



Focus on Learning Self Study Report

307 and 333 Park Marina Circle

Redding, California 96001

Shasta Union High School District April 2 to April 5, 2017

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2016 Edition**

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Added this sentence to meet the prompt more fully. Shasta Union High School District Board Members

Mike Wharton, Jr., President
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Constance Pepple, Board Member

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Shasta Charter Academy Advisory Board

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Dahniah Bell - Board Member
Leslie MacRae - Board Member
Matthew Wahlman - Staff Representative

Shasta Charter Academy Leadership Team

Benjamin Claassen, Director
Noel Van Slyke, Chief Business Official
April Dixon, Facilitator and English Department Chair
Marsha Bobich, Counselor and Facilitator
Mike Neumeister, At-Risk Facilitator
Matthew Wahlman, Math Department Chair

WASC FOL Coordinator

Benjamin Claassen

Shasta Charter Academy Staff

| | |
|--|--|
| David Baldwin, 11th grade facilitator | Catherine Laughy, 9th grade facilitator |
| Marsha Bobich, guidance counselor and facilitator | Ryan Laughy, digital art teacher and facilitator |
| Kelly Brace - registrar | Mike Neumeister, at risk students facilitator |
| Karen Chappellear - RSP paraprofessional | Cindy O'Leary, English teacher and RSP facilitator |
| Benjamin Claassen, school director | Lynn Peebles, facilitator |
| April Dixon, English department chair, classroom art teacher, and facilitator | Jacob Santos, classroom science teacher |
| Angie Dues, math teacher and testing coordinator | Tina Taxara, school secretary |
| Sammie Ford, math Teacher and RSP facilitator | Noel Van Slyke, chief business official, technology teacher, IT director and facilitator |
| Katharine Garrison, science department chair, science teacher, and facilitator | Matthew Wahlman, math department chair, math teacher, chief business official in training, and facilitator |
| Chris Ingersoll, work experience classroom teacher and facilitator | CeCe Walters, school secretary |
| | Cindy Wimer, school receptionist |

Focus Group

Benjamin Claassen, School Director
April Dixon, Art Teacher and facilitator
Mike Neumeister, at-risk student facilitator
Noel Van Slyke, Chief Business Official, IT Director, and Facilitator
Matthew Wahlman, Math Department Chair and Chief Business Official in training

Home Groups

| <u>Parents</u> | <u>Student</u> | <u>ELA Curriculum</u> |
|---|--|--|
| Lebra Gonzalez Christina Johnson Colleen Twede | Daniel Anderson Caroline Babcock Lyle Billings William Borba Annica Bowen Jayce Bradley Cheyanne Brumley Erik Burger Alexandra Drake Joy Harper Rose Healey Morgan Jacobson Shane Knoell Tobias Lawrence-Capo Alex Lowther Shaylee Ogburn Nicholas Olsen Savannah Quinby Payton Silvis Camren Sinclair Cameron Stanfield | April Dixon Ryan Laughy Chris Ingersoll Karen Chappellear |
| <u>Social Science Curriculum</u> | <u>Science Curriculum</u> | <u>Math Curriculum</u> |
| Karen Chappellear David Baldwin Lynn Peebles Sammie Ford | Katharine Garrison Jacob Santos | Matthew Wahlman Angie Dues Sammie Ford Catherine Laughy |
| <u>Fine Arts Curriculum</u> | <u>Career Ed. Curriculum</u> | <u>Physical Education</u> |
| Ryan Laughy April Dixon Lynn Peebles Chris Ingersoll | Chris Ingersoll Mike Neumeister Marsha Bobich | Matthew Wahlman Catherine Laughy Dave Baldwin April Dixon |

WASC Visiting Team Members

Mrs. Michelle McIntosh, WASC Visiting Team Chairperson
California Department of Education, Education Administrator
Career Technical Education Leadership and Instructional Support Office

Ms. Ann Kelly, WASC Visiting Team member
Administrator, La Vida Charter School

Mr. Josh Nikolauson, WASC Visiting Team member
Teacher, Laurel Tree Charter School

Ms. Cynthia Rachel, WASC Visiting Team member
Director of Educational Support Services, Innovative Education Management

Preface

Review of the 2011 FOL began in the Spring of 2016 in a staff meeting with all staff involved. All staff were repeatedly invited to serve as the WASC FOL Coordinator but since no staff volunteered, the School Director agreed to be the Coordinator since he was the co-chair during the last FOL and has been on several FOL visiting committees. All staff participated in vision and purpose, schoolwide learner outcomes and academic standards. Several school-wide surveys were set out via Google Forms to all parents and staff in order to survey a variety of perspectives. Data analysis was conducted by Ben Claassen, Angie Dues, Matt Wahlman and April Dixon. Results were shared with the Focus Group and Home Groups and conclusions and goals were generated based on the data. Because SCA is a small charter school that displays healthy operation and implementation, the school is worked as a cohesive unit to accomplish the Schoolwide Action Plan as demonstrated by the implementation of the 2011 WASC FOL ACTION Plan.



Desired Student Learning Results

Shasta Charter Academy, grades 9-12, 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 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 Teams 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./C.T.E. |

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



Chapter I: Student/Community Profile and Supporting Data and Findings

Shasta Charter Academy Mission:

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

Program Overview

Shasta Charter Academy is a Personalized Learning charter school located in Redding, California, which opened in 1999 when it was chartered by the Shasta Union High School District to serve students in grades 9-12 in Shasta County and adjacent counties. Since its opening, the school has grown to serve 300-350 (230-250 ADA) students per year in grades 9-12. The certificated staff consist of thirteen teachers (hereafter referred to as facilitators), and 2 salaried classroom teachers. The current administration of Shasta Charter Academy (hereafter SCA) consists of one Director, one Chief Business Official (CBO) who also serves as the IT Director, one Chief Business Official in training, and one part time guidance counselor. These administrators, with the exception of the Director, are also facilitators with assigned student rosters. Two school receptionists, one school secretary, one registrar and one special education paraprofessional, and one part time math tutor complete the school staff roster. A part time nurse provided by Shasta Union High School District (hereafter SUHSD) oversees student health as needed. Special education services are provided in-house primarily by two part-time qualified RSP teachers who serve the school's special education population with the support of one paraprofessionals and the school receptionist and registrar mentioned above. School psychologist, speech, and occupational therapy services are contracted as needed with professionals in the community.

SCA offers a personalized, high-quality, state standards based education which utilizes a wide variety of learning options using multiple learning modalities to meet the needs of each student. The learning options for students to meet their graduation needs include completing classes in a home learning setting, taking a class which has an on-campus learning component, attending up to 2 classes at their school of residence (SUHSD or TAUSD students only), being mentored or tutored by an expert in a specific field of study (i.e. guitar teacher), participating in CTE (Career Technical Education) classes, taking online classes, or taking classes at our local community college, Shasta Community College or through the CSU Young Scholars program.

The key to this Personalized Learning method is the relationship between the student, the parent(s) or guardian(s), and the student's facilitator. This learning team meets every two to four weeks to create a learning plan that is appropriate to the goals and needs of the student, and assess the achievement of the student during the meeting period. At the initial meeting, the learning method (i.e. online, in-class, Shasta College) is established, and assignments are then created to meet the learning goals. The learning methods are flexible and can change as the student's needs evolve or are more clearly discerned. Typically, these meetings last for 1- 2 hours.

The Enrollment Process

SCA is a unique type of school because of the personal nature of the Personalized Learning model, so it follows that the enrollment process is also personalized. When a student wishes to enroll, the student and parent complete an application, which includes a self-assessment of necessary skills for being a successful Personalized Learning student, parent and student statements declaring their reasons for pursuing enrollment and an overview of the admission policies and procedures for SCA. When the completed application is returned, which if possible, includes a copy of a student's transcripts, and an appointment with the school Director is scheduled. At this meeting, the Director discusses the student's application and assessment results, the learning situation that has brought the student to SCA, reviews transcripts, and discusses the experience of being a student at SCA. If the student, family, and Director all feel that this is an appropriate placement, the Director then guides the student and the parent through the enrollment paperwork and assigns the student to an appropriate facilitator, and an enrollment appointment is scheduled with the facilitator.

Yearly, as required by State law, an enrollment lottery is conducted which is composed of all applicants for the coming school year. Currently, this lottery is held on the first Tuesday in May. Lottery preference is given to children of staff members, Advisory Board members, and siblings of currently enrolled students, as permitted by state law and as specified in Advisory Board policy. All qualified students not drawn in the

lottery are placed on a waiting list based on drawing order and are notified when space becomes available. However, in the history of the school, all students have been admitted during the lottery since SCA has approximately 80 spaces available at the end of each year due to graduation.

