

Student Name: \_\_\_\_\_

Learning Period: \_\_\_\_\_

Assignments/Activities Completed:

Language Arts

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Mathematics

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Science

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## Social Studies

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## Electives

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## Curriculum Needs/Changes

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## Communication

Maintaining communication between families and school staff is critical to student success. Our school offers many different methods for communication with families:

**SVA Teacher and School Staff** - Your assigned Teacher will provide any forms and other materials your student may need at the beginning of the school year and at each learning period meeting. In addition to your assigned Teacher, any school staff member is available to assist with your educational needs. The administrative office phone number is 530-233-3861 and the Shasta View Resource Center phone number is 530-708-2949. Staff members are available Monday through Friday 8:30 am through 4:30 pm to assist you.

**Parent Square Intra School Information System** – Our school uses this online program to provide a safe way for school administration, teachers, and staff to connect via email or text. This program will be used to keep families updated regarding important information and dates and to sign up for field trips and school activities.

**School Website** – [www.shastaview.org](http://www.shastaview.org) has helpful information about our school program, the vendor list, forms, calendar, a mathematics page, a writing program page, High School program information, Board of Director information, and Advisory Council information.



## Coursework/Classes

**Grades TK-8:** Each student grade TK-8 must be enrolled in a minimum of five courses to include: Language Arts, Mathematics, Science, Social Studies, and Physical Education. We encourage 7<sup>th</sup> and 8<sup>th</sup>-grade students to add an elective course in preparation for high school course loads (examples: art, music, foreign language, etc.).

**Grades 9-12:** High School students must be enrolled in a minimum of thirty credits per semester (six classes). If the student is taking courses at a community college, he/she may take no more than 11 college units per semester at the community college. If taking classes at the community college, the student must be enrolled in 20 high school credits with Shasta View Academy per semester. Please see the High School information section for further information.



## **Comprehensive Sexual Health and HIV Prevention Education Program**

California public schools are mandated to implement the California Healthy Youth Act and offer a Comprehensive Sexual Health and HIV Prevention Education course to middle school (grades 7-8) and high school (grades 9-12). This course must be completed one time in middle school and one time in high school. The middle and high school courses are not the same, covering different topics and material.

If your student enters SVA from another school and the student has completed the course in either grades 7/8 or high school, it will be necessary to submit the name of the school and year of course completion to SVA.

SVA has two online curriculum choices that meet the state's content requirements. These curriculums both include middle and high school options. Since the law mandates certain content, these are the only curriculum choices that can be used at SVA to meet the requirement. High school students will receive 2.5 elective credits upon completion of the course.

Curriculum choices:

Positive Prevention Plus: [www.positivepreventionplus.com](http://www.positivepreventionplus.com)

Heart Health Education and Relationship Training: [www.californiayouthpartnership.org](http://www.californiayouthpartnership.org)

The California Healthy Youth Act includes an opt-out clause that allows parents or guardians to excuse their child from comprehensive sexual health and HIV prevention education, using a passive consent or "opt-out" process. In order to opt-out, parents/guardians must submit a letter to SVA requesting that their child not complete the course. This opt-out request must be an original document that includes the student's name, grade, the parent's signature and the date of the request. If a parent chooses to opt out their child, the request must be made once in 7-8<sup>th</sup> grade and once in 9-12<sup>th</sup>.

In order to make a decision about whether to have your child complete the course, SVA parents/guardians are able to review the curriculum upon request at the Shasta View Resource Center or Alturas Library or online at publishers' websites. Please consult your SVA teacher for more information and guidance.



## Student Assessment

### State Assessment

In order to continue to offer innovative alternative educational programs, charter schools must abide by the laws that govern them. According to California charter school law, we must demonstrate that our students are learning at a level equivalent to or greater than that of children in traditional schools. If we cannot, we risk losing our charter and the students risk losing this educational option.

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours. While we have the opportunity to see how much our students are learning first hand, state assessment creates an opportunity to demonstrate our academic success to the California Department of Education, and to the Western Association of Schools and Colleges, our accrediting institutions.

With this in mind, we urge you to prepare your son or daughter to participate in the mandated State Testing program each spring. The individual results will not be used by the State to track or label the students in any way. Parents who choose to do so may request in writing that the test results not be placed in the student's file or portfolio.

The following tests are required by the State of California:

- **CAASPP/Smarter Balanced Assessment-Grades 3-8, 11**

The California Assessment of Student Performance and Progress Program is an online, adaptive assessment used to identify how well students in California are learning the knowledge and skills identified in the California State Standards for each grade level. The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements.

The online assessment is administered in the spring for grades 3-8, and 11. The school is dedicated to offering support and practice so that students feel confident and comfortable completing the assessment. Families will be offered links to practice tests, test preparation sessions, and appropriate materials to prepare for the assessment. The online assessment includes writing tasks that prompt students to explain how and why they derived their answers. Strong writing skills and the ability to keyboard will be key to student comfort with the testing experience.

- **California Science Test (CAST) -Grades 5, 8, High School**

Students in grades 5 and 8 are required to take the CAST as part of the CAASPP assessments. High school students must take the test one time before high school graduation. It is recommended the students take the test after they have completed their high school science coursework.

- **Physical Fitness Test Grades 5, 7, 9**

The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity. The PFT is administered in the second semester each school year. Teachers will be given worksheets to outline test components and tasks. Parents may administer and record the test results and return them to their assigned Teacher.

- **Early Assessment Program (EAP) Grade 11**

The California Department of Education (CDE) collaborates with the California State University (CSU), California Community Colleges (CCC) and the State Board of Education (SBE), to address the number of incoming college students who require remediation in English and/or mathematics. The Early Assessment Program (EAP) is designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics.

The California State University (CSU) and participating California Community Colleges (CCC) use student results from the Smarter Balanced Summative Assessments as a student's EAP status in English and mathematics. Students wishing to inform the CSU and CCC of their EAP status may submit their CAASPP results by marking the release button at the end of the CAASPP exam.

