



STUDENT AND PARENT HANDBOOK



Accredited by The Western Association of Schools and Colleges



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ABOUT SHASTA CHARTER ACADEMY

A Learning Community

First and foremost, Shasta Charter Academy (SCA) is a family-centered learning community where parents, students, board members and staff come together in creative ways to support student growth.

A Public Charter School

We are a public charter school, funded by the State of California, and chartered by the Shasta Union High School District (SUHSD). As a charter school, we have greater flexibility to explore personalized ways of learning for our students. As a public school, we continue to have certain accountability requirements to the California's Department of Education. Generally, the charter movement is seen to have greater flexibility regarding State standards in exchange for willingness on the part of individual schools to demonstrate student academic growth.

Mission Statement

Shasta Charter Academy, grades 9-12, honors and serves the family's choice to *Personalize Learning* according to their children's strengths.

Students achieve their goals using a multitude of methods including both school and community-based resources.

Parent(s) support their child's learning as they remain the essential force in affecting values, attitudes, and beliefs.

Teachers are facilitators of discovery, mentoring and serving families regarding home-based classes, community-centered education, distance learning, and traditional school models where appropriate.

As students, parents, and facilitators develop individual Student Learning Plans, each student will be allowed and encouraged to reach their goals by use of models specific to his or her learning style while insuring parental choice.

Personalized Learning

Shasta Charter Academy uses a Personalized Learning model of education. In Personalized Learning, a facilitator (a state credentialed teacher) works with a student and parent(s) to develop an individualized learning plan that draws from a palette of varied learning methods. These methods can include individual classes at comprehensive high school campuses in our district; our style of independent study, which includes a heavy emphasis on parent, tutor, and/or family involvement; community activity, which may include organizations like local swim teams, Girl Scouts, or the Youth Symphony; online courses; and courses at Shasta College. Our student community participates in various on-campus learning opportunities, including math, art, science, and technology classes. Student's individualized learning plans are structured within California State Content Standards and the Common Core State Standards and supervised by certificated teachers.

Learning Options

SCA's program offers students and parents an opportunity to select from a menu of educational choices including student/parent-centered homeschooling, small group courses at our campus, individual courses at Shasta Union High School District campuses (Enterprise High School, Shasta High School, Foothill High School or University Preparatory School) and Trinity Alps Unified School District, Shasta College classes, internet-based courses, as well as community sports and performing arts programs. Personalized learning at SCA differs from independent study programs in that students access a wide variety of learning strategies, and parents are essential members of learning teams. As such, parents are integrally involved in their child's education.

Accreditations and Endorsements

Our students have been accepted at every type of college and university, have received many scholarships (including the Cal Grant and National Merit programs), and continue to demonstrate the quality education they can acquire while a student at SCA.

CCSA

SCA is one of the first schools in the nation to become a *Certified Charter School*. Schools must go through an approved third party review process for this honor. We at SCA believe that in order to serve our families best it is in your interest to have such a review of our school to ensure we are doing everything possible to be a top quality school. In 2018 SCA was awarded the Northern California Hart Vision Charter School of the Year Award by CCSA.

WASC

SCA has achieved Accreditation with the Western Association of Schools and Colleges (WASC). Our full six year accreditation is the longest period of time they will allow a school to be accredited. Through this process, we carefully consider our school's priorities and ensure that our school embodies them. Since students, parents, and local community members are essential parts of the Shasta Charter Academy community, they participate in determining school priorities. WASC accreditation is voluntary and non-governmental, and is intended to assure other educational institutions, the public, and our school community that our school meets established criteria and is achieving its own objectives.

College Entrance Requirements and Career Technical Education Information

Students attending SCA may meet entrance requirements for the University of California, California State Universities and various career/technical schools. As students continue to plan for the future our facilitators and school counselor can be of great help in choosing the right classes to take each semester.

For university admission as a freshman, students must have taken specific courses during high school and have an appropriate GPA and score on the SAT/ACT. A list of the SCA courses that meet the A-G requirements for UC/CSU admission can be found at <http://www.ucop.edu/doorways/>.

The University of California states on its Website that “the purpose of a-g subject area requirements are to ensure that entering students...”

- Can successfully participate in a rigorous first-year program at a University of California
- Have developed knowledge that will give “breadth and perspective to new, more advanced studies”
- Have developed indispensable critical thinking and study skills

Courses approved for the UC’s a-g list must meet certain criteria:

- The courses must be academically challenging
- They must involve considerable reading and writing
- Courses must include problems and laboratory work where appropriate
- Courses must “show serious attention to analytical thinking as well as factual content”
- Advance students’ oral and listening skills

Career technical education (CTE) engages students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. Learn more about CTE at www.cde.ca.gov/ci/ct .

Speak with SCA facilitators and the counselor for any help and information needed to ensure you are on the right path to reach your goals. Another great source of information in our area is College Options, <http://www.collegeoptions.org/> or 244-4022. They are locally funded and are freely available to all students.