During the remainder of the school year, students are enrolled based on facilitator availability. If there is not space to enroll a qualified student, students are placed in order of application date on a waiting list and are immediately notified when space becomes available

Community Profile

Geography

The natural beauty of snow-capped mountains surrounds Redding. The Sacramento River winds through the city, and Shasta and Whiskeytown Lakes are both within a fifteen-mile radius, with Whiskeytown Lake to the west and Shasta Lake to the north. Shasta County is located in the northern Sacramento Valley and is surrounded by Siskiyou and Modoc counties to the north, Trinity to the west, Lassen to the east, and Tehama and Plumas to the south. The county's geography provides recreational areas for camping, hiking, boating, and other outdoor opportunities, while also supporting a large agricultural community. For approximately 14 years, SCA was located in downtown Redding where it owns two buildings, consisting of offices and classrooms with a total square footage of approximately 9,500 square feet. The area surrounding the school had been part of the city's top redevelopment agenda in recent years, but due to the economic downturn funds have not yet reached the area immediately surrounding the school. Due to the needs from increased school enrollment and student body needs and the declining safety of the neighborhood in which the school was located, the school pursued a multi-year mission to relocate the school. After working with the staff, families and the SCA Advisory Board to determine the needs of the school, SCA completed the purchase of its current location at 307 and 333 Park Marina Circle on June 11, 2015. SCA then continued the development of the new facility by contracting with a local architectural firm and developed financing with a local bank and after completing the bid process, chose McCuen Construction as the general contractor. Work began in the summer of 2016 and the school took up occupancy at its current site on January 2, 2017. The new facility has located the school in a much quieter, safer neighborhood and has doubled the facility size of the school. This facility accomplishment is something few charter schools in Shasta County have accomplished and the staff are to be applauded.

Population

Redding is a mid-sized city of 91,110 people (U.S. Census Bureau, 2015). The only other incorporated cities in the immediate area near Redding, Anderson and Shasta Lake, have recorded populations of just over 10,000 residents. Shasta County has a population of 178,673 people. The county's population consists of 86.7% White; 8.4% Hispanic; 2.8% Native American; 2.7% Asian and Pacific Islander; 4.4% multiracial, and 0.7% Black in 2010. The median age in the county is 41.8 years of age.

Services

Redding has one public library, a civic center, an aquatic center, the Sundial Bridge, an area bus transit, and a municipal airport. Numerous parks benefit the citizens of Redding, including city parks, an arboretum, and Kids' Kingdom. Turtle Bay Museum educates visitors in natural and local history. Area is set aside for community gardens. Hikers, cyclists, and skaters frequently use trails spread around the city. Nature reserves and land trusts set aside land for natural beauty.

Political Influences

Redding is the county seat for Shasta County. According to the Shasta County Clerk, as of January 19, 2017, 48% of registered voters are Republican, 25% are Democrats, 22% are No Party Preference and 6% other, with a total of 101,211 registered voters. The City of Redding is governed by a city council which has five members who rotate the mayorship every year to a different member. Shasta County is governed by five supervisors who are elected to four-year terms. Representatives tend to be conservative politically, which reflects the political desires of the community.

Shasta County is represented by Doug La Malfa (R) in the U.S. House of Representatives, Ted Gaines (R) in the California State Senate, Brian Dahle (R) in the State Assembly, Kamala Harris (D) and Diane Feinstein (D) in the U.S. Senate. La Malfa, Gaines, and Dahle are supportive of charter schools. Shasta County voters also indicate consistent support for charter schools, since Shasta County now has 15 charter schools chartered in this county, all of which are schools of choice, and all have been experiencing increasing enrollment, even as traditional public schools and the state in general are experiencing declining enrollment.

SCA has enjoyed consistent support from the Shasta Union High School District staff and the Shasta Union High School District Board of Education. This is in large part due to the close professional relationship between the founder of SCA, Lynn Peebles, and Mike Stuart, former SUHSD Superintendent, while both were previously employed in the administration of Enterprise High School in the SUHSD.

In addition to the official regional political structure, there are several significant unofficial influences in the community. They include the McConnell Foundation, Catholic Healthcare West, Shasta Regional Medical Center, Sierra Pacific Industries, Knauf Insulation, and multiple service clubs. The McConnell Foundation is responsible for funding many community projects, and is most notably funding the construction of an eco-friendly building for Redding School of the Arts, a K-8 charter school. Catholic Healthcare West and Shasta Regional Medical Center are significant employers in the county. The Sierra Pacific Industries main headquarters are located in Anderson; it is the single largest holder of private land in the United States, and is ranked 192 on the Forbes 500 list of private corporations in the U.S. Its owner, Red Emmerson, who lives in Shasta County, is estimated to have assets of more than \$1.1 billion. The Rotary Clubs, Lions Clubs, Elks, Soroptomists, and AAUW, to name a few are influential in the community because they are composed of prominent local business members that have regular meetings, bring guest speakers to the community, and engage in civic activities.

Economics

Shasta County average per capita income is \$36,141 and the average salary is \$46,465 (California Department of Transportation). Based on a forty-hour week, this amount can be converted to an average of \$22.33 per hour. The unemployment rate in Shasta County was 6.7% in January of 2017, and the statewide unemployment rate for California was 5.2% (National Conference of State Legislators State Unemployment Rates)

Employment Trends

In 2016, the most significant areas of employment in Shasta County were in Education and Health Services (14,900), Trade, Transportation, and Utilities (13,000), State and Local Government (12,000), Leisure and Hospitality (6,800), Professional and Business Services (6,700), and Mining, Logging, and Construction

(3,200) (State of California Employment Development Department). As the county seat, Redding provides jobs for those in government service. In addition to public K-12 schools, there are several post-secondary schools in and around Redding. Shasta County is the main medical services center located north of Sacramento, with two major medical centers, a rehabilitation hospital, and numerous specialized medical clinics and facilities; many people find employment in this sector. A substantial segment of Shasta County's population has come to the area to retire, and in summer, a significant tourist industry exists.

Historically, Shasta County was part of the northern California industry region, which relied heavily on timber and the timber resources industries. In the early years of the timber industry setback, unemployment was very high. Economic developments are beginning to change the employment picture as new manufacturers move in, major retailers set up business, private educational institutions become established, and most recently, Native American gaming has begun to provide some additional employment.

Housing

According to the California Association of Realtors, in January 2017, the median home price in Redding was \$207,560. The median monthly gross residential rent in Redding in 2014 was \$916 according to the U.S. Census Bureau.

Educational and Job Training Opportunities

According to the California Department of Education, the cohort dropout rate for SCA for the 2014-2015 school year was 5.1% while Shasta Union High School District's dropout rate was 5.2%. A charter school in the Redding area which is the most analogous to SCA, had a dropout rate of 9.8%, The Shasta County's dropout rate for the same year which was 10.9% as compared to a State dropout rate of 10.7%.

For further school options past high school, students turn to the following opportunities: Shasta College is a public community college that served 8,542 students in Fall 2013 (Shasta College). SCA has a partnership in place with Shasta College whereby students may be concurrently enrolled, and this serves to facilitate the transition of students to this fine two year college. Simpson University, a private Christian college, and National University, a postsecondary school specializing in serving adult learners, operate here. There are also several post-secondary technical institutes including Lake College, Institute of Technology, and the Shasta Builders Exchange Training Center. The California Employment Development Department (EDD) offers CalWorks, at a site in Redding linking potential employees and employers. The Redding office of EDD manages the Shasta Multi-Agency Re-Employment Training Center.

High Schools in the Community

Several high school districts operate in Shasta County, including Anderson Union High School District, Gateway Unified, Fall River Joint Unified, and the Shasta Union High School District (SUHSD), SCA's charter-sponsoring agency. Within SUHSD are several comprehensive high school campuses: Enterprise High School, Foothill High School and Shasta High School, and four alternative education sites: Academic Options, Freedom High School, North State Independence High School, and Pioneer High School. In addition to SCA, the following charter schools serve Shasta County high school students: Anderson New Technology High School, New Day Academy, Academy of Personalized Learning, University Preparatory School, Stellar Secondary Charter School, Northern Summit Academy, and Westwood Charter School. A number of private schools, such as Redding Adventist Academy, Liberty Christian High School, and

Redding Christian High School also provide education to high school students.

WASC Accreditation History

SCA received an initial visit in March of 2002, and then received full accreditation in March of 2005. At that time, the school received a six-year accreditation with a three-year visit. Then in 2008, SCA created a progress report and received a one day visit to confirm progress on the Action Plan from the 2005 full visit. Since the 20011 full visit, the staff of SCA has been hard at work making the Action Plan a reality, including all stakeholders in many stages of the process. This WASC self-study marks the third full self-study for SCA since its creation in 1999.

Enrollment

Ethnic Makeup

SCA primarily serves students in grades 9-12 in Shasta county and contiguous counties, as per California charter regulations. See Table 1. The majority ethnic group which SCA serves is White with an average student body composition of 76%, which is a 7% increase in ethnic diversity since the previous WASC report. These proportions are reflective of the ethnic diversity of Shasta county.

| | <u>2011-2012</u> | <u>2012-2013</u> | <u>2013-2014</u> | <u>2014-2015</u> | <u>2015-2016</u> |
|-----------------------------------|------------------|------------------|------------------|------------------|------------------|
| Hispanic or Latino | 17 | 17 | 30 | 28 | 24 |
| American Indian or Alaskan Native | 3 | 20 | 19 | 8 | 4 |
| Asian | 2 | 2 | 4 | 2 | 4 |
| Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Filipino | 1 | 2 | 0 | 0 | 0 |
| African American | 2 | 6 | 3 | 3 | 4 |
| White | 185 | 177 | 184 | 188 | 192 |
| Two or more races | 10 | 24 | 23 | 15 | 14 |
| Not Reported | 0 | 0 | 0 | 5 | 0 |
| Total | 220 | 248 | 263 | 249 | 242 |

Table 1: Enrollment by ethnicity (source: Dataquest)

Free or Reduced Meals Data

Students qualifying for Free or Reduced Lunch has averaged 34.7% for the last 5 years. See Table 2. This is slightly lower than the SUHSD average 36% and significantly lower than the county average of 55.24% and the state average of 58.5% (source: DataQuest). This data indicates that SCA's student body is similar in economic make up to its chartering district. However, it is the common experience of the staff at SCA to have to convince families to complete the form and many families report an unwillingness to complete the form or to report the data accurately because the school does not serve meals or they are resistant to government knowledge of our intrusion into excess knowledge of their family's affairs.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------|-----------|-----------|-----------|-----------|-----------|
| SCA | 42.9% | 33.9% | 32.3% | 31.3% | 33.1% |
| SUHSD | 39.8% | 37.7% | 37.4% | 33.8% | 32% |
| Shasta Co. | 56.3% | 55.8% | 56.7% | 54.5% | 52.9% |
| California | 57.5% | 58% | 59.4% | 58.6% | 58.9% |

Table 2: Free or Reduced Meals data (source: Dataquest)

Gender Statistics

Over the last six years, female students have outnumbered male students 54.9% to 45.1%. These results do not appear to indicate an institutional bias. See Table 3.