- **California Mathematics Placement- Grade 9:**

When a student is entering the 9<sup>th</sup> grade, it is important that the student is placed in a mathematics course appropriate to their skill and ability levels. In order to facilitate proper course assignment, the school will take the following assessments and results into consideration:

1. The student's state testing scores in mathematics in the 8th-grade year;
2. The recommendation, if available, of each student's 8th-grade mathematics Teacher based on course assignment and grades;
3. The final grade in mathematics on the student's official, end of the year 8th-grade report card;
4. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year. The assigned Teacher's assessment will take into consideration factors which may include, but are not limited to, the student's independent study assignments, quizzes, tests, exams, and grades, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the Teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the Teacher shall specify the mathematics course or level recommended for the student.

State Assessment Tests By Grade Level				
Grades 3-8	Smarter Balanced -English-Language Arts -Mathematics -Spring test administration		Grade 11	Smarter Balanced -English-Language Arts -Mathematics -Early Assessment Program (EAP) -Spring test administration
Grades 5, 8	-CAST Science test -Spring test administration		High School	-CAST High School Science -Spring test administration
Grades 5, 7, 9	Physical Fitness Test -Spring Administration.			

## School Administered Assessments

Our school is committed to student achievement and progress. The following assessments have been chosen to give school staff and parents valuable information that will be used to create and implement a personalized learning plan designed to meet student needs. Students grades TK-9 will be assessed a minimum of two times each year, preferably in September and again in March. Results will be used to track student progress and may be used to generate lessons that address gaps in skills and understanding.

This year students will be internally assessed in the following manner:

### Transitional Kindergarten and Kindergarten:

Students will be assessed using Acadience, a paper and pencil assessment for Language Arts and Mathematics. This assessment will be administered two or three times a year by the Reading Specialist or the assigned Teacher.

### Grades 1-9

Students will be assessed using the online i-Ready Assessment Program. This assessment is an online diagnostic program and will be administered a minimum of two times per year by school staff. i-Ready® Diagnostic & Instruction was chosen for students grades 1-8 because it provides our students with an innovative diagnostic assessment and engaging instruction. The focus of this online program is reading and math. Students entering 9<sup>th</sup> grade will be assessed at the start of the year to establish a reading and math level to help determine curriculum level and needs. After the first assessment, high school students testing at grade level will not be required to complete i-Ready assessments.

### Grades 10-12

High School students will be evaluated internally by their SVA Teacher using the work that is completed and the assessments included in their assigned curriculum.

### i-Ready

i-Ready Diagnostic & Instruction helps teachers to effectively assess their students and then provide individualized instruction based on each student's unique needs.

i-Ready Diagnostic & Instruction assesses and teaches the following skill areas:

**Reading**

- Phonological Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension

**Math**

- Number and Operations
- Algebra and Algebraic Thinking
- Measurement and Data
- Geometry

i-Ready Diagnostic & Instruction begins by giving students an adaptive assessment in reading or math. An adaptive assessment is a test that automatically adjusts the difficulty of the questions according to each student's performance in order to determine his or her abilities in reading or math. Before your child begins the assessment, it is important to set appropriate expectations.

i-Ready is a very unique test that presents students with questions that can be both too easy and/or too hard. It is designed to do this until the assessment finds exactly the level at which the student is performing. Therefore, your child will certainly see some items above his or her level. Encourage your child to independently complete the test to the best of his or her ability.

Each time a student gets an item incorrect, he or she will be presented with a simpler question until the diagnostic finds the grade level at which the student is performing. The assessment efficiently assesses students across multiple grade levels, allowing for identification of root causes of a student's struggles or for identification of areas where a student is ready for further challenge. This information will then provide the teacher with a "road map" to instructional remediation.

Once your child completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill. The online instruction is designed to be both challenging and engaging. i-Ready delivers instruction using engaging, contemporary animation, and interactive lessons. The result is an experience that attracts and holds your child's interest while also teaching important skills and concepts. These lessons are proven to help students grow academically.

In addition, i-Ready Diagnostic & Instruction supports SVA's Teachers and administrators. The program provides a series of comprehensive reports designed to make curriculum selection and instruction more effective. These reports include data about student performance as well as detailed teaching suggestions. They help educators make informed decisions about the instruction that is right for your child.

## **Writing Assessment for Grades 1-12**

Writing is one of the most critical academic skills we can help our students attain. In order to assist students with this skill, it is important to assess their knowledge and capabilities. Each student in grades 1-12 will submit a writing sample to their Teacher at the beginning of the year in September or October and again at the end of the year in April or May. This writing assessment will be evaluated and the Teacher will use the information to guide instruction and curriculum.

## Evaluation and Grading

SVA requires all Teachers to submit a formal written assessment (Report Card) of a student's progress each semester. Report cards are a means for feedback and praise of the student's accomplishments.

### Letter Grade Scale for Grades TK-12

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### Possible Grade Scale for TK-2

O	Outstanding
S	Satisfactory
N	Needs Improvement



## Support for Students Performing Below Grade Level

The internal assessment scores (i-Ready and Acadience) a student earns at the beginning of the school year or when a student enrolls are used to determine grade level proficiency. In an effort to better support and assist families and students, the support team consisting of school administration, school academic specialists (reading and mathematics), the parent, and the student (if appropriate), will create a plan for students who assess and/or perform below their designated grade level. The intervention process is outlined below:

1. Students will complete the internal assessments at the beginning of the year using the following programs: Acadience (grades TK-K), i-Ready (grades 1-9), i-Ready for incoming 10<sup>th</sup> and 11<sup>th</sup> graders.
2. If student assessment scores for grades 1-8 are one or more grades below their assigned grade, the SVA Teacher, and Academic Specialists (if appropriate) will create an Academic Growth Plan (AGP) in cooperation with the parent.
3. The plan will be signed by the parent and the assigned Teacher.
4. The AGP plan for students scoring one grade level below their designated grade will consist of one strategy per subject area of need (English Language Arts and/or Mathematics).
5. The AGP plan for students scoring two or more grade levels below the student's designated grade will consist of two or more strategies per subject area of need (English Language Arts and/or Mathematics).
6. High School Students working below their grade level will receive support for their assigned courses which may include tutoring with SVA Academic Specialists and the assigned SVA Teacher.
7. The following are options that may be included in the plan:
  - Extra tutoring/instruction with assigned SVA Teacher
  - Extra tutoring/instruction with Academic Specialists (reading, math)
  - Use of i-Ready diagnostic lessons
  - Use of i-Ready diagnostic workbooks
  - Use of prescribed online programs and/or applications
  - Selection of curriculum appropriate for intervention and supplementation
8. Teachers will discuss student progress with intervention strategies at each learning period meeting with the parent/guardian. Parents will have an AGP log to track time spent each learning period on intervention. The log will be turned in to the assigned SVA Teacher each learning period to verify compliance with the plan.
9. If students are making academic progress and can demonstrate grade level standards mastery, the AGP plan can be revised to better serve the student or the student may exit the plan.
10. If students are not making progress with the assistance of staff and interventions, the support team may call a Student Success Team (SST) meeting to discuss other strategies and the option of assessment for special education services.

### Student Success Team

If a student is having difficulty learning and does not have an active IEP, our school has a Student Success Team (SST) process to help determine what the issues might be, if there are things that can be

done to help with intervention, and finally, to determine if a student may need to be tested for Special Education eligibility.

The Student Success Team (SST) will include the parent, the student (if appropriate), the SVA Teacher, any Academic Specialists that have been working with your child during the intervention process, and the school Director or Principal. The first meeting is an effort to share and examine information about the student and any previous intervention strategies that have been implemented. Prior to the meeting, the parent completes a questionnaire and the SVA Teacher completes an SST Meeting Request form. Information gathered includes the following:

- Student strengths
- Academic and social information
- Accommodations
- Areas of concern
- Questions
- Strategies previously implemented
- Actions
- Responsible person(s)

The meeting will result in an SST plan for student support that outlines future actions to be evaluated for progress at the next scheduled SST meeting. In this case, another meeting will be scheduled to review progress and evaluate changes and academic growth in your child. Another SST meeting outcome may be the recommendation that the student is assessed by Special Education staff to determine if the student has a learning disability and qualifies for Special Education services.

**What is the role of the parent in the SST process?**

- Provides valuable information and another viewpoint for planning an effective educational program.
- Shares the child's strengths and concerns with the school staff.
- Participates in the development of a positive intervention plan for their child.



## Special Education Services

### **The Referral Process for Special Education Services**

As outlined above, SVA is committed to student success and support. The SVA Teacher will be in constant communication with a student's parent whenever there is concern about a student's lack of academic or behavioral progress. At SVA, the teacher or parent can request an Academic Growth Plan or a Student Success Team meeting to discuss current concerns regarding the student. Documentation of strategies, supports, and materials will be developed and updated at these meetings, including developmental and medical history, academic performance, attendance, vision and hearing screening, and behaviors that interfere with a student's ability to learn.

SVA works with the student's family to implement all options available within the general education model before a referral to special education is made. Options may include accommodations, research-based instruction and materials, consultation with academic specialists, education specialists, school nurse, school psychologist or other appropriate staff. When general education options have been exhausted and the student has not shown sufficient progress, then referral to special education may be appropriate.

Parents may choose to make a written request for a Special Education evaluation. When a written request is received, the school must respond within 15 days. If the school determines that the request for assessment is merited, an assessment plan is sent to the parent with a copy of Procedural Safeguards and Prior Written Notice.

Once the parent has given written consent for assessment and SVA has received the document, a 60-day timeline begins. SVA has 60 days to complete its assessment and hold an initial Individualized Education Plan (IEP) meeting. After assessments are complete, an initial IEP meeting is held to discuss the assessment results and determine if a student qualifies for special education services. If the student qualifies, the team (which includes the parents) develops an IEP for the student.

Once a student has an IEP and it is implemented, the team is required by law to meet annually to review or revise the IEP. Every three years a student must be re-evaluated to determine continued eligibility for special education services.

### **Students Who Are Receiving Special Education Services and Have an Active IEP:**

SVA is a member of the El Dorado Charter Special Education Local Plan Area (SELPA). Our school is responsible for the management and delivery of all Special Education Services for our students with an Individualized Education Program (IEP). The school also serves students who have documented disabilities and/or medical conditions with 504 plans. 504 plans are managed by general education school administration rather than the Special Education staff.

By law, our school is required to provide Special Education Services the first day of enrollment and hold an Interim/30-day placement meeting within 30 days of that enrollment date. Our online enrollment process asks if a student has a current IEP or has received IEP services in the past. If your student has an

active IEP we ask that you provide a copy of that document so we can be prepared to properly serve your student the first day of school attendance. 504 Plans follow the same requirements and procedures.

SVA offers a full range of services for students with special needs to include: Specialized Academic Instruction with our Education Specialists, speech-language services, occupational therapy, adaptive PE, and assistive technology. Our independent study model requires that students receive most of their academic instruction at home with their parent(s) on a daily basis and receive support, guidance and direct instruction from our qualified special education staff and specialists. If you have questions regarding our program or the Special Education process, you may contact Rhoni Koenig, Special Education Director at [rhonik@shastaview.org](mailto:rhonik@shastaview.org) or Laura Blachman, Executive Director at [laura@shastaview.org](mailto:laura@shastaview.org)



## **Student Non-Compliance with SVA Program Requirements**

It is critical that students comply with the terms of the Master Agreement and the Acknowledgement of Responsibilities in order to be successful in our program. This includes the completion of adequate amounts of work each learning period (with an appropriate level of accuracy and commitment to work quality), attending scheduled meetings with the assigned Teacher on a monthly basis, following the signed Academic Growth Plan (if applicable), completing original work that is not copied or plagiarized, and attending mandated testing (internal and state testing). The school is committed to student achievement and progress and it is important to determine if the independent study model is appropriate for each student. It does not serve students to keep them in the program if they are not learning and gaining skills.

### **Non-Compliance Notification**

When a student is not meeting their Master Agreement and Acknowledgement of Responsibility obligations, the assigned Teacher is required to follow the Non-Compliance Protocol.