A site that can be used all through high school to help keep up to speed and on track with regard to College and career issues is www.collegeboard.com.

SCHOOL GOVERNANCE

Governance

The Shasta Union High School District Board of Trustees is the ultimate governing body for SCA, although a specific SCA Advisory Board directly governs the school. Administrative duties such as planning, budgetary expenditures, and daily operation of the program are the tasks of the SCA Director, Assistant Director, and the Chief Business Official, who are under the oversight of the SCA Advisory Board. We encourage parents to participate in school governance and activities. It is our goal to involve not only District and SCA staff in school governance, but parents, business partners, and members from the educational community at large. A governance structure that supports our educational mission is paramount.

Advisory Board

The SCA Advisory Board is the decision making body for our school. Five or more members represent our parents, staff, and community. The Board typically meets regularly; the agendas are posted on the front doors of the school, and available on the school website www.sca-edu.org. Everyone is welcome to attend the meetings.

Contact Information

Address: 307 Park Marina Circle, Redding, CA 96001
Phone: 530-245-2600
Fax: 530-245-2611
Website: www.sca-edu.org
Email: *firstinitiallastname@sca-edu.org*
Example- for Benjamin Claassen type: bclaassen@sca-edu.org

EDUCATIONAL OPPORTUNITIES AND RESULTS

High School Diploma

SCA works with students and families to help determine, based on student goals, the best educational options for each individual student. Many students will want a public high school diploma. This will require meeting certain requirements listed under “Graduation Requirements.” There are many options and methods leading to a diploma that meet the requirements of the state and the Shasta Union High School District.

Other Options

Some students choose to take the California High School Proficiency Exam (CHSPE) and move on to community college or other activities. Students are eligible to take this exam during the second semester of their 10th grade year or at age sixteen. It is offered several times per year and takes careful planning and preparation to pass. If a student desires this option he or she should let SCA know as soon as possible so we can begin to design a curricula that will help the student pass the exam. There is a fee paid by the family to the state for the administration of the CHSPE.

Desired Student Learning Results

SCA works “out of the box,” as allowed by the state, to meet each individual’s needs. Working with your facilitator and our counselor to plan your educational process around your individual needs and goals is essential.

Our school’s Desired Student Learning Results (DSLRS) were developed by students, parents, and staff to keep us focused on what is most important for our students and our learning community. Our list of DSLRS is a living document, open to new ideas from school members. All DSLRS are of equal importance. The following is a current list of DSLRS:



DESIRED STUDENT LEARNING RESULTS

OUR MISSION STATEMENT

Shasta Secondary Home School, grades 9 through 12, honors and serves the family's choice to personalize learning according to their children's strengths

◆ **Be prepared for options after high school**

- **Pursue excellence in core academic skills** (1,3,5,9,10)*
- **Receive guidance toward higher education** (2,3,4,5)*
- **Continually adapt to evolving technologies** (1,5,7,8,11)*
- **Investigate personal career education options** (2,3,4,5,8,11)*

◆ **Be independent, critical thinkers**

- Direct personal lifelong learning (1,2,5,6)*
- Demonstrate positive decision making skills (1,2,5,6,8)*
- Develop and maintain independent thinking (1,5,7,8)*

◆ **Develop a strong, positive attitude about self**

- Develop personal integrity, ethics and resiliency (1,5,6,8,11)*
- Exemplify habits of personal well-being (1,5,6)*
- Accept responsibility for own actions (1,5,6,8,11)*

◆ **Understand and respect differences**

- Appreciate individuals of diverse backgrounds and abilities (1,5,6,7,8,11)*
- Increase community and cultural awareness (1,5,8,11)*
- Cultivate a global perspective (1,5,7,8)*

◆ **Develop relevant foundational life skills**

- Develop an appreciation of fine art and literature (1,5,7,8)*
- Resolve problems and use opportunities creatively (1,5,6,7,8,11)*
- Prepare students for diverse options in career choices (1,4,5,8,11)*
- Demonstrate effective interpersonal communication skills (1,5,6,7,8,11)*
- Become effective, competent and assertive in self advocacy (1,5,6,8,11)*

- *MEASUREMENT TOOLS**
1. Grades, assignments, coursework, test scores
 2. Survey Report(s)
 3. Attendance at workshops
 4. Use of interest inventories, e.g., Kuder Career Navigator
 5. Observation by students, parents and staff
 6. CA Safe Schools; Student Study Team meetings; Medi-Cal Administrative Activities; Individual Education Program
 7. Projects
 8. Community Service and/or employment accountability
 9. SARC (School Accountability Report Card)
 10. API (Academic Performance Index) and/or AYP (Adequate Yearly Progress)
 11. Work Experience, Internships, R.O.P

Our school's Desired Student Learning Results (DSLRS) were developed by students, parents, and staff to keep us focused on what is most important for our students and our learning community. Our list of DSLRS is a living document, open to new ideas from school members.