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Average |
|--------|---------|---------|---------|---------|---------|---------|---------|
| Female | 121 | 133 | 150 | 134 | 128 | 137 | 134 |
| Male | 99 | 115 | 113 | 115 | 106 | 114 | 110 |

Table 3: Enrollment by gender (source: Dataquest)

English Learner Statistics

SCA does not have a record of serving a significant population of English Learners. This is not because the school does not serve all students that this model of schooling fits, but rather is a function of a low number of EL students in the surrounding area. For comparison, DataQuest reports the average number of EL students in SUHSD is 1.2%, the Shasta county average is 3.24% whereas the state average is 17.4%. See Table 4.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------|-----------|-----------|-----------|-----------|-----------|
| SCA | 0% | 0.4% | 0.4% | 0.4% | 0.4% |
| SUHSD | 0.3% | 0.4% | 3.6% | 0.6% | 1.1% |
| Shasta Co. | 2.8% | 2.8% | 3.3% | 3.5% | 3.8% |
| California | 18.5% | 17.6% | 17.2% | 17.0% | 16.7% |

Table 4: SCA English Learner statistics (source: Dataquest)

Graduation Rates

Table 5 reflects the cohort graduation rate of SCA students, including comparison to Shasta Union High School District. Again, it can be observed that the SCA graduation rate, is still enrolled students are factored, is nearly identical and, in some cases, exceeds that of the surrounding district. It is not uncommon, for a few “5th year seniors” to be carried over each year, as indicated by the “still enrolled” percentages). These are students for whom personalized learning continue to work and they want to finish with SCA rather than drop out or transfer to Shasta county Adult Education. The staff work very hard to help students achieve their goals.

| | 2011-12 | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------------------------------|---|---|--|---|
| # of Graduates | 76 | 68 | 66 | 73 |
| Graduation Rate | 96.2% (1.3% still enrolled) - (SUHSD 93.6%) | 88.3% (6.5% still enrolled) - (SUHSD 93.4%) | 88% (2.75% still enrolled) - (SUHSD 91.5%) | 92.4% (2.5% still enrolled) - (SUHSD 92.4%) |
| Hispanic or Latino | 100% | 80% | 93.3% | 76.9% (7.7% still enrolled) |
| American Indian or Alaskan Native | 100% | 50% (37.5% still enrolled) | 100% | 75% |
| Asian | 0% | 100% | 100% | 100% |
| Filipino | - | 100% | - | - |
| African American | - | 66.7% | 100% | - |
| White | 97% (1.5% still enrolled) | 96.3% (1.9% still enrolled) | 82.2% (4.4% still enrolled) | 96.6% (1.7% still enrolled) |
| Two or More Races | 100% | 75% (25% still enrolled) | 100% | 100% |

Table 5: SCA v SUHSD graduation rates (source: Dataquest)

Students Taking a Community College Class

At SCA, students do not take AP (Advanced Placement) tests to gain college credit while still in high school, but instead go directly to the local community college, Shasta College, to take classes and build their college transcripts while concurrently completing high school graduation requirements. This program inspires many students to make the transition to college, especially at-risk students, because they learn that college is accessible. Over the last few years, approximately 100 students of the average enrollment of 250 students take at least one or more college classes per semester as part of their course work, which represents 40% of the student body. Our school is exceedingly pleased by this sustained pattern of student achievement.

Enrollment Patterns

SCA attracts students from all over Shasta and adjacent counties. The majority are from Redding, with Cottonwood, Anderson, Shasta Lake, Palo Cedro, and Shingletown rounding out the top student sources although SCA does attract students from up to a 2 hour drive from Redding due the quality of our program and the lack of quality support in outlying areas.

Student Mobility

At SCA, as in all alternative education programs, especially those serving high school students, an increased mobility rate is often observed and this creates challenges to implementing long term increases in student achievement. In addition, small student body size contributes to increased effects of each student's achievement on state testing results. As can be seen in Table 6, SCA historically has had a total mobility rate of 33%, 35%, and 16%, however in the 2013-2014 school year SCA added approximately 25 students from a program in Siskiyou County. We did not continue with that program into the 2014-2015 school year. Subsequently SCA had a higher than normal non-returning student number that year. In 2015-2016, SCA had, what may be the lowest mobility rates in the history of the school, posting 11% intra-

year mobility and a 7% inter-year mobility rate. The hope is that this will be a continued trend and is interpreted by the staff to mean a high degree of family satisfaction with the program. These mobility rates, coupled with the wide array of sources from which the school draws students, influence the long-term effect of measures taken to improve achievement of all students and demand increased flexibility and creativity on the part of the staff to meet the academic needs of all students. The staff does a great job accomplishing this task, as may be concluded based on testing data.

| School Year | Students Enrolled During School Year | Students Un-enrolled During School Year | Intra-year Mobility | Returning Students | Non-Returning Students | Grad s | Inter-year Mobility Rate | Combined Mobility Rate |
|-------------|--------------------------------------|---|---------------------|--------------------|------------------------|--------|--------------------------|------------------------|
| 2013-2014 | 354 | 91 | 25% | 156 | 25 | 73 | 16% | 33% |
| 2014-2015 | 327 | 71 | 21% | 165 | 42 | 78 | 25% | 35% |
| 2015-2016 | 290 | 31 | 11% | 188 | 14 | 79 | 7% | 16% |

Table 6: Intra- and inter- school year mobility rates (source: Aeries)

Enrollment and Attendance

Historically, SCA has started the school year with approximately 220 students, with increasing enrollment until usually October when enrollment flattens out. About 10% (25 students) are referred back to their school's of residence or voluntarily pursue an education elsewhere at Winter Break and the school usually gains about 35 students by P-2, in March. This pattern has been observed for many years. The school enrollment has increased by 2.5% annually for the last 5 years but with the move to the new facility, staff anticipate an increase in enrollment with new options being offered to the community. Enrollment patterns are an excellent measure of the quality and demand for a school; if a school is serving the needs of its community, enrollment will be stable and increasing, if it is not achieving it's mission, students and families will pursue alternatives, of which there are many in our community.

Tuancy, Tardiness, Suspension and Expulsion

Because SCA utilizes a Personalized Learning educational model, which must be in compliance with California Independent Study law for attendance, truancy is not tracked. An issue similar to truancy, but which has a more significant effect in the Personalized Learning model, is that of students not completing all assignments between meetings with his or her facilitator. In this case, the facilitator will address the issue unless they feel an outside perspective is needed, in which case a formal Student Study Team (hereafter SST) with student, parent/s, facilitator, appropriate classroom teachers, and an administrator are convened, and formal SST forms are completed. The emphasis of these SST's is on what is best for the student, rather than what is best for the school, and great attention is given to addressing the roots of the issues involved rather than creating blanket solutions. If the measures taken in the SST do not achieve the desired level of student achievement, another meeting regarding the student's continued enrollment in convened and a decision is made.

Tardiness is not formally tracked and is usually addressed by the classroom teacher involved. The student's may be notified, and if necessary an SST is convened to address the cause of the student's tardiness. Continued tardiness may lead to the assignment of a new learning method in order for the student to achieve.

Suspension and expulsion is also not tracked because SCA is a school of choice and students are counseled into a more appropriate placement. When it is determined utilizing the SST process that the placement at SCA no longer is beneficial to the student, he or she is referred back to his or her school of

residence and a letter of disenrollment is sent to notify the school that the student should be re-enrolling.

Crime Statistics

Since SCA does not employ an on-campus learning model, on campus crime is non-existent. Instances of bullying are rare and are immediately addressed by the administration. There have been no instances of vandalism by the student body since the opening of the school. However, some burglary and vandalism has been committed on campus outside of school hours, but these incidents were not caused by students.

Parent Education Level

The majority of parents of students at SCA have some college education. See Table 7. This statistic is to be expected since the primary post-high school education source for the community being Shasta Community College. This statistic remains consistent over the years in which it has been studied at SCA.

| Education Level - SCA | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Average |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|
| Not a High School Graduate | 2% | 4% | 3% | 3% | 4% | 2% | 3% |
| High School Graduate | 15% | 21% | 24% | 22% | 24% | 25% | 22% |
| Some College | 42% | 38% | 30% | 32% | 31% | 31% | 34% |
| College Graduate | 24% | 21% | 25% | 25% | 24% | 22% | 24% |
| Graduate School | 16% | 15% | 19% | 18% | 16% | 17% | 17% |
| Declined to state | 1% | 1% | 0% | 0% | 1% | 2% | 1% |

Table 7: Parent Education Level for SCA (source: Aeries)

School Safety, Cleanliness, and Facilities

SCA is committed to maintaining a clean, safe, and orderly environment for all students which is Americans with Disabilities compliant. On a monthly basis, the receptionist conducts a campus safety inspection based on guidelines provided by the school’s liability insurance company. Annually and as needed, administrators conduct a safety walk of the campus and an additional inspection is conducted by the company that the school contracts with for liability insurance and the necessary maintenance and improvements are completed in a timely fashion. Historically independent contractors completed weekly janitorial and grounds maintenance but when SCA moved to its current facility, a part time custodian was hired for 15 hours a week to meet increased janitorial needs.