Non-compliance notifications are issued for the following:

- The student fails to complete at least 80% of the work assigned in a learning period.
- The student's work is incomplete or of poor quality earning non-passing grades.
- The student is not completing the intervention activities outlined in the Academic Growth Plan (if applicable).
- The parent and/or student missed a scheduled meeting with the SVA Teacher. If the Parent and/or Student are unable to attend a scheduled meeting due to illness or a family emergency, you must contact the Teacher immediately to reschedule.
- The parent and/or student repeatedly reschedule required meetings with the SVA Teacher.
- The student plagiarized, copied, or turned in work not completed by the student.

Students who establish a pattern of not meeting their obligations may not be appropriate for our program. If a student has three occurrences in a year, they may be dis-enrolled. A student may have a gap in time between non-compliant occurrences, or they may go through the three occurrences consecutively. For the student's sake, it is best to determine, as quickly as possible, if they are appropriate for our program and capable of working on their own.

### **First Occurrence:**

- The Teacher will complete the Non-Compliance Notification (NCN) for delivery to the student's parent.
- The Teacher will schedule a meeting with the parent and student and discuss the action of non-compliance and the action plan to correct the lack of compliance.
- A second meeting date is scheduled in a week to review work to be completed and to evaluate progress with the action plan.
- The Teacher, parent, and student sign the NCN and it is placed in the student's file.
- A copy of the NCN is emailed to the school director.

**Follow-Up Meeting in one week:**

- If the student has completed the actions outlined in the NCN by the second meeting, no further action is needed.
- If not, the Teacher will proceed to the second occurrence.

**Second Occurrence - Teacher will:**

- Fill out a second Non-Compliance Notification. (Distribute as directed above, amend attendance to reflect lack of compliance during the current five-day period).
- Schedule a meeting with the parent/student/teacher and the school Director or Principal.
- The group discusses the student's ability to be successful in an independent study model and may suggest disenrollment from the program if progress isn't made toward compliance.
- Corrective actions are due within five school days.

**Follow-Up Meeting:**

- If the student has completed the actions outlined in the NCN by the second meeting, no further action is needed.
- If not, the Teacher will proceed to the third occurrence.

**Third Occurrence – Teacher will:**

- Fill out a third Non-Compliance Notification. (Distribute as directed above.)
- Schedule a meeting with the parent, student, and Executive Director.
- The Executive Director may determine that the student is not able to meet the SVA requirements and will be dis-enrolled from SVA due to non-compliance.

Please review the First Non-Compliance Notification on the next page. The second and third occurrence notifications outline the following actions:

The **second occurrence** requires a meeting with the SVA Director or Principal, SVA Teacher, parent/legal guardian, and student to discuss concerns and plan for improvement. Failure to remedy non-compliance actions may indicate that SVA's independent study program is not an appropriate placement for the student.

The **third occurrence** requires a meeting with the SVA Director and/or Principal, SVA Teacher, parent/legal guardian and student to discuss possible dismissal from Shasta View Academy.

**Shasta View Academy  
Non-Compliance Notification  
First Occurrence**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

SVA Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning period start date: \_\_\_\_\_ Learning period end date: \_\_\_\_\_

This form serves as notification that your child has not met the minimum standards for Shasta View Academy as outlined in the signed Master Agreement and Acknowledgement of Responsibilities and/or the student's Academic Growth Plan (if applicable). **The first occurrence requires a documented conference with the teacher, parent/legal guardian and student to discuss concerns and plan for improvement.**

The Master Agreement, Acknowledgement of Responsibilities, and Academic Growth Plan (if applicable) outline the following:

- The student must complete a minimum of 80% of all assignments each reporting period.
- The student must complete the intervention activities outlined in the Academic Growth Plan each reporting period (if applicable).
- The parent and/or student agrees to meet the SVA Teacher on a scheduled basis no less than once every 20 school days.
- The student and parent understand and agree that all assignments completed must be the student's own work and not copied or plagiarized.
- The parent agrees that the student will participate in the SVA internal and state assessment sessions when scheduled.

Non-compliance:

- ☐ Student failed to complete an adequate amount of work.

Subject area(s): \_\_\_\_\_ Percent of work completed: \_\_\_\_\_

Days of attendance possible: \_\_\_\_\_ Days of attendance earned: \_\_\_\_\_

- ☐ Parent/Student missed a scheduled meeting.

Date(s): \_\_\_\_\_

- ☐ Parent/Student consistently rescheduled meeting(s) with SVA Teacher.

Date(s): \_\_\_\_\_

☐ Student did not complete the activities outlined in their Academic Growth Plan.

Subject area(s): \_\_\_\_\_

Percentage Completed: \_\_\_\_\_ Description: \_\_\_\_\_

☐ Student did not turn in original work or plagiarized. Description:

\_\_\_\_\_  
\_\_\_\_\_

☐ Student missed scheduled assessment session(s).

Type of assessment: \_\_\_\_\_ Date(s): \_\_\_\_\_

Plan for Improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action(s) required for compliance of the above plan for improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s) when action(s) will be complete: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Educational Materials

There are four ways in which a parent can receive educational materials and curriculum:

- Parents, with assistance from their Teacher, choose which materials they will use. The parents review the appropriate catalogs, talk with their Teacher, and decide on the appropriate curriculum for each course of study. SVA has many approved educational materials and curricula choices available for parent selection. Teachers order core curriculum materials and arrange for pick up or delivery to families.
- Supplemental Educational materials orders can be placed by your Teacher if items needed are not available through the above-mentioned resources.
- The school Online Library, which is stocked with a variety of educational materials and curriculum: <https://shastaviewacademy.follettdestiny.com>. When available, orders can be placed online and picked up from the bookmobile.
- The Bookmobile travels to Redding each week and parks at the Shasta View Resource Center.

### Library -

The school has an excellent selection of curriculum and educational materials in the Alturas Library and at the Shasta View Resource Center. The Alturas library is open year-round and Teachers and families are encouraged to visit, browse, and check out materials. (Core curriculum can be reviewed, but checked out through your teacher.) The Shasta View Resource Center Library is open daily during school hours.