Demonstration of Educational Growth

Demonstration of educational growth is important, especially for students and families. Satisfaction for everyone involved comes from seeing new skills and knowledge develop in students. Recognizing growth is part of the reward for a student's consistent involvement in learning. In addition, because Shasta Charter Academy is a public school, we are accountable to demonstrate to our charter authorizer and California Department of Education that our students are progressing collectively.

There are many ways students can demonstrate their growth and learning teams can document that growth. In addition to traditional testing, students can write about their experiences, design and complete unique research activities, create works of art, shoot photo essays, make a unique timeline, do community service, give a performance, set up a panel discussion, develop a Web page, write historical fiction, compose a resume, make a multimedia presentation, design a computer game, create a database, tackle a real life problem and solve it, record interviews with experts, carry out a survey, restore a classic car, compete in a bike race, learn new skills and build a cabinet for a stereo, conduct experiments, etc. Brainstorming ideas with your facilitator is always encouraged.

LEARNING RESOURCES AND OPPORTUNITIES

Community Resources

There are a great number of community resources that students can access to facilitate learning. Some of these include the local gyms, Scouts, swim teams, Turtle Bay, theater groups, music and dance lessons, community service, and many more. Students are encouraged to explore with their facilitator to see how they might incorporate community resources into their learning plan.

Computers

SCA offers on-campus use of Chromebooks and computer labs to students. The school follows strict guidelines regarding computer use to protect our community and to train students in the proper use of technology and the Internet. A computer use agreement is available at the front desk for review. Violation of the agreement can result in dismissal from class and loss of on-campus computer privileges.

Field Trips

A variety of field trips, including activities, concerts, and tours, are available to students each year. Attendance at most of these trips is completely optional for students and families, although field trips planned as part of a course may be required for that particular class. Field trips are great ways for students to learn together and to further enjoy their studies.

Parents will be asked to complete a medical and emergency contact information form at registration each year.

A notice of scheduled trips will be posted on the school's electronic signs, and on the website, www.sca-edu.org. Since many field trips have a limit on how many students may attend, be sure to sign up by the deadline. A sign up list also allows us to provide families with updates or any changes of plans. Trips will be filled on a first come, first served basis. Sign up in the office or by telephone. Generally, family members are welcome, but if interest in a particular trip is high, we may have to limit attendance to SCA students and parents.

Students or parents with suggestions for field trips are invited to contact the school administration.

Libraries

A number of libraries are available to our students. Shasta Charter Academy has a lending library. Shasta College Library is available for all community members. Shasta County Library has a very good website (www.shastalibraries.org) at which students can check availability of and renew books and request materials from home.

On-Campus Courses at SUHSD and TAUSD Campuses

Sometimes, students prefer to learn a particular subject in a traditional classroom setting. There may be a particular teacher he or she would like to learn with, or a subject that would be more enjoyable or easier with more teaching support. For instance, some of our students like to take advantage of an on-campus math or foreign language class that provides daily interaction. Students may take up to two or three on-campus courses per semester. Remember to meet all classroom and teacher expectations when using this option. Our continued good relationship with SUHSD and TAUSD campuses, as well as our reputation as a school, depends on our students.

Online References

Shasta Charter Academy's Website

www.sca-edu.org

SCA's Website provides information and resources that support student learning experiences. The site has school forms and a copy of the current year's calendar.

Great educational links are available online at SCA's website. Go to the website and click on "Learning Resources" and "College & Career."

Career Technical Education

Students at SCA have the opportunity to engage in learning and training for a specific occupation through the Shasta Union High School District Career Technical Education Program (CTE). Students need to be in 11th or 12th grade to participate and live within the Shasta Union High School District boundaries. It is the student's responsibility to contact his or her SCA facilitator or the school guidance counselor to enroll in a course. Students must enroll in the January or February of the current school year in order to participate the following school year because CTE courses fill up early.

Students can also take home-based, virtual CTE classes on Odysseyware, SCA's online learning platform. Areas of study include Business Management, Health Sciences, Hospitality and Tourism, Human Services, Information Technology, Agriculture, Food and Natural Resources, STEM, and Public Safety.