Our school has a current Disaster Preparedness Plan that is reviewed annually and is on file with the Redding Police Department. All staff members are provided with emergency procedures, and evacuation plans are posted in every classroom and public space. Twice per semester, fire drills are conducted on days when the campus is busy so that the school community is well educated. All maintenance of fire extinguishers, exit signs, fire and burglar alarms are maintained by a contracted company. The school also has sixteen security cameras that provide for campus security which record twenty-four hours per day and can be accessed by the staff as needed.

Key staff members (science teachers, the receptionist, and other interested staff) are trained at the beginning of each school year in first aid, CPR, and EpiPen administration.

SCA own two “campuses”. The old campus is located at 1401 Gold Street and 2042 Market Street, with a total square footage of 9,500. This campus was occupied for 14 years. The new campus, where the school began operations on January 2nd, 2017 is located at 307 and 333 Park Marina Circle. These new buildings allowed increased the school size to approximately 18,500 square feet, double the campus size. All operations have ceased at the Gold and Market Street locations and the buildings are now being leased to another business. All buildings are owned by a 501c3, Shasta Secondary Home School, Inc. The Board for the school and non-profit are the same and the sole purpose of the nonprofit is to support the school. The new campus provides more than enough space to meet the needs of SCA and are in excellent repair. The 307 building is dedicated primarily to office space for the administration and facilitators and the 333 building is primarily classroom space and offers 3 classrooms, a science lab, an art lab, 2 computer labs, a library, and a student lounge.

Staff

Certificated Staff (Teachers)

SCA has maintained a stable staff over the years that are well qualified to serve the students and families of SCA. The vast majority of the teachers are teaching outside their area of certification at SCA. This high percentage of teachers teaching outside their area of certification is due to that fact that no credential exists to teach at a secondary level in multiple subjects. As per the guidelines from the state of California, this is not of significant concern because, as stated in independent study and alternative education law, which is the standard to which non-classroom based schools must comply, the school complies with the law, and this discrepancy is normal and is commonly found in alternative education settings. Teachers are hired in part based on their broad knowledge of multiple subject areas and love of learning in general. Teachers practice collaboration a high degree of collaboration which is possible due to the Personalized Learning model, to meet the needs of all students. Only one part time teacher is currently participating in ATE (the new iteration of BTSA) in order to clear his credential. All other teachers have clear credentials. The majority of certificated staff members have a Bachelor’s degree +30 units. The school counselor, has a Pupil and Personnel credential and a Masters degree in School Counseling and provides formal student counseling. As a part of the hiring process, all staff are screened for counseling skills since all staff may serve as informal counselors, especially facilitators and, as needed, staff receive one-on-one staff development from the counselor.

Teachers by Gender

SCA has maintained steady staffing with equitable staffing ratios. Currently there are 8 male teachers and 7 female teachers.

Classified Staff

Seven classified staff meet the needs of SCA. They consist of two receptionists/ secretaries, a school secretary, a registrar, a Special Education paraprofessional/librarian, a part time math tutor, and a part custodian.

Other Staff

The school also employs an hourly school psychologist and contracts with a local provider for speech therapy services. The school also contracts for landscape maintenance services.

Attendance Rates of Teachers

Facilitators are allotted ten days of sick leave per year. All absences are accounted for, but SCA does not track the attendance rates of teachers. Substitute teachers are rarely hired from outside the school; facilitators substitute for each other as needed but this does not commonly occur due to the flexibility of the Personalized Learning model. Classroom teachers will also substitute for each other if necessary since our classes are on a college-like schedule.

Staff Development

Staff development occurs 2 times per month, typically on Fridays for a total of 4-6 hours a month. The first Friday of the month is dedicated to a staff meeting where general topics of interest to all staff are focused on, and the third Friday of the month is dedicated to staff in-service training with topics including WASC, curriculum development, technology training, and examination of state testing results for all students.

Additional staff development, in the form of retreats or conferences, is encouraged. Certificated, classified, and/or administrative staff consistently attend the annual A+ Personalized Learning Association conference, California Charter School Association conference, Charter School Development Center workshops and conferences, and School Services of California workshops. Additional content area-specific conference attendance is also encouraged. In addition, staff are encouraged to enroll in additional college classes in order to increase personal knowledge which will benefit students and to increase their salaries on the salary schedule.

Co-curricular and Extracurricular Activities

Co-curricular and extracurricular activities take a different form at SCA than at traditional, classroom-based schools because large numbers of students are not consistently on campus, students are drawn from a large geographic area, and students are more focused on activities they wish to pursue individually. The staff of the school often encourages and/ or facilitates student activities which include snowboarding, community based acting, dance, music, community-based sports leagues, and individual sports.

Over the years, SCA has had three student clubs but participation is usually limited and the duration of the club usually only lasts as long as the founding club members remain a part of the school. Past clubs include a geocaching, or GPS-based "treasure hunting" club, and Students Who Care, a student group focused on providing social and service activities for SCA students, a Leos Club (a service club connected to the Lions Club).

SCA only has one active student organization currently, a student activities club. Some of the activities the club has planned include the annual Fall Celebration party in October, the annual Cookies and Cocoa party in December, and the annual Spring Semi-Formal dance in March.

The school also usually plans a one day annual, school-wide field trip to several points of interest in San Francisco to places like the De Young Museum, the California Academy of Sciences, and the Exploratorium.

Some classroom teachers also organize class specific field trips locally, as it fits their curriculum. Families will also organize their own field trips but these are not usually known to the school at large but are incorporated into their curriculum by their facilitators.

District Policies/ School Financial Support

Charter/Chartering Agency Relationship (District Policies)

SCA is a direct funded charter school which functions as its own LEA for Special Education. Its relationship with the Shasta Union High School District, its chartering agency, is clearly defined in the school's charter and a Memorandum of Understanding (MOU), (see Appendix for both documents). As per Education code, SCA pays SUHSD 1% of its annual revenue for oversight. 3% of its annual revenue is paid for business services as negotiated with the district, which includes: accounting, payroll, accounts receivable and payable, budget development, student data information management, insurance, personnel services, technology and phone services, and consultation. SCA also complies with all California Education Codes which apply to charter schools and is subject to compliance with SB740 for its funding level determination and currently is in the midst of its 5 year funding determination.

Expenditures per Pupil

Total expenditures per pupil total \$7,687 for 2015-2016 school year and is consistent from year to year. This figure disaggregates to \$5,657 in Basic/Unrestricted expenditures and \$1,219 in

Supplemental/Restricted expenditures.

Student Outcome Data

State Testing Results

Since SCA last earned its previous accreditation, significant changes have occurred in the assessment method in California. During the last six years staple assessments like the CAHSEE and the STAR course completion tests which were used for “grading” a school and benchmark assessing students have been eliminated by the state, with the last remaining test, the federal Life Science test, which was previously taken by sophomores, having seen its last administration in the Spring of 2016. See Table 8 which summarizes Shasta Secondary Home School/ Shasta Charter Academy performance under the “old” API scheme.

| Groups | Number of Students included in 2011 Growth API | 2011 Growth API | Number of Students included in 2012 Growth API | 2012 Growth API | Numbers of Students included in 2013 Growth API | 2013 Growth API | Non-weighted 3 Year Average API | Weighted 3 Year Average API |
|-------------------------------------|--|-----------------|--|-----------------|---|-----------------|---------------------------------|-----------------------------|
| Schoolwide | 134 | 730 | 117 | 789 | 135 | 762 | 762 | 761 |
| Black or African American | 3 | - | 2 | - | 4 | - | - | - |
| American Indian or Alaskan Native | 4 | - | 0 | - | 9 | - | - | - |
| Asian | 2 | - | 2 | - | 1 | - | - | - |
| Filipino | 1 | - | 1 | - | 0 | - | - | - |
| Hispanic or Latino | 18 | 701 | 8 | - | 9 | - | - | - |
| Native Hawaiian or Pacific Islander | 0 | - | 0 | - | 0 | - | - | - |
| White | 103 | 758 | 97 | 798 | 99 | 781 | 781 | 780 |
| Two or More Races | 3 | - | 7 | - | 13 | - | - | - |
| Socioeconomically Disadvantaged | 44 | 675 | 43 | 742 | 53 | 719 | 719 | 720 |
| English Learners | 1 | - | 0 | - | 1 | - | - | - |
| Students with Disabilities | 19 | 547 | 15 | 558 | 19 | 622 | 576 | 577 |

Table 8: Academic Performance Index - 3 year average (source: Dataquest)

Results of this testing indicate steady improvement, with the school achieving its highest API ever in 2012, with the the largest portion of the student body, the white subgroup missing the 800 target by only 2 points.