Our library is also available online at: [www.shastaviewacademy.follettdestiny.com](http://www.shastaviewacademy.follettdestiny.com)

- Parents, students, and Teachers can go on the website to find materials they wish to put on hold for check out.
- Each student has an account number that they use to put items on hold.
- Teachers give account numbers of students to each of their families.
- The librarian will check requests several times a week and pull items requested.
- The requested library items will be held at the Shasta View Resource Center for families near Redding. Alturas and Surprise Valley orders may be picked up at the Alturas library.
- If parents cannot pick up items, the Teacher will be notified and will be responsible for delivery to the students.

**Note:** All non-consumable materials provided to the student are the property of the school. Families must return the materials to the Teacher when the student is finished using them for their educational program. The Teacher will inventory the materials and return them to the school at that time. If these materials are not accounted for at the end of the school year, the Teacher will inform the Librarian and families will be held responsible for the cost or replacement of missing items. The charter reserves the right to withhold files and transcripts if a student disenrolls with an outstanding bill (e.g., materials are not returned or have been destroyed). If materials are not returned at the end of a school year, new materials will not be delivered to the student.

## **Laptops and iPads for Student Use**

SVA promotes the use of computer technology in its instructional program in order to facilitate learning and teaching. The SVA library has laptops and iPads available for students to check out for use at home. Parents may request a technology device from their assigned Teacher. The Teacher will complete the Technology Request Form. The parent must fill out the Technology Acceptable Use Agreement on Parent Square which includes the rules for laptop and iPad use. The technology devices are for school use only and may not be used by the parent or the student for personal business or entertainment. Parents are responsible for notifying the school if the technology device is damaged and may be responsible for repair costs or replacement.

## **The following items MAY be purchased by the school for students:**

### Textbooks

- Age (skill) appropriate
- Teacher editions (when appropriate)
- Workbooks
- Reading literature
- Printed materials related to subject/course of study

### Full Curricula

- Complete courses
- Curriculum materials that include text, teacher edition, workbook
- Approved online courses for middle school and high school (see High School Guide)

### Audio/Visual Materials

- Video, DVAs, CDs
- All materials must be an instructional resource and related to subject/course of study

### Online High School Courses

- Core courses and elective courses
- Choices of different online publishers

### Computer Software

- Software related to subject/course of study
- All materials must be directly related to the skill development and support the semester courses

Instructional Kits *Please note – some kits are not available for the 20-21 school year due to state funding reductions.*

- Kits related to subject/course of study
- All kits must be an instructional resource

### Manipulative Materials

- Materials related to subject/course of study
- All materials must be an instructional resource (i.e. counters, base-ten blocks, anatomy models)

Art Materials – *Please note – Art materials are not available for the 20-21 school year due to state funding reductions.*

- Consumable materials related to subject/course of study
- All materials must be an instructional resource (i.e. brushes, paints, clay, colored art pencils)
- All art materials ordered are not to exceed a maximum of \$60 per year, per student (This may be subject to change each school year.)

**The following items may NOT be purchased for students:**

Religious Curriculum or Materials

- Materials that would not meet guidelines pertaining to the separation of church and state

Physical Education

- Physical education materials including, but not limited to; balls, scooters, jump ropes or other sports equipment

Miscellaneous Materials

- Dangerous/toxic items including, but not limited to, adhesives, sealants, chemicals, carving knives or other sharp instruments
- Costumes, uniforms or clothing of any type
- Non-instructional audio/visual materials, games, or software, such as musical or entertainment compact discs, audio or videotapes
- Toys without an educational purpose
- Hard assets such as musical instruments, furniture, fish tanks, cameras, etc.
- Non-required or supplemental community college course curriculum



## Vendor Course Enrichment Instruction (VCI's)

Our school has agreements with Vendor Course Instructors (VCI) to offer enrichment and instruction in elective and core subject areas. Each student, with agreement from the assigned Teacher, has the opportunity to take advantage of courses offered by the school's VCIs. An appropriate and corresponding course must appear on the student Master Agreement and be part of their individualized learning plan. The amount spent per month can be up to \$100 per student per month. It can be a combination of multiple courses. If a student exceeds the \$100 per month limit, the parent is responsible for paying the VCI the overage. SVA cannot pay for a missed vendor lesson/session. If a student does not attend a scheduled class, the parent will need to communicate with the vendor and accommodate the vendor's policy on absences.

Before a student can begin any vendor courses the parent must sign a "Parent Acknowledgement Form" (Available on Parent Square, the school website, or from your SVA Teacher.)

- Parents review the list of vendors and contact the vendor to let them know they are interested in using them as a vendor for their student.
- After the vendor is chosen, the parent needs to complete a "Vendor Request Form." The form is available on Parent Square, the SVA website, or it can be provided by your SVA Teacher.
- Once the "Vendor Request Form" has been completed, including all required signatures, and turned in to their Teacher or sent to the main office, parents will receive written notification from the SVA office that the student may begin the vendor course. **Lessons attended before you receive written notification from the SVA administrative office will not be paid for by the school.**

### Withdrawal from VCI

Students will sign up at the beginning of the semester for the vendor(s) of their choice. Students who cancel a vendor mid-semester will not be allowed to begin a new vendor course until the start of the next semester. Any time a student withdraws from a vendor course prior to the end of the school year, a vendor cancellation form must be completed. No vendor cancellation form is needed at the end of the school year.

If a student has a gym membership, they must attend the gym a minimum of 4 times a month. Failure to meet the minimum attendance requirement will result in immediate cancellation of SVA payment for the membership. Families should also check with the gym to find out their membership cancellation policy.



## High School Information

This section of the handbook is a brief overview of our high school program. SVA has a High School Guide and Catalog that is more thorough outlining all aspects of the program.

SVA is an accredited public high school chartered by the State of California. If you have students enrolled in elementary and middle school, you will find that there are differences between the TK -8 and the high school program.