Shasta College

Students at SCA may take up to 11 units per semester at Shasta College, in accordance with college regulations. High school credits will be awarded at the rate of 3 $\frac{1}{3}$ high school credits for each college unit. For each semester a student wishes to take a class at the college, the following procedure must be followed to enroll at the college:

- Make an appointment with the SCA school guidance counselor to determine eligibility, appropriate class level, educational goals, etc.
 - Get from the counselor:

- Concurrent enrollment form, signed by the counselor. This must also be signed by the student's parent or guardian and the student's current facilitator
NOTE: When SCA signs a Shasta College concurrent enrollment form we are endorsing for Shasta College that the student can handle college level course work. Students applying to take courses at the college must have shown exceptional ability in high school level academics and dedication to learning.
 - For the College:
 - Complete an online application
 - Complete English Department enrollment requirements
 - Grades 9-12 may enroll on a date determined by the college. Check with the college or your facilitator for each semester's enrollment date.
- Fees
 - Currently high school students taking classes at Shasta College only pay the Student Center fee and the Health Center fee. Unit fees are waived.
- Textbooks
 - SCA does not purchase college textbooks. Students may purchase books at the college bookstore or online from a site like half.com, amazon.com, or abebooks.com. If you order online, make sure to purchase the textbook immediately after you enroll in a course.
- Academic progress
 - SCA students usually do a great job in Shasta College classes, which, in turn, encourages professors at the college to accept our students into their classes.
 - Students must pass Shasta College classes with at least a "C" in order to take classes at Shasta College the following semester.
 - If a student fails a Shasta College class, the student may be put on academic probation until SCA administration determines the student is adequately prepared to complete a college course.
- Credits from a community or other college can be counted for high school graduation under the following conditions:
 - The course must be completed with a passing grade.
 - Courses taken before the ninth grade may be used if they are academic in nature and qualify to be used toward a college AA or higher degree.
 - GPA for college courses will be counted on a 5 point scale (Advanced Placement level) if the student achieves an A or B grade in the course and if the course is a transferable, academic university level course.
 - Credits that are used will be counted at 3 1/3 times the credit issued by the college.

SCA On-Campus Courses

SCA on-campus courses are available to enrich students' opportunities and enjoyment of learning, and to extend opportunities for students to connect with each other in our learning community. Because of budget considerations, classes must have at least eight students signed up in order to meet. The decision to offer courses will be based primarily on student interest and availability of resources, as well as on other customary school factors. Current class schedules can be viewed on the school's website and are available at the school.

SCA On-Campus Class Policy

Students leaving an SCA class early **MUST** leave with their parent or guardian. No one under 21 years of age will be allowed to pick up students. Older family members or friends may pick up a student **IF** the parent or guardian of the student has written permission on file in our main office.

Students who leave class early without a note from their parent or guardian **AND** discussion with their instructor before class begins will lose attendance and participation points for the day. It is our goal to keep a safe environment for our students.

SCA Dress Code

The following guidelines shall apply to all regular school activities:

- ❖ Shoes must be worn at all times.
- ❖ Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic, religious prejudice, or gang related activity.
- ❖ Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics require dress code appropriate clothing underneath (i.e. tank top or camisole)
- ❖ Strapless, off-the-shoulder or low cut tops, bare midriffs and tops with straps less than one inch wide are not allowed.
- ❖ Shorts and skirts must be of appropriate length to maintain modesty

Summer School

SCA students are eligible to participate in their school district's regular education summer school programs. SCA does not conduct summer school.

Tutors/ Vendors

Tutors and vendors are available to support student learning. SCA has a limited budget available to assist in paying for tutoring and vendors, up to a prorated maximum of \$500 per year, per student. Because of budget limitations, it is not expected that all students will use their maximum allotments. Students and parents can begin the process of arranging for a tutor or vendor by talking with their facilitator. Any tutoring or vendor services must be connected to a required course listed on the student's master agreement and must be approved.

Please note that in order for a tutor or vendor to be paid by SCA, public school law requires that he or she be screened by the school and fingerprinted for a background check; paid sessions with the tutor or vendor **cannot begin** until the screening process is complete.

Work Permit Procedure

1. Come in to the office and pick up a work permit application. Fill out the student section and have a parent sign where indicated.
2. Take the application to the employer and have them fill out the employer portion.
3. Return completed work permit application to the SCA administration offices. We will issue a work permit. Work permits may take up to 24 hours to process.
4. Work permits for students not enrolled in Work Experience will be written in accordance with state law.
5. Work permits are required for all students under the age of 18 for summer jobs. If the SCA offices are closed for the summer, work permits can be obtained at the SUHSD District Office (2200 Eureka Way, Redding).

Work Experience

The procedures for issuing a work permit for students enrolled in the Work Experience on-campus course are the same as those for a regular permit. However there are a few differences that include. See differences below:

- Work permits for Work Experience students will be written for no more than, 6 hours per day and nor more than 32 hours per week.
- Students must attend the Work Experience class at SCA, Foothill, Shasta, or Enterprise High Schools.

ROLES AND RESPONSIBILITIES

The Learning Team: Student, Parent(s), and Facilitator

The teamwork and synergy developed between student, parent(s), and facilitator are the heart of SCA's style of education, Personalized Learning. Each team member holds responsibilities toward the success and growth of the student.

The facilitator's job is to support the student and parent(s), develop learning resources, determine credits, and to guide the learning team regarding criteria for graduation and college recognition of high school coursework.

The parent's involvement is essential: he and/or she serves as the integral, daily mentor of the student, encouraging, coaching, and documenting daily progress. This should include frequent grading and scoring of coursework.