CAHSEE Data

The California High School Exit Exam (CAHSEE) was a paper-based assessment of 10th grade students in the areas of math and English Language Arts that was administered for many years but in the intervening years since the last full Focus on Learning, the CAHSEE was phased out by the state due to the shift to the Common Core aligned state standards. The test was only administered until the end of the 2014-2015 school year. Passage rates were used as part of generating each school’s Academic Performance Index (API). See Table 9.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Change over time |
|---|-----------|-----------|-----------|-----------|------------------|
| SCA Math - All Students | 87% | 79% | 84% | 91% | +4% |
| SCA Math - SPED | - | - | - | - | - |
| SCA Math - Economically Disadvantaged | 80% | 71% | 71% | 94% | +14% |
| SCA Math - Not Economically Disadvantaged | 91% | 84% | 90% | 90% | -1% |
| SCA ELA - All Students | 88% | 84% | 83% | 90% | +2% |
| SCA ELA - SPED | - | - | - | - | - |
| SCA ELA - Economically Disadvantaged | 80% | 74% | 73% | 94% | 14% |
| SCA ELA - Not Economically Disadvantaged | 94% | 90% | 87% | 93% | -1% |
| SUHSD Math - All Students | 89% | 90% | 92% | 94% | +5% |
| SUHSD Math . Economically Disadvantaged | 80% | 83% | 84% | 90% | +10% |
| SUHSD Math - Not Economically Disadvantaged | 91% | 95% | 97% | 96% | +5% |
| SUHSD ELA - All Students | 88% | 88% | 89% | 93% | +5% |
| SUHSD ELA - Economically Disadvantaged | 81% | 80% | 82% | 89% | +8% |
| SUHSD ELA - Not Economically Disadvantaged | 94% | 94% | 95% | 96% | +2% |

Table 9: CAHSEE passage results with integrated student economic data (source: Dataquest)

Results indicate a significant increase in passage rate for Economically Disadvantaged student in both English and Math (+14%), to the point that by the last year of CAHSEE administration, both groups were earning nearly identical achievement. As a small school, where each student has a significant influence on test results we are particularly proud for the advances indicated in the yellow highlighted boxes, showing that the school achieved exceptional growth for Economically Disadvantaged students.

Schoolwide CAASPP Results

Since 2013 California has been switching over to Common Core testing, known in California as, California Assessment of Student Progress and Performance (CAASPP). At this point 2 years of testing in math and English Language Arts results have been released. Testing is only available for 11th grade students. All 11th grade students are offered assessment in these computer adaptive, summative assessments. Results can be seen in Tables 10 and 11.

| ELA CAASPP Testing Results | 2014-2015 | Total Percents meeting and not meeting standard | 2015-2016 | Total Percents meeting and not meeting standard | Percent Change |
|----------------------------|-----------|---|-----------|---|----------------|
| Standard Exceeded | 20% | - | 38% | - | +18% |
| Standard Met | 49% | 69% | 40% | 78% | -9% |
| Standard Nearly Met | 19% | - | 19% | - | 0% |
| Standard Not Met | 13% | 32% | 3% | 22% | -13% |

Table 10: SCA Schoolwide English Language Arts CAASPP Results (Source: Dataquest)

| Math CAASPP Testing Results | 2014-2015 | Total Percents meeting and not meeting standard | 2015-2016 | Total Percents meeting and not meeting standard | Percent Change |
|-----------------------------|-----------|---|-----------|---|----------------|
| Standards Exceeded | 7% | - | 12% | - | +5% |
| Standards Met | 10% | 17% | 27% | 39% | +17% |
| Standards Nearly Met | 38% | - | 26% | - | -12% |
| Standards Not Met | 44% | 82% | 36% | 62% | -8% |

Table 11: SCA Schoolwide CAASPP Mathematics Results (Source: Dataquest)

Results for the 11 grade class indicate significant, positive growth. While increases of 9% in ELA with nearly 80% of students meeting or exceeding standards and a year to year increase of 22% in Mathematics and nearly 40% of students meeting or exceeding standards in significant growth, the school staff will not be content until all students meet or exceed standards. However, with the implementation of new standards and curriculum which reaches down into the elementary school grades, the benefit for student achievement will be a long process, as students, parents, and staff staff endeavour to learn new methods and techniques so that student will continue to compete in the world.

Socioeconomically Disadvantaged Differentiated CAASPP Results Comparison

Tables 12 and 13 below displays results based on socioeconomic status.

| ELA CAASPP Testing Results | 2014-2015 | Total Percents meeting and not meeting standard | 2015-2016 | Total Percents meeting and not meeting standard | Percent Change |
|-----------------------------------|-----------|---|-----------|---|----------------|
| Standards Exceeded - Non-ED | 23% | - | 40% | - | +17% |
| Standards Exceeded - ED | 15% | - | 33% | - | +18% |
| Standards Met Non-ED | 45% | 68% | 43% | 83% | -2% |
| Standards Met - ED | 54% | 69% | 33% | 66% | -21% |
| Standard Nearly Met - Non-ED | 18% | - | 15% | - | -3% |
| Standards Nearly Met - ED | 19% | - | 29% | - | -10% |
| Standards Not Met - Non-ED | 14% | 32% | 2% | 17% | -12% |
| Standards Not Met - ED | 12% | 31% | 4% | 33% | -8% |

Table 12: SCA Economically Disadvantaged v. Non-Economically Disadvantaged CAASPP English Language Arts Results (Source: Dataquest)

Economically Disadvantaged(ED) and Non-Economically Disadvantaged (non-ED) indicate significant gains for Non-ED and ED student in ELA, especially in Standards Exceeded and significant declines in Non-ED and ED students Nearly Not or Not Meeting Standards and a shifting upward of student performance.

| Math CAASPP Testing Results | 2014-2015 | Total Percents meeting and not meeting standard | 2015-2016 | Total Percents meeting and not meeting standard | Percent Change |
|------------------------------------|-----------|---|-----------|---|----------------|
| Standards Exceeded - Non-ED | 12% | - | 13% | - | +1% |
| Standards Exceeded - ED | 0% | - | 8% | - | +8% |
| Standards Met Non-ED | 7% | 19% | 28% | 41% | +21% |
| Standards Met - ED | 16% | 16% | 25% | 33% | +9% |

| | | | | | |
|------------------------------|-----|-----|-----|-----|------|
| Standard Nearly Met - Non-ED | 40% | - | 28% | - | -12% |
| Standards Nearly Met - ED | 36% | - | 21% | - | -15% |
| Standards Not Met - Non-ED | 42% | 82% | 31% | 59% | -11% |
| Standards Not Met - ED | 48% | 84% | 46% | 67% | -2% |

Table13: SCA Economically Disadvantaged v. Non-Economically Disadvantaged CAASPP Math Results (Source: Dataquest)

Math CAASPP results declines in both Non-ED and ED Nearly or Not Meeting Standards and gains for both groups for in students Meeting or Exceeding Standards.

Gender Differentiated CAASPP Results

Tables 14 and 15 differentiate student achievement by gender.

| ELA CAASPP Testing Results | 2014-2015 | Total Percents meeting and not meeting standard | 2015-2016 | Total Percents meeting and not meeting standard | Percent Change |
|------------------------------|-----------|---|-----------|---|----------------|
| Standards Exceeded - Female | 24% | - | 43% | - | +19% |
| Standards Exceeded - Male | 15% | - | 31% | - | +16% |
| Standards Met - Female | 54% | 78% | 40% | 83% | -14% |
| Standards Met - Male | 42% | 57% | 40% | 71% | -2% |
| Standard Nearly Met - Female | 11% | - | 14% | - | +3% |
| Standards Nearly Met - Male | 27% | - | 26% | - | -1% |
| Standards Not Met - Female | 11% | 22% | 2% | 16% | -9% |
| Standards Not Met - Male | 15% | 42% | 3% | 29% | -12% |

Table 14: SCA English Language Arts CAASPP Results based on Gender (Source: Dataquest)

| Math CAASPP | 2014-2015 | Total Percents | 2015-2016 | Total Percents | Percent Change |
|-------------|-----------|----------------|-----------|----------------|----------------|
|-------------|-----------|----------------|-----------|----------------|----------------|

| Testing Results | | meeting and not meeting standard | | meeting and not meeting standard | |
|------------------------------|-----|----------------------------------|-----|----------------------------------|------|
| Standards Exceeded - Female | 8% | - | 14% | - | +6% |
| Standards Exceeded - Male | 6% | - | 9% | - | +3% |
| Standards Met - Female | 6% | 14% | 23% | 37% | +17% |
| Standards Met - Male | 16% | 22% | 31% | 40% | +15% |
| Standard Nearly Met - Female | 36% | - | 26% | - | -10% |
| Standards Nearly Met - Male | 41% | - | 26% | - | -15% |
| Standards Not Met - Female | 50% | 86% | 37% | 63% | -13% |
| Standards Not Met - Male | 38% | 79% | 34% | 60% | -4% |

Table 15: SCA Math CAASPP Results based on Gender (Source: Dataquest)

Tables 14 and 15 indicate that both Male and Female students are making significant gains, with female students slightly outpacing male students.

Ethnicity

As per school history, ethnicity based data differentiation is not possible due to the low sample size.

Future Testing

The school anticipates future testing availability for for students in grades 9 and 10, in addition to the testing available for currently for 11th grade students in Math and English Language Arts. Additionally, it is expected that assessments for students in history and science courses can anticipate state assessments based on the Next Generation Science Standards and the new Social Science Standards in the years to come and, as in the past, the school shall modify instruction to meet the achievement of the students in collaboration with their parents.