Our school is committed to providing an exemplary high school program that includes: college preparatory courses (a-g), concurrent enrollment with community colleges, online course options, career technical education courses, a wide array of curriculum choices to meet student interests and needs, a college and career preparation program, and the assistance of the High School Coordinator.

Starting in the ninth grade, students take specific courses for credit toward graduation. The school requires 230 credits to earn a California high school diploma. Please see the course requirements below. There is a general education option and a college preparatory option. Students intending to go to a four-year California college or university directly after graduation will need to follow the college preparatory course plan of study (a-g).

High school students receive credits for a course of study with specific course descriptions. We award credit when our credentialed Teacher assigns, evaluates, and reports a student's completion of work for each course.

As a student completes courses, the school keeps a record of the course, grade, and credits earned on a transcript. This transcript is a permanent record of student progress toward a diploma that will follow a student to other high schools if applicable, and when complete, to colleges and universities to which a student may apply, to technical/vocational schools, or to future employers. If a student comes to our school from another high school, our staff transcribes the previous school's coursework, credits, and grades to an SVA transcript.

### **Courses Needed for Graduation**

The goal at the end of four years of high school is to earn a California High School diploma. To receive a high school diploma, a student must complete and pass the required SVA coursework of 230 credits, including Algebra I or higher and a College and Career Readiness course. Please see the course requirements worksheet on page 49.

Each year, the assigned Teacher and/or the High School Coordinator will help the student make a plan that lists courses to be taken each semester. The plan is individualized and will be guided by the educational and post-high school goals of each student. This plan will reflect the level of rigor of the chosen academic course of study (General Education or College Prep). This plan is reviewed yearly and may change if a student's educational goals and plans change.

Our school offers our high school students an opportunity to explore different college and career paths

through the college and career readiness program. The high school program enables students to develop the knowledge, skills, and attitudes needed to successfully:

- Examine their own lives.
- Explore and evaluate a wide range of education and career options.
- Make reasoned and researched goals for their future.

This college and career course is required for graduation from our school for all incoming high school students. Students will receive 5 credits for the course. The completion of the course includes course work, development of an online 10 - year college and career plan, and a culminating presentation.

Students may also further their career exploration by receiving credit for career exploration, career technical education course completion, internships, job shadowing, and service learning.

The school offers student field trips to colleges, college fairs, and career days throughout the school year. All high school students are encouraged to attend.

### **Career Technical Education**

SVA offers Career Technical Education (CTE) courses and CTE Pathway Programs (a set of courses in one career area). These courses are designed to provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers. Each SVA high school student has the opportunity to take a series of courses to complete a pathway and receive a certificate of completion. Participation in SVA's CTE program will provide opportunities for employment and/or associate, bachelor's and advanced degrees, while at the same time developing career-relevant, real-world 21<sup>st</sup> Century skills.

Each pathway requires a minimum of 300 hours of coursework. This equals a minimum of 3 courses of study, including an introductory course, a concentrator course, and a capstone course. Courses must be taken in sequential order.

SVA offers the following pathways:

Business Management  
Engineering Design  
Family and Human Services  
Food Service and Hospitality  
Forestry and Natural Resources  
Information Support and Services  
Patient Care  
Agriscience  
Animation  
Visual/Commercial Art  
Game Design  
International Business  
Child Development  
Cosmetology  
Biotechnology  
Patient Care  
Mental and Public Health

Networking  
Systems Programming  
Web and Social Media Programming  
Games and Simulations  
Marketing  
Entrepreneurship  
Public Safety  
Emergency Response  
Legal Practices

Discuss your interest in enrolling in and completing a CTE Pathway with your SVA teacher and refer to our High School Course Catalog for further information on course offerings within the different pathways.

### **Course Load**

The typical schedule for high school students includes 30 credits or six 5 credit courses per semester. The maximum number of credits allowed per semester without the Executive Director's approval is 45. If a student wishes to take more than 45 credits per semester, determination of the appropriateness of "acceleration" will be made after consultation with the Executive Director, Teacher, and High School Coordinator on the following criteria:

- Strong grades
- Grade-level coursework (not remedial or for credit recovery)
- A strong indication that the student will be successful with an accelerated schedule

CA Ed Code requires that, in order to be a full-time student, HS students must take 30 credits a semester with the following exceptions:

- Seniors (12th grade) may take 20 credits per semester to fulfill remaining graduation requirements.
- Students participating in concurrent enrollment at the community college may have fewer than 30 credits, however, each semester a student must be enrolled in a minimum of 20SVA credits and no more than 11 college units.

High School Students must be enrolled in our school for at least one entire semester in order to receive a diploma from the school.

Parents, students, and SVA Teachers work together each semester to write the Master Agreement outlining courses and curriculum choice (textbook, online, community college).

### **Repeated Courses:**

Students cannot be assigned to repeat a course except under either of the following conditions:

- a. The student received a grade of F in the course.

**Or**

- b. The student received a D in the course and they wish to take the course for a better grade. Credits for the course can only be issued one time. For example, if a student received a D and received 5 credits, they may repeat the course to earn a higher grade but will not be issued credits again for the course. The student's parent or guardian (or the student if he or she is 18 or older) must give written consent to the assigned repeated course for the purpose of improving a lower grade and the director must determine that the student will benefit from the repeated course.

**Or**

- c. The course is designed to be taken more than once and the students are exposed to a new curriculum each year.

### **How Much Time Should Be Spent Studying Each Day?**

Independent Study is an alternative to a traditional school. Students should expect to spend at least the equivalent of a fifty-minute class period every school day for each semester course taken.

Note: Rigorous college prep (a-g) classes may take more time.

According to the parent, student, and teacher signed Master Agreement, students are expected to complete 100% of assigned work for each course. However, to receive 100% attendance, only 80% of the assigned work for each course must be completed each learning period. Credits and grades, however, are calculated on 100% of the assigned work. Therefore, if a student completes only 80% of assignments they can receive 100% attendance, but will not receive full credit and will receive an appropriate grade.