The student is responsible to communicate learning desires, be open and work toward enjoying learning, work with the facilitator and parent(s) to determine assignments, complete all assignments, and keep commitments.

The facilitator, parent(s) and student work together to determine grades. The facilitator will get input from the learning team, although the facilitator is legally the “teacher of record” and is ultimately responsible for assigning grades.

Accountability

As a local school, SCA is first and foremost accountable to offer quality educational opportunities to the students and parents we serve.

As a public charter school, SCA is accountable to the people of California via the California Department of Education. This is to ensure that our students receive a quality education that moves them toward their personal goals. Our students and families help SCA meet minimum accountability standards by enrolling in at least four classes, meeting the attendance requirements set by the state and moving adequately toward the goals set forth in coursework the student has selected, showing progress in a variety of ways through a student portfolio.

By state law, students are expected to participate in the state testing, a standardized testing program that informs students and parents of student progress in core subject areas. School-wide results are used to compare SCA to other schools in California. The federal government’s *Every Student Succeeds Act (ESSA)* legislation requires each school to test at least 95% of their students with state testing programs. SCA could incur funding cuts or eventually even be closed if students do not to test or minimum growth targets are not achieved. Participation in state testing is required for enrollment at SCA.

Academic Honesty

Academic honesty is careful avoidance of deception, especially avoiding dishonesty for the purpose of improving a grade or for obtaining course credit. A student, who has an opportunity to select learning projects, who is taking responsibility for her or his work, and who recognizes study as an opportunity to learn, grow, and produce something worthwhile, will seldom feel a need to be dishonest about what he or she has done.

Note that the student has full responsibility for the content and integrity of all academic work submitted. Students who are unclear about a specific situation should ask their facilitator.

The facilitator’s first assumption will be that work a student turns in is the student’s own, and that what a student says is true. If a facilitator believes dishonesty may be occurring, he or she will first discuss the issue in the context of the learning team – student, parent, and facilitator. If the issue is not clearly resolved, the school Director or Assistant Director will join the learning team in working toward a solution.

Examples of Academic Fraud:

Taking Information

- Copying assignments from another student.
- Copying or otherwise using an answer key on worksheets, tests, etc., rather than demonstrating your own expertise.
- Working with another person on tests or other assignments and calling it your own.
- Looking at another student's paper during an examination.
- Accessing another student's computer and using his/her data as one's own.
- Copying information from websites without practiced academically acceptable citation methods.

Providing Information

- Giving or selling one's work to another to be copied or used.
- Giving answers to another student during an examination.
- Providing a term paper or other project information for a student to copy or use as his or her own.
- Taking an examination, writing a paper, or creating computer data, artistic work, etc. for another person.

Plagiarism

- Failing to give credit for ideas, statements of fact, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another author, whether it is a paragraph, a sentence, or a part thereof.
- Copying from an Internet site and using the information as your own.
- Submitting a paper purchased from a "research" or term paper service.
 - NOTE: Some of these sites are actually free. Play it safe and just stay away from them. Even if you document the material, these sites engage in plagiarism for profit and should not be visited.
- Copying another person's assignment and handing it in as one's own.
- Giving a speech or oral presentation written by another and claiming it as one's own work.
- Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
- Presenting another's computer data as one's own.

Other Academic Dishonesty

- Planning with one or more fellow students to commit any form of academic dishonesty together.
- Having another student take one's examination or do one's computer data or lab experiment.
- Lying to an teacher, facilitator, or parent to increase a grade.

- Submitting papers or speeches that are substantially the same for credit in *two* different courses without prior approval of the instructors involved.
- Copying computer software or data unless specifically allowed by the instructor.

STUDENT SERVICES

Educational Planning

Consultation is available for families and students for educational planning. Choices of courses and learning activities will depend on student goals that may include nurturing a love for lifelong learning, a high school diploma, the California High School Proficiency Exam, college or university, a multitude of interesting and valuable skills, and/or a particular job or career. Although ultimate responsibility and choices belong to students and parents, facilitators are available during meetings to help while considering options. Our high school counselor is available by appointment.

College and Financial Aid Information

Each family's SCA facilitator is the first, best resource for admittance to college. If a student needs additional information beyond the facilitator's experience, the facilitator and/ or family may consult with the SCA guidance counselor. Families are also encouraged to contact College Options, a local non-profit organization dedicated to helping students to gain admittance to college.

Special Education

Students with special needs may enroll at SCA for a 30-day trial placement to decide if the Personalized Learning model will meet the needs of the student. At the end of the trial period, an IEP meeting will be held to determine continued enrollment and the educational needs of the student. If the student's needs include classroom-based instruction or assistance, the student needs may be better met in a classroom-based school.