Parent and Student Surveys

In the May of 2016, all students and parents of the school were surveyed electronically on a variety of items using Google Forms. 25 students (10% of the student body) and 53 parents/ guardians responded. See

results on Table 16 and 17.

Student Survey Results

A variety of areas were surveyed, including facilitator service, school staff support, education satisfaction, etc.

| Question | 1 (Strongly Disagree) | 2 (Disagree) | 3(Agree) | 4 (Strongly Agree) |
|--|-----------------------|--------------|----------|--------------------|
| 1. My facilitator works with me to design learning and projects that motivate and engage me. | 0% | 0% | 20% | 80% |
| 2. My facilitator is prepared and organized for our meetings | 0% | 0% | 8% | 92% |
| 3. My facilitator is encouraging | 0% | 0% | 12% | 88% |
| 4. My facilitator communicates high expectations to me | 0% | 0% | 8% | 92% |
| 5. My facilitator communicates assignments clearly. | 0% | 8% | 20% | 72% |
| 6. My facilitator clearly communicates with me about my work progress and quality. | 0% | 8% | 8% | 84% |
| 7. I understand my role in my personalized learning education. | 0% | 4% | 4% | 92% |
| 8. My facilitator listens and responds to my needs | 0% | 4% | 8% | 88% |
| 9. The school staff is friendly and readily helps me | 0% | 8% | 12% | 80% |
| 10. The school administration is effective in managing the school. | 0% | 0% | 24% | 76% |
| 11. The school effectively communicates with me. | 0% | 4% | 20% | 76% |
| 12. I think I am being well educated. | 0% | 4% | 24% | 72% |
| 13. I am glad I am a student at Shasta Charter Academy. | 0% | 0% | 8% | 92% |
| Average response | 0% | 3.1% | 13.5% | 83% |

Table 16: Student satisfaction survey results (source: Shasta Charter Academy)

These results indicate a high degree of student satisfaction with Shasta Charter Academy.

96.5 % of students surveyed gave the staff and the program of SCA high marks for his or her educational experience. These results are consistent with all past parent surveys and are consistent with school’s long term, steady growth.

Parent Survey Results

| Question | 1 (Strongly Disagree) | 2 (Disagree) | 3(Agree) | 4 (Strongly Agree) |
|----------|-----------------------|--------------|----------|--------------------|
|----------|-----------------------|--------------|----------|--------------------|

| | | | | |
|--|------|------|-------|-------|
| 1. My student's facilitator works with us to design learning and and projects that motivate and engage my student. | 1.9% | 0% | 5.7% | 92.5% |
| 2. My student's facilitator is prepared and organized for our meetings | 0% | 1.9% | 11.3% | 86.8% |
| 3. My student's facilitator is encouraging | 0% | 1.9% | 1.9% | 92.6% |
| 4. My student's facilitator communicates high expectations. | 0% | 1.9% | 17% | 81% |
| 5. My student's facilitator communicates assignments clearly. | 0% | 1.9% | 13.2% | 84.9% |
| 6. My student's facilitator clearly communicates my student's work progress and quality. | 0% | 1.9% | 11.3% | 86.8% |
| 7. As a parent, I understand my role in my student's personalized learning education. | 0% | 1.9% | 13.2% | 84.9% |
| 8. My student's facilitator listens and and responds to our needs | 0% | 1.9% | 5.7% | 92.5% |
| 9. The school staff is friendly and readily helps us. | 0% | 1.9% | 15.1% | 83% |
| 10. The school administration is effective in managing the school. | 0% | 1.9% | 15.1% | 83% |
| 11. The school effectively communicates with me. | 0% | 0% | 15.1% | 84.9% |
| 12. I think my student is being well educated. | 0% | 1.9% | 17% | 81.1% |
| 13. I am glad we chose Shasta Charter Academy. | 1.9% | 0% | 9.4% | 88.7% |
| Average | 0.3% | 1.5% | 11% | 86% |

Table 17: Parent satisfaction survey results (source: Shasta Charter Academy)

These results indicate a high degree of parent/guardian satisfaction with Shasta Charter Academy. 97% of parents surveyed gave the staff and the program of SCA high marks for their student's educational experience. These results are consistent with all past parent surveys and are consistent with school's long term, steady growth, in spite of extended declining enrollment in Shasta county.

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Chapter II: Progress Report

Action Plan 1 (2011 FOL and 2014 Mid-Cycle Progress Report)

“Refine the English Language Arts curriculum, specifically focusing on writing skills, in order to improve achievement for all students.”

The school has made significant progress on this goal, as indicated by increased passage rates for students on the CAHSEE and the school’s solid transition to the Common Core state standards, as indicated by increasing student achievement on the CAASPP ELA assessment. SCA also purchased new literature textbooks that incorporated increased count of critical thinking and writing assignments. The staff thoroughly implemented the curriculum. Upon the release of the Common Core State Standards and then the shift to the current state standards with CAASPP testing, the school then purchased a comprehensive, grades 9-12, English Language Arts curriculum, published by Houghton Mifflin Harcourt, which is used with the majority of students and is Common Core aligned and skills based. In the years since the purchase of the textbooks, staff have been making yearly progress in modifying the curriculum for the personalized learning setting and for students with different ability or educational goal levels. The school staff attempted to create benchmark writing assignments for each grade but the effort was abandoned because the Personalized Learning model is not conducive to schoolwide implementation efforts. Instead groups of staff worked together to develop writing projects for use in specific grade levels, like 20% projects for 10th grade students and ERWC for college prep students. With the implementation of CAASPP testing for all 11th grade students, the state has provided a standardized writing assessment which is anticipated to be expanded to all students in coming years. Multiple steps were taken to provide professional development to staff in CCSS implementation including send all facilitators and administrators to CCSS conference and spending time in staff meetings over multiple staff meetings and trainings aligning the English curriculum to the CCSS. Additionally, the school hired a NCLB Highly Qualified ELA facilitator, April Dixon, who is the English department chair and is regularly at work producing CCSS aligned curriculum, which she then trains staff individually and in staff meetings for implementation.

Action Plan 2 (2011 FOL and 2014 Mid-Cycle Progress Report)

“Improve student achievement in mathematics”

This action plan has also been accomplished. Comprehensive, CCSS curricula have been adopted and are being used in both site based classes and by homeschooled students for years now for CP Math 1, 2, and 3. For non-CP math, curriculum has been created using multiple textbooks for support for Math 1 and 2. These are all demonstrated by examination of the on-site class schedule. Algebra 1, Geometry, and Algebra II are no longer taught at SCA due to the state standards change. The school has also added a 1 semester remedial math course (Math Readiness) course, which students with a low skill set are assigned to if they demonstrate low skills during math placement. Remediation has been accomplished by small group, drop in tutoring offered 4 days a week, in the middle of the day so that students with morning or afternoon classes may access the tutoring. This tutoring is available to all students, whether they are in a site based class on using an alternate learning method. Typically, students are required to attend tutoring if they are earning less than a C in his or her math class. All math teachers are now fully trained in the Common Core State Standards for mathematics. Technology is a part of all math classes now, with students in the College Prep math courses using math curriculum which has integrated technology which is used in the classrooms. All classrooms also have brand new 75” touch screen monitors that all teachers utilize and every classroom has a set of brand new Chromebooks. The school has also equipped all math classrooms with graphing calculators. Additionally, the school has state of the art wifi routers and a 500 megabit fiber optic network. Every students in the school is assigned a Google Classroom gmail account and teachers may use the account for students to submit assignments, although this is less frequent in math classes due to the cumbersomeness of using math and computers. Performance of students on both CAHSEE testing, CAASPP testing, and continued strong graduation rates demonstrate the effectiveness of the SCA math program.

Action Plan 3 (2011 FOL and 2014 Mid-Cycle Progress Report)

“Develop a skills-oriented, State Standards based curriculum in Social Science”

In 2011, SCA purchased World History textbooks. The two sophomore facilitators worked on a curriculum outline for worksheets and projects for the course. For an introductory lesson, introductory projects from *Guns, Germs and Steel* were created so that students gain an overarching idea of the scope and breadth of this subject. Ancillary texts for both World History and U.S. History courses were purchased, called NEXTEXT. NEXTEXT includes some primary source narratives and poems, as well as biographies and some fiction pertaining to persons, places and events in World History and U.S. History. Facilitators can either use NEXTEXT or require outside reading (such as *The Jungle*) to integrate English and history subjects and write essays regarding these subjects.

In 2016, SCA purchased new Economics and American Government textbooks. Senior facilitators created a syllabus for each course, using the textbook, lesson, tests, and multiple projects for each. For example, the Economics curriculum requires monitoring 4 different stocks and writing a report about the stock's performance. Both courses require research projects on pertinent topics.



Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

The extensive analysis of the data reflected in Chapters I and II has brought the stakeholders of SCA to a consensus regarding student achievement; SCA is making steady progress in many areas, but room for growth remains. Use of data has been increasing since the school's last WASC self study and this increasing focus has improved staff awareness of the specific areas of need within the school and the unique needs of each student for academic achievement.

Data has served to affirm perceived needs and to direct steps to improve achievement. Gross indicators, such as graduation rates and CAASPP testing results, parent and student surveys, student grades, facilitator, and staff observations have been used to direct the course of school improvement. These multiple measures, taken together, create an accurate picture of the status of the school and help inform the future direction of SCA.