If at least 80% of work is NOT completed for any learning period, a student will receive a Non-Compliance Notification documenting that less than 80% of the assignments were completed and full attendance will not be awarded. If a student receives three Non-Compliance Notifications, he/she will possibly be dismissed from our school due to lack of success in the independent study learning environment.

### **Grading in High School:**

The grade scale below represents the degree to which the student has mastered the content and standards being presented. Assigned Teachers evaluate all high school student course work.

For classes where the grade is quantifiable, the following scale applies:

A = 90 -100% mastery of content presented

B = 80 -89% mastery of content presented

C = 70-79% mastery of content presented

D = 60-69% mastery of content presented

F = Failure to master at least 60% of the content presented

### **Community College Coursework**

We are very fortunate in California to have a Community College system that allows high school students to take college classes and earn high school credits and college units at the same time. SVA encourages its students to take advantage of the opportunities a community college offers.

High School students must be enrolled in a minimum of four SVA high school courses (20 credits) at the same time they are enrolled in any community college classes. Community college concurrent enrollment guidelines stipulate that while attending high school, a student may only be enrolled in up to eleven (11) community college units per semester. Our school recommends that a student begin by taking only one college course to familiarize the student to college course rigor. If a student is successful completing college courses, our school may approve up to three college courses per semester with units totaling no more than 11 college units.

Please note the following: Students should be aware that course content for college courses is not

altered for concurrently enrolled high school students, and is intended for adults. Therefore, if there is any question of the suitability of a course, please contact the Community College course instructor before registering for the course.

Also, Shasta College accepts no responsibility for the supervision of concurrently enrolled students and is released from responsibility for students' class selection.

Community College courses are an excellent way for students to earn high school credit.

College course units convert to high school credits in the following manner:

- 1 unit college course = 3 high school credits
- 2 unit college course = 7 high school credits
- 3 unit college course = 10 high school credits
- 4 unit college course = 13 high school credits
- 5 unit college course = 17 high school credits

If your high school student would like to consider taking community college courses while attending our school, consult with your Teacher, and/or the High School Coordinator. The school must approve of the courses the student is taking and will make sure the courses fit into the high school requirements and student's graduation educational plan. Policies and procedures are outlined in the High School Guide and Course Catalog.

SVA will purchase or rent the textbooks required for Community College courses. High School students registering for a college course are responsible for paying college registration fees (campus, health, and if applicable material course fees). College course textbooks purchased by SVA must be returned to the SVA library at the end of each semester. Textbooks rented by SVA for the student from the college bookstore must be returned to the college on the last day of the college course. If books are not returned to the proper venue in the proper time frame, parents will be billed and responsible for the cost of the book(s). If the school is not reimbursed for the textbooks, we will not rent or purchase books for any community college courses.

As questions arise, please feel free to contact the High School Coordinator, Amy Caples in the Redding area at [amyc@shastaview.org](mailto:amyc@shastaview.org) or 530-351-5586 or David House at [davidh@shastaview.org](mailto:davidh@shastaview.org) in the Burney, Fall River and Alturas areas 530-233-3861.

More detailed information on all High School policies and procedures can be found in the High School Guide and Catalog found on our website: [www.shastaview.org](http://www.shastaview.org).

Please find the high school graduation requirement checklist on the following page:

The following chart outlines SVA course requirements for General Ed and College Prep (a-g) students.

General Ed Requirements				(a-g) College Prep Requirements			
Subject	Course	Credit Checklist		Course	Credit Checklist		
English	4 Years – 40 Credits			4 Years – 40 Credits			
	English I (10)			English I (10)			
	English II (10)			English II (10)			
	English III (10)			English III (10)			
	English IV (10)			English IV (10)			
Mathematics  <i>In order to earn a high school diploma, all high school students must pass an Algebra 1 course or higher.</i>	3 Years – 30 Credits			3 Years – 30 Credits			
	Basic Math (10)			Algebra I (10)			
	Pre-Algebra (10)			Geometry (10)			
	Algebra I (10)			Algebra II (10)			
	Algebra IA/IB (20)			Trig/Pre-calculus (10)			
	Geometry (10)			Calculus (10)			
	Algebra II (10)			Integrated Math I (10)			
	Integrated Math I (10)			Integrated Math II (10)			
	Integrated Math II (10)			Integrated Math III (10)			
History/ Social Science	3 Years-30 Credits			3 Years-30 Credits			
	World History (10)			World History (10)			
	US History (10)			US History (10)			
	US Government (5)			US Government (5)			
	Economics (5)			Economics (5)			
Science	2 years – 20 Credits			2 years-20 Credits			
	Earth or Physical Science (10)			Biology w/ Lab (10)			
	Life Science or Biology (10)			Earth Science w/Lab (10)			
				Chemistry w/ Lab (10) Interdisciplinary Science (10)			
Humanities	2 years – 20 Credits			3 years - 30 Credits			
	Visual & Performing Arts and/or Lang Other than English (20)			Lang Other than English (20) (two years of same language)			
				Visual & Performing Arts (10)			
Physical Ed	2 years - 20 Credits			2 years – 20 credits			
	P.E. (20)			P.E. (20)			
Health	Health (2.5)			Health (2.5)			
College/Career Readiness	College/Career (5)			College/Career (5)			
Technology/Life & Voc. Skills	1 year – 10 Credits			1 year – 10 Credits			
Electives	52.5 Credits			42.5 or Fewer Credits			
				College Prep approved elective (10)			
A <b>TOTAL of 230</b> credits are required for graduation. Students enrolled in 9-11 grade must be enrolled in at least 30 credits per semester. Seniors must carry at least 20 credits per semester.							



## **Resource Center Use and Protocols**

SVA has an established resource center for student use at Mountain View Middle School located at 675 Shasta View Drive. Columbia Elementary School District has directed our school to follow the state immunization laws for students at this school site. Therefore, students who are not fully immunized will not be able to attend the supplementary course options that may be offered at the site. Our efforts will be to provide virtual course opportunities to students who are not able to attend in person.

SVA's school library in Shasta County is located in room 1203 at Mountain View Middle School. Families may come to the library to browse and check out books. Parents are allowed to come onto the campus regardless of their immunization status but children visiting the library must be fully immunized.