CAASPP Testing: A standardized way of measuring student, and school growth, is administered each spring. The state uses CAASPP school-wide scores to determine how well a school is serving its students. While we at SCA naturally tend toward more individualized ways of showing student growth, please note that student participation in the CAASPP is very important for our school. The testing is used to compare schools to each other throughout the state. Through federal legislation (ESSA), schools are now required to test at least 95% of students or face strong economic sanctions. If you have any concerns regarding the test, please contact the school Director.

PSAT: Students may take the PSAT each October to help prepare for other college entrance exams. This test is optional and there is a fee for this test. Contact the SCA counselor for registration directions.

SAT and/or ACT: SCA has applications, practice tests and manuals for college entrance exams. Students may also participate in workshops to help prepare. SAT and ACT tests are given throughout the year; test dates, applications, and study materials are available from the SCA counselor.

Course Testing: There are many ways to document learning and we at SCA are very creative. Some courses will require testing at home to be corrected by parents, testing here at our campus, or a final exam. Check with your facilitator for testing requirements for each course.

Proficiency Exams: Students wanting a high school diploma must pass the proficiency in technology to receive a diploma. Technology proficiency can be demonstrated through course work or testing.

PROCEDURES AND POLICIES

Admissions and Enrollment Policy

SCA is dedicated to creating, with the student and parent, a positive educational experience using a variety of methods and educational philosophies, including home school, to help prepare students for college, citizenship, and the world of work. The following policies reflect the mission of the school and are outlined more fully in our Charter.

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, disability or any other protected status.
- Preference will be given to siblings of current students, children of employees and Board members, and students living within the boundaries of the Shasta Union High School District.
- Parent and student will turn in an application and an orientation appointment will be made at the office.
- During the orientation appointment with the student and parent or guardian, the Director will explain the philosophy of the school and the parent or guardian will make a decision regarding the appropriate placement of the student at SCA or another program or school in the district.

If the number of pupils who wish to attend the school exceeds the school's capacity, admission will be determined by a public lottery.

- A lottery will be held once each year on the first Tuesday in March
- Drawn student's families shall be contacted by the school based on the contact information supplied on the application to notify the family of the student being drawn
- Parents notified of an immediate opening for their child must contact the school within two weeks of notification to be admitted to the school. Failure to contact the school will result in the spot being given to the next student on the priority list.
- Students shall be placed on the priority list based on lottery drawing order for future enrollment and will be contacted if applicants exceed the school's enrollment capacity and shall be contacted as space allows.
 - Once a student has gone through a lottery and is placed on the priority list, he or she will maintain the same placement number.

Students applying after the date of the lottery will be placed on the priority list according to the date of application and will be contacted for enrollment when an opening occurs.

Educational Resources (student accounts)

SCA is committed to the overall education for each of our students. The Personalized Learning model allows and encourages the use of the entire community for learning resources. SCA will budget funds to be used for these resources under the following guidelines:

1. The school will only provide students or their parents with funds or items that facilitate the same educational opportunities available to all students. The Personalized Learning model allows for educational goals to be achieved in a variety of creative venues and methods.
2. Funds may only be used for educational resources directly related to a class or classes listed on the student's Master Agreement for that semester. Funds may not be used for any sectarian materials.
3. The class for which funds are used must be a required class that will help meet the student's stated educational goals.
4. A school-wide per student amount will be set each year with regard to overall school budget constraints.
5. Funds will be available on an annual school year basis. If a student becomes eligible after the beginning of a semester, the funds will be pro-rated.
6. If a student fails or drops a course in which educational resource funds were used, the funds may be required to be reimbursed to SCA.
7. Funds may not be used for student fees, health fees, or student center fees at Shasta College.
8. For funds to continue to be available students must maintain a 2.0 GPA and may not be failing any classes.
9. The SCA Leadership Team, at a regularly scheduled meeting, will determine any exceptions to numbers seven or nine. If the next meeting is after the time the funds are needed, the school director may make preliminary exceptions to six or eight. In cases where funds were used and then the Leadership Team determines no exception is to be made, the funds must be reimbursed to the school.

Attendance: Classroom, Learning Team Meetings, and Daily Attendance

When a student has enrolled in an on-campus class, it is very important for the student to be in regular attendance.

Facilitators at SCA spend most of their time in learning team meetings. Missed or rescheduled meetings are not just an inconvenience for the school, but can cause problems with official attendance accounting and can be reasons for dismissal from the SCA program as specified in the Master Agreement.

Parents are responsible for **daily** attendance accounting, including review of student work and initialing the day's activities on the attendance sheet.

Attendance sheets should be filled out by the parent on a **daily** basis. Only include school days on the attendance form (see the calendar on the reverse side for correct dates). Each line should specify the school work the student completed that day and a parent's initials. Do not circle items on the top line and then draw a line to the bottom of the form. Each line must be filled in and/or circled. There are exactly 20 lines on each attendance form. This coincides with the fact that each student must be seen by his or her facilitator within 20 school days of the last meeting.