Data indicates the following conclusions:

- Data from the first 2 years of CAASPP testing revealed an increase of 9% in ELA Met or Exceeded Standards, with nearly 80% of students meeting or exceeding standards and a year to year increase of 22% in Mathematics and nearly 40% of students Meeting or Exceeding Standards.
- Data from parent surveys results indicate a high degree of parent/guardian satisfaction with Shasta Charter Academy. 97% of parents surveyed gave the staff and the program of SCA high marks for their student's educational experience.
- SCA students have shown excellent achievement on the CAHSEE, surpassing the SUHSD and the state in passage rates, including the Economically Disadvantaged subgroup. There was a significant increase in passage rates for Economically Disadvantaged students in both English and Math (+14%), to the point that by the last year of CAHSEE administration, both groups were earning nearly identical achievement.

Critical Learner Needs:

1. **Continued growth in implementation of the Common Core State Standards for English Language Arts, Mathematics, the History-Social Science Framework, and the Next Generation Science Standards.**

While the school has made significant strides in implementing the CCSS ELA and mathematics, definite room for growth remains until all students demonstrate mastery of the CCSS. However, a more pressing need is presented in the implementation of History Social-Science Framework and the NGSS. Since the students have yet to be tested in these 2 areas, no data is available but since this is a state mandated overhaul, significant focus will need to be given to this area in the years to come.

2. **Increase College and Career readiness.** While Shasta Charter Academy has definitely made strides in assisting students to be more college and career ready, as demonstrated by the increasing number of students participating in classes at Shasta College and enrolling in career related courses like Digital Art and CTE courses, more school wide consistency and course completion is the goal. This need is in response to staff, student, and parent input and the goals of the Every Student Succeeds Act.

3. **Culture building at SCA.** Now that the school has a new campus that can more adequately meet the current needs of the student body and offers new exciting space for student activities and future growth, the school is ready to create more of a campus “feel” and build more community which leads to great student engagement and a sense of belonging. Students, parents, and staff have all expressed this desire and now the school can begin to address those needs.



Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Mission – Schoolwide Learner Outcomes – Profile

The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s have been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

| Findings | Supporting Evidence |
|--|---|
| <p>SCA was founded on the principle that families should have an active voice in the student’s secondary education and that homeschool families were not receiving adequate options from traditional education models. Homeschool students were found to benefit from the option to earn a diploma from a recognized, accredited public institution and receive support in the areas of science, mathematics, and technology. This conclusion was based on stakeholder surveys conducted at the inception of the school. This information has guided school policy, mission, and daily operations</p> <p>The SCA student/community profile has remained stable, with most of our students derived from comprehensive schools. Students choose to attend SCA for a variety of reasons:</p> <ul style="list-style-type: none"> ● Attend college courses ● Pursue interests beyond the reach of traditional school structure ● Find a safer learning environment where they can focus on their studies, without the distractions inherent to some conventional school models ● Access to more personal academic support ● Develop discipline, personal responsibility, organization, focus, independent learning, and preparation for the practical application of skills leading to college and vocational success ● A greater opportunity to develop practical, real-world skills <p>The DSLRs continue to emphasize academic and character growth. Our DSLRs drive curriculum and other opportunities enabling students to be prepared for the world of work in changing career markets. The mission</p> | <p>DSLRS</p> <p>Charter document</p> <p>Student and Parent surveys</p> <p>Master Agreements</p> |

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| statement maintains emphasis on the family's choice and Personalized Learning. | |
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the board, business, and the community in the development and periodic refinement of the vision, mission, and .*

| Findings | Supporting Evidence |
|--|---|
| The school's mission and DSLR's were developed by the staff, parents, and Board of SCA during its previous WASC Focus on Learning. Representatives of all stakeholders have reviewed DSLRs for the current accreditation and felt that no changes were needed because the DSLRs were still consistent and appropriate. | 2011 WASC FOL Recent meetings with parents, students, staff, and board |

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|--|
| As the Mission and DSLRs were developed, language was intentionally crafted to be understandable to all stakeholders. In order to ensure that stakeholders are aware of the Mission and DSLRs, a copy is attached to the student application and the Director explains them to each family at the initial interview. Mission and DSLRs also guide the curriculum and facilitator meetings and direct school leadership throughout the school year: <ul style="list-style-type: none"> ● Presentation at fifteen year anniversary ● District Counselor orientation ● Community outreach utilizing tours and orientations for community business members ● Community college student/ counselor interactions ● Community art displays and competitions ● Statewide robotics competition ● Lion's Club speech contest | DSLRs Staff meeting notes Leadership agendas School visits and student enrollment meetings Student awards and participation in community activities and competitions |

A2. Governance Criterion/

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

| Findings | Supporting Evidence |
|--|---|
| <p>The SCA Advisory Board has been given the responsibility by the SUHSD School Board to govern the school with relative autonomy regarding the school vision, mission, and operation. The SCA Board oversees schoolwide learner outcomes, student progress, and parent and community participation as described in its charter and LCAP.</p> <p>Student achievement is routinely addressed in Board meetings when new data is available and programmatic changes are implemented in response. The SUHSD is ultimately accountable for the charter school. Our working relationship is such that the SUHSD board and administrative staff are comfortable with this arrangement. The SUHSD has appointed one of their board members as liaison to the SCA board. He or she is a non-voting member and comes to at least one SCA Advisory Board meeting per year. The SCA board is governed by a set of bylaws that encompasses the structure, selection, and responsibilities of the board. Meeting times are established each year and are conducted according to Brown Act regulations. Board members sign Conflict of Interest documents each year that are filed with the Shasta County Administrative office.</p> | <p>SCA Advisory Board bylaws</p> <p>Board Minutes</p> <p>School Charter</p> <p>Conflict of Interest policy</p> <p>Current LCAP</p> <p>SCA enrollment data</p> |

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

| Findings | Supporting Evidence |
|---|--|
| <p>SCA employs Odysseyware curriculum as a curricular option for students. Student progress and achievement is monitored and evaluated by each student’s assigned facilitator as assignments are completed. Policies are consistent with online and print curriculum because the assigned facilitator oversees all curriculum. On-site technology is routinely upgraded as needed and ongoing staff training is provided regularly to staff to support student achievement. The school internet use policy is provided to students in student / parent handbook and is available online and in print. SCA internet on-site is filtered by industry-standard filtering software provided by SUHSD.</p> | <p>SCA Policy</p> <p>SCA Student/Parent Handbook</p> <p>SCA Charter</p> <p>Odysseyware curriculum</p> <p>Master agreements</p> |

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

| Findings | Supporting Evidence |
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| <p>The relationship between the governing Board and the school staff is defined in the school charter. A staff member always serves as a voting member of the Advisory Board, serving a two year term. This staff member is responsible to communicate the staff perspective in matters of policy and practice. The staff member and the administrative team communicate Board actions and direction to the staff in individual conversations, bi-monthly staff meetings, email and Board packets, which are placed in the staff break room.</p> | <p>SCA Charter</p> <p>SCA Advisory Board meeting agendas and minutes</p> <p>Staff communication</p> <p>Staff meeting agendas</p> <p>School website</p> |

Governing Board and Stakeholder Involvement

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

| Findings | Supporting Evidence |
|--|--|
| <p>The Advisory Board meeting times are posted on the doors of the school as per Brown Act, as well as on the school’s website. Parents, students, and other community members are welcome to attend and to comment at all meetings during the Public Comment portion of the board agenda. Parents and community members are solicited to join the board as positions are available.</p> <p>Advisory Board meetings and responsibilities are specified in the Student/ Parent handbook which is available to all families at the Main Site of the SCA and on the school website.</p> | <p>Advisory Board agendas</p> <p>Advisory Board bylaws</p> <p>Student/ Parent Handbook</p> <p>Emails from parents</p> <p>Surveys</p> |

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| <p>Parents communicate their perspective on school needs through routine on-campus facilitator meetings and/or email, by meeting with the school Director, discussion with classroom teachers.</p> | |
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Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

| Findings | Supporting Evidence |
|--|---|
| <p>The school administration monitors monthly enrollment data, regularly analyzes student achievement data and progress toward achievement of LCAP goals, informally communicates with individual staff regarding achievement of their assigned students, monitors all student enrollment in college and career readiness courses, and works with staff to develop new programs like STEM and art.</p> <p>Fiscal health is monitored and directed formally and informally with the school CBO and SUHSD Business Services. All this information is communicated to the SCA Advisory Board. SCA is fully compliant with industry standard budgeting timelines, reports, and audits. The school also maintains a healthy fiscal reserve.</p> | <p>Student Study Team meetings</p> <p>Audits</p> <p>Master Schedule</p> <p>SCA Advisory Board agendas and minutes</p> <p>SCA facilities</p> |

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

| Findings | Supporting Evidence |
|--|--|
| <p>The complaint and conflict resolution procedures are reviewed and updated as necessary when the school charter is renewed, typically every five years. To date, the complaint and conflict resolution procedures have never had to be employed, but are available in the Student/ Parent Handbook in print at the school and on the school website.</p> | <p>Staff</p> <p>SCA Board meeting minutes</p> <p>SCA Student and Parent Handbook</p> <p>School website</p> |