### **Cell Phone Policy**

Cell phones must be turned off and put away during small group classes unless otherwise directed by a school staff member. Cell phones are prohibited during i-Ready and State testing.

### **School Dress Code**

It is important for students to come to any school site dressed appropriately. We ask all students who come to the main Alturas office or the Mtn. View Resource Center to follow the guidelines below:

- Sleepwear (pajamas, slippers, etc.) is not allowed at school.
- Halter tops, low cut tops, tube tops/dresses, mesh shirts, sheer clothing, spaghetti straps, racer backs, and half shirts are not to be worn at school. Undergarments (including bra straps) should not be seen.
- Midriffs must be completely covered.
- Short shorts are not allowed.
- Leggings/tights must have a top that qualifies as shorts length.
- Clothing with inappropriate logos, sayings or pictures is not to be worn at school.
- Shorts are allowed providing that they have no holes or excessive frays, and are past longest fingertip length when in a standing, relaxed shoulder position.
- Pants must not have excessive or revealing rips, holes or frays.
- Sagging pants or shorts are not allowed.
- Hats must be removed indoors.

### **Prohibited Misconduct at School Sites or Events**

SVA is dedicated to protecting the safety and well-being of all SVA students and staff members. The following is an overview of the "No Tolerance" policy and procedures that can be found in their full form in our charter petition. Student misconduct at a school site or event may lead to suspension or expulsion.

Prohibited misconduct while on school grounds or during a school sponsored activity include, but are not limited to the following:

- Possession of any weapon (includes knives).
- Any threat to cause physical injury to another person.
- Possession of any controlled substance or tobacco product.
- Attendance at a school site or at an event while under the influence of alcohol, a controlled substance, or any tobacco product.
- Attempting to sell a controlled substance or tobacco product.
- Robbery or extortion (attempted or committed).
- Damage to school property (attempted or committed).
- Commitment of an obscene act.
- Engaging in habitual profanity or vulgarity.
- Sexual assault (attempted or committed).
- Harassing, threatening, intimidating, or hazing another student.
- Threats against school officials and/or school property.
- Engaging in an act of bullying (in person or electronically).

The following actions will be initiated if a student engages in any prohibited misconduct:

1. School staff will evaluate the threat caused by the prohibited conduct and implement evacuation procedures if necessary.
2. If there is no immediate threat to students and staff, the student's parent/guardian will be contacted and the student will be removed from classroom and/or school activity.
3. Information about the misconduct will be shared with the parent/guardian.
4. A conference with the School's Director or designee will be scheduled within 2 days of the offense to include the student, his or her parent(s), and the teacher or other school employee involved.
5. If warranted, the parent will be asked key threat assessment questions in regard to the offense to determine any future risk to students or staff.
6. The student will be given an opportunity to explain reason for misconduct.
7. A determination will be made by the Director or designee as to the consequences of the misconduct. The consequences may include suspension or expulsion.

### **School Meal Plan Available at the Mtn. View Resource Center**

A new law, effective beginning in the 2019/20 school year, requires charter school resource centers to provide students who qualify as low income with one nutritionally adequate meal during each school day that the student receives instruction at the resource center for two or more hours. The school is able to choose which meal and at what time that meal is provided. SVA has chosen to serve a free breakfast every school day to all enrolled students regardless of the family's economic qualification.

Breakfast is offered at the Mtn. View Resource Center each school day from 8:10am - 9:10 am. Students who will be at the Mtn. View Site during the day have the option of coming to the center during this time to eat breakfast. Students must sign in and be present during the designated breakfast time and must consume the meal at the center in the designated area. Food will not be offered after 9:10 am.

Please note: this meal will be in addition to the snacks that SVA has always provided to students during testing and occasionally in small group classes. Students are also allowed to bring their own snacks or lunch when they attend activities at the center.

The breakfast meal will consist of:

- 2 oz. whole grains
- ½-1 cup (4-8 oz.) fruit
- Milk: 1% or Fat-Free

SVA will accommodate students who have food **allergies** (documentation from a physician must be submitted to SVA). Food **preferences** cannot be honored due to our student enrollment numbers and the limitless number of options.



## Opportunities for Parent Participation

### Board of Directors:

SVA is governed by the New Day Academy, Inc. Board of Directors, whose major roles and responsibilities include establishing and approving all major educational and operational policies, final approval on all major contracts, final approval on the school's annual budget, overseeing the school's fiscal affairs, and selecting, evaluating and supervising administrative staff. The Board has five members and the effort is to have representation from each county that we serve. Board terms are two years and a member can elect to stay on the board longer if interested and approved by the other board members. The Board meets monthly. All meetings are open to the public and the agendas and minutes are posted. We welcome any parents and/or students who want to know more about our school and would like to attend a meeting.

### Advisory Council:

In addition to the corporate Board of Directors, the school has an Advisory Council to the Board of Directors representing all primary stakeholders in the charter, including parents and students. The Advisory Council is established to provide a means for parents and students to be involved in the governance of the school to review program performance, discuss issues of importance to any and all groups associated with the schools, and recommend program improvement ideas to the Board of Directors. Meetings of the Advisory Council are held a minimum of 4 times per year. The Advisory Council is made up of:

The Director or designee;

- Two (2) Teachers;
- Three (3) parents of enrolled students;
- Two (2) students enrolled in the school; and
- One (1) community member.

**Field Trips:**

Our effort is to have one field trip per month throughout the year. Opportunities are shared with parents through our Parent Square communication system and the assigned Teachers. These trips are an excellent opportunity to meet other families and to expose your children to a wide variety of educational experiences in our communities.

SVA covers the cost of some field trips. It is important that parents attend the trips that they sign up for or notify our field trip coordinator if they are unable to attend so we can fill spots with students from the waiting list. When a family consistently signs up for a trip but does not attend, they may lose the privilege of attending field trips and/or asked to pay the cost of the unused tickets or event fees.



## **The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99)**

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies and/or State and local authorities, within a juvenile justice system, pursuant to specific State law.

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