Guidelines and Minimum Requirements for Student Progress

Students will meet with their facilitator at least once every twenty school days. The meeting may be used for assessment of progress in course work, planning curriculum, helping student with portfolio design, determining what services, materials, or help the student needs, or to provide any additional information that the student and parents might require. SCA will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.

- ❖ The Assignment and Work Record form include course descriptions, objectives, study methods, educational methods, and resources.
- ❖ The meeting will also provide an opportunity to complete the Work Record. This record serves as the basis for documenting student progress and attendance.
- ❖ Within the homeschool model, students and parents have more choice in how learning takes place. If it is determined by the facilitator that adequate progress is not being made (determined by not complete two or three assignments), an evaluation will be made regarding continued enrollment in the program and the student may be dismissed from SCA.
- ❖ SCA is an optional educational program of the Shasta Union High School District and no student will be required to participate in the SCA program. In the case of a pupil who is referred or assigned pursuant to Education Code 48915 or 48917, an alternative classroom has been offered and is available at all times at the school specified above.
- ❖ Students enrolled in community education courses, such as CTE, Work Experience, comprehensive school courses, Shasta College courses, or others must follow the individual program guidelines regarding attendance, behavior, and academic success to remain in those programs.
- ❖ Two missed appointments or failure to reschedule appointments within the twenty-day period may result in dismissal.
- ❖ Additional courses may be added to or dropped from the Master Agreement as needed.
- ❖ Additional persons/teachers may be assisting student with course of study. The SCA facilitator will coordinate these persons/teachers.

School Citizenship

One of SCA's highest priorities is to provide a comfortable, safe, educationally nurturing environment for our students and families. To that end, we expect all -- staff, students, parents and community members -- who are at our school campus to treat all others with exemplary consideration and respect. If anyone is concerned about an instance of

discourtesy, please contact the SCA Director. Our principle of respect and citizenship includes, but clearly is not limited to, the following policies.

Campus Safety

Visitors

Visitors to the school must check in at the front desk when entering the campus. Non-students that are waiting to pick up SCA students must wait in the reception area

Telephones/Communications

In the event of an earthquake, flood or other natural disasters, keep your radios tuned to your local radio station for advisory information. Please do not call the school since we must have the lines open for emergency calls.

Dismissal

In the event of a school emergency, on-campus students will remain under the supervision of school authorities until parents or responsible adults(see below) can pick them up.

Student Release Procedure

1. *Go directly to the entrance of the school or evacuation area.*
2. *Inform the Student Release Station that you wish to take your child with you. A staff member will retrieve your student and bring them to you.*
You or the person you have designated MUST be on the Emergency form to be permitted to sign-out your student. I.D. is required. This provides us a record of where each student is when someone else arrives later looking for the student.
3. *Please leave as quickly and safely as possible after signing out your child. The parking lot will probably not be available as it will be used for student release stations, first-aid stations, etc., so parking on the street will be at a premium.*

Discrimination or Harassment

Neither discrimination nor harassment in any form is allowed at SCA.

Technology and Computer Use

All SCA members are expected to use school technology with care and respect. Ask permission to use computers or other equipment. When you are not sure how to use a piece of equipment, **ask**. Be considerate of other technology users. If you encounter an inappropriate website on the Internet notify a staff member immediately.

Use of Tobacco, Illegal Drugs or Alcohol

Use by anyone of tobacco, e-cigarettes, illegal drugs, controlled substances or alcohol is never allowed at SCA.

School Violence

No one is allowed to fight, carry weapons or potential weapons of any sort, or to carry replicas of weapons unless permitted by school administration. No one is allowed to damage or steal property.

Plagiarism

Students are expected to be honest; no plagiarism is allowed. (See section *Roles and Responsibilities* in this handbook for a definition of plagiarism.)

Respect

Interpersonal consideration and respect is the rule. Considerate disagreement can be part of creativity and discovery; disrespectful behavior by anyone toward any other member of our learning community is not tolerated.

Citizenship While Students Visit Other Learning Communities

SCA is a learning community that emphasizes a balance of creative freedom and personal responsibility. Sometimes our students choose to take individual courses on another campus, or in another educational setting. When a student chooses to study in another setting, *it is very important* that he or she accept and actively commit to the rules as well as the ways things are done at that location. In order to provide students with such a wide range of learning opportunities, SCA has to maintain very good relationships with other schools and venues.

When a SCA student studies at other places in the community, he or she is essentially an ambassador who represents SCA. To the teachers and other students at those venues, that SCA student *is* Shasta Charter Academy. Our students' citizenship and consideration of others becomes what others believe about all of us. Although students have great flexibility in learning here, when a SCA student chooses a course on another campus she or he commits to staying within the rules and expectations of that course. *This is necessary for SCA to maintain its network of options for students.*

❖ **Grading, Transcripts, and Graduation**

Grading Policy

The Personalized Learning model utilizes learning team meetings and the review of student work to determine grades. The student and parent are essential in this process. As the “teacher of record” the facilitator will have final judgment in awarding grades and credits.