A3. Leadership: Continuous Planning and Monitoring Criterion/

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

| Findings | Supporting Evidence |
|--|---|
| The school planning process is collaborative, beginning with the Leadership Team which is comprised of the Director, Business Manager, School Counselor, and facilitators. All members of the Leadership Team may bring issues to the meetings by submitting topics to the Director, who prepares the agenda. Leadership meets twice per month for 2-3 hours each meeting. All participants freely voice opinions and decisions are made by consensus. Once the Leadership Team has come to consensus, the Director brings decisions, plans, procedures, and policy to the staff via email, and discusses them at staff meetings held twice per month. The SCA Advisory Board votes on policies. All policies voted on by the board are posted clearly for families and staff. Additionally, parents and students regularly bring concerns to their facilitator and administrators. All staff have an open door policy for parents, students, and others. These concerns may also be shared during staff meetings. Once a policy/procedure/new curriculum is in place, facilitators communicate it to their families. Concerns of parents and students are brought to staff meetings or to administration. Administration also creates a survey annually for parents and | Leadership agendas Staff agendas, sign in sheets SCA Board meeting minutes Policy and procedure manuals Parent and student survey |

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| students to express their opinions. Survey returns average about 75% of the SCA school population. | |
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

| Findings | Supporting Evidence |
|---|---|
| <p>Three to six hours per month are formally dedicated to staff and curriculum development. Staff is regularly sent to conferences to increase their effectiveness as facilitators and enable them to more effectively carry out the school mission.</p> <p>As SCA has matured as an institution, on-site courses have increased, addressing the needs of the students based on test scores and course success, particularly in math. This is indicated by the changes in the Master Schedule over time. We now have two part-time and one full-time classroom teachers and eight facilitator/classroom teachers (all HQT) who teach math, science, English, art, music, computer science vocational education/work experience and robotics. This increase in on-site classes is a direct result of our previous WASC self-study action plan which has guided the school since 2011. Monetary allocations have been made over time to support learning for all students. Math program improvement is ongoing at SCA, since many of our students struggle in math, and come to SCA with poor math skills that need to be addressed before the students can succeed in algebra and geometry. New students are assessed for math placement using transcripts and initial testing for placement in either Math 1 and 2 or CP Math 1 and 2. The Department Chair and math staff work together with facilitators to ensure proper placement. SCA offers a math readiness class for students needing basic arithmetic remediation and 14 hours per week of math lab/tutoring by two staff members. Textbooks are common core-aligned.</p> <p>New common core-aligned government, economics, and ELA textbooks were purchased. We have updated our technology: interactive smart boards in every classroom, two computer labs, and every classroom has a set of Chromebooks and scientific calculators. Staff is developing a career/ vocational/ transition four year plan to prepare students for post-secondary career placement. All of the above items align with our DSLRs regarding academic success, character growth, and lifelong learning.</p> | <p>Master Schedule</p> <p>Budget</p> <p>DSLRS</p> <p>Staff meeting agendas</p> <p>Career readiness team notes</p> |

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

| Findings | Supporting Evidence |
|--|---|
| <p>SCA enjoys an extremely collaborative school community, where consensus building is the norm, without compromising quality. SCA continually endeavors to improve, and due to its charter status, can move quickly when needs are identified by administration, staff, board, parents and students.</p> <p>Although California schools are experiencing budget challenges, through sound fiscal management, SCA has funds to buy necessary resources to help all students achieve academic success as delineated by the DSLRs. These resources include a new school site with additional office space for speech therapist and our school psychologist. We have a dedicated art room with a ceramics kiln, a music room, quiet study areas, updated science lab, separate library/study area, and a lounge for student socialization.</p> <p>Furthermore, SCA listens to parent and student concerns and responds to these concerns quite quickly, since stakeholders feel free to speak with staff. Students and parents also complete a survey each year, providing them with another venue to air concerns anonymously.</p> | <p>Leadership Team agendas</p> <p>Staff Meeting agendas</p> <p>Master Agreements</p> <p>G Suite</p> <p>Annual Family Survey</p> |

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

| Findings | Supporting Evidence |
|---|--|
| <p>Decisions at SCA are made primarily by consensus. All issues are dealt with collaboratively. In addition to leadership and staff meetings, SCA has recently become a Google School and SCA staff has been trained to use the communication tools provided including Google Calendar, Gmail and Drive, all of which expedite the communication process among staff. Staff are dedicated to communicating with each other, students, and families for the benefit of our students.</p> | <p>G Suite</p> <p>Staff Meeting agendas</p> <p>Leadership Team agendas</p> |

A4. Staff: Qualified and Professional Development Criterion/

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

| Findings | Supporting Evidence |
|---|--|
| <p>All but one full time facilitator at SCA are “not new” teachers, and are certified as Highly Qualified Teachers in all core subject areas, under the old “NCLB” requirements. Our “new” part time facilitator in the sciences collaborates with Highly Qualified Teachers in areas in which the “new” credentialed teacher is not Highly Qualified. All our on-site classroom teachers are Highly Qualified in the subject area they teach.</p> <p>Care is taken to hire staff who are qualified and capable. When a teaching position becomes available, the Director, with input from the leadership team, identifies the subject areas most needed and advertises for those qualifications.</p> <p>For future hiring, it is expected that most teachers will have a credential that meets both state and federal requirements.</p> <p>Although charter law does not require that administration have specialized credentials or certifications, the Chief Business Manager is CBO certified and the Administrator has an Administrative Credential.</p> | <p>ESSA Requirements</p> <p>Employee Handbook</p> <p>Charter Document</p> <p>Teacher Credentials</p> <p>Job Descriptions</p> |

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation*

process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

| Findings | Supporting Evidence |
|--|---|
| <p>Staff are assigned to teach classes, complete projects, participate on committees, and complete tasks based on their expertise and qualifications. Whether the task involves direct contact with students or indirectly benefits student learning, such as the development of a course of study, staff expertise is essential to program development and student learning. Our staff is broadly and diversely trained, and students are exposed to the highest level of instruction in rigorous curricula. Many staff members have experience in alternative education and areas of specialized training.</p> <p>Equally important is the staff's dedication to support student learning and the SCA program as evidenced by the outstanding quality of work and follow-through of tasks assigned. In our collegial, small school atmosphere, strengths and areas of need are easily recognized and targeted to improve SCA's service to its families. Due to our size, we are able to respond quickly to issues.</p> <p>The Director and Counselor carefully determine student placement with facilitators to meet the unique needs of each student. For our Bridges program for at-risk students, an intake committee comprised of the Administrator, Bridges facilitator and Counselor review all applications to the Bridges program and make recommendations based on an interview with the students and their parent or guardian.</p> | <p>Master Schedule</p> <p>Curriculum Committee notes</p> <p>Master Agreements</p> <p>Enrollment process</p> |

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings | Supporting Evidence |
|---|--|
| <p>SCA written policies, procedures and charts, which define responsibilities, operational practices and decision-making processes are specified in the supporting evidence at right.</p> <p>Information is available on the SCA website, public folders on the server, and are communicated by the administration. As evidenced by the low employee turnover, the staff is quite conversant in both policies and procedures and the implementation of them, as well as the communication of the policies to all our stakeholders.</p> <p>As SCA has evolved, policies and procedures are reviewed, and</p> | <p>SCA Charter Document</p> <p>Employee Handbook</p> <p>Emergency Policy and Procedures Handbook</p> <p>Parent/Student Handbook</p> <p>Counseling referral process</p> |

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| <p>revised, to meet the unique needs of the school. The Director's philosophy is to appropriately create policy and thereby foster staff creativity and flexibility.</p> | <p>Shasta College concurrent enrollment process</p> <p>Purchasing procedures</p> <p>Special education referral process</p> <p>Master Schedule</p> <p>Curriculum Committee chart</p> <p>Enrollment and withdrawal process</p> <p>Vendor policy and procedures</p> |
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

| Findings | Supporting Evidence |
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| <p>SCA staff works within a culture of collaboration and readily assists each other with classes, projects, activities, field trips and materials with the goal of improving student achievement. SCA staff meets on the first Friday of each month, with the third Friday set aside for staff training. The Director prepares the agenda with leadership team input for the first staff meeting of each month and staff is encouraged to add items for discussion. The third Friday of each month is dedicated to staff training, SCA administration and leadership team is committed to ongoing staff development to improve standards-aligned instruction. Teachers have participated in numerous professional development opportunities such as A+ conference best practices, California Charter School Association conferences, National Science Teacher Association Conference, CUE Conference, as well as numerous SCOE (Shasta County of Education) workshops in subject specific areas.</p> | <p>Staff meeting agendas</p> <p>Leadership meeting agendas</p> <p>Curriculum Committee notes</p> <p>Staff mentoring</p> <p>Teacher input</p> <p>Google training</p> <p>CUE Conference</p> <p>Bi-weekly staff training</p> |

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

| Findings | Supporting Evidence |
|---|-----------------------------------|
| <p>Staff trainings are held on the third Friday of the month specific to the use of online teaching tools. The trainings include Microsoft Office 2013/2016, G Suite, Odysseyware online class updates, and</p> | <p>Odysseyware online program</p> |

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| <p>Interactive Monitors.</p> <p>The trainings are conducted by lead staff who, themselves, have received training via conference attendance, or in conjunction with fellow staff on campus.</p> <p>Staff include both Apple and PC veterans who are able to work with students in each different environment to ensure that the use of these different operating systems do not affect the student's ability to successfully complete his/her assigned work.</p> <p>Many courses employ electronic syllabi that contain hyperlinks to curricular resources. These documents are easily adjusted by staff to facilitate a personalized learning environment for students.</p> | <p>Electronic hyperlink syllabi</p> <p>G Suite</p> <