For the purposes of establishing a student's grade point average and his or her rank in the class, all courses taken, will be computed on an A=4, B=3, C=2, D=1, F=0 scale unless otherwise determined by the facilitator in collaboration with the school administration. This average is computed for each student at the end of each semester.

Incomplete Grades: Students may receive an incomplete grade when a facilitator determines that assignments, tests, projects or other requirements of the course have not been completed by the end of the grading period and are due to extenuating circumstances. Incomplete grades must be made up by the middle of the next semester. If not made up by that time they may be assigned a grade of “F” and no credits will be awarded.

Students and parents share with the school the obligation of seeing that each student accepts the responsibilities of regular attendance accounting and the maintenance of satisfactory achievement.

Students and parents will always be aware of student progress because of the nature of Personalized Learning. Grades are recorded in permanent records on a semester basis. If a student is doing failing work, or working below his or her ability, the parent shall be notified in a learning team meeting. The student and parent are responsible for learning progress. If it is determined that SCA is not meeting the needs of the student, or that the student cannot meet minimum requirements, a conference will be convened to discuss other schools or programs that could support the student’s learning needs.

Transcripts

When students enroll with SCA, the best effort is made to find any previous grades and credits a student may have earned. As those are received, they are entered into our database so our students have a complete high school transcript. It is ultimately the student's responsibility to make sure we have received all previous grades and credits. Students receive grades and/or credits each semester they are enrolled with SCA, which are then entered into the database.

Graduation Requirements

Course requirements and credits for a diploma are listed as follows: (Note that normally five credits is equivalent to one semester of work; on a regular schedule, students will complete approximately 60 credits in one school year.)

COURSE REQUIREMENTS:

English: 4 years (40 credits)

Mathematics: 3 years (30 credits) see below for additional information

Science: 2 years lab (20 credits)

Social Science: 4 years (40 credits)

Physical Education: 2 years (20 credits)

Practical/ Vocational Arts: 1 year (10 credits)

Visual/ Performing Arts: 1 year (10 credits)

PERFORMANCE REQUIREMENTS: (skills satisfied in other classes)

Health: Satisfied by completing Career Choices and Freshman P.E.

Computer Proficiency: Pass competency test or pass a class that meets the Computer Proficiency requirement. See below for additional information.

ELECTIVES: 60 credits

TOTAL CREDITS REQUIRED: 230 credits

Mathematics Proficiency

All students must complete three years of math, including two advanced courses in math. Two advanced courses will be defined as Math 1, Math 2, and Math 3. Shasta College courses Math 101, Math 102, Trig/Pre-Calculus, Calculus and Statistics will also meet the requirement.

Computer Proficiency

With increasing and ever-changing technology, it is imperative that all students are familiar with different means of accessing information. Rather than adding more classes, it is hoped that the infusion of technology across the curriculum will enable all students to demonstrate competency. Students must take two semesters (10 credits) of an approved Business or Technology course or pass the Computer Proficiency test as a

requirement for graduation. Passing the computer proficiency test does not waive the 10 credit Practical Arts graduation requirement.

Courses that meet the computer proficiency requirement at Shasta Charter Academy:

- CIS-1
- CIS-2
- Computer Applications
- Digital Art
- Digital Photography
- Robotics

Courses that meet the computer proficiency requirement from SUHSD:

Accounting	Intro to Business
AP Computer Science A	Intro to Computer Programming
Computer Aided Drafting	Intro to Internet & HTML (meets 1 semester of requirement)
Computer Applications	Multimedia Design & Production
Computer Literacy	PC Graphics & Design
Digital Computing & Photography	Publishing on the Web
Digital Multimedia	Space Science & Engineering (Robotics)
Entrepreneurship & Small Business	Web Design using Dreamweaver (meets 1 semester of requirement)

Your facilitator can help plan how and when to take your courses, complete the above graduation requirements, and demonstrate proficiencies throughout high school. In addition, SCA’s counselor will be glad to work with you. Remember, there are many ways to meet requirements for each course.

Graduation Ceremony

Graduation is held yearly at the David Marr Auditorium at Shasta Learning Center. SCA staff conduct the entire graduation.

Students who wish to perform in the ceremony are encouraged to apply to the SCA school counselor. Applicants must audition – contact the school for details. Toward the end of spring semester, seniors will need to complete a *Senior Checkout Form*, required for participation in the ceremony. Students purchase and keep their caps and gowns from SCA. SCA does not provide graduation announcements.

PARENT, STUDENT, OR COMMUNITY INPUT

We *want* to hear from you! How might we serve you better? What are we doing right? There are many ways you can communicate with us – in person, on the telephone, through a board member, on the annual survey, or with this form.

Our mission statement promises that we will “honor and serve the family’s choice to *personalize learning* according to their children’s strengths.”

How can we better serve you?

What are we doing right? What would you like to see *more* of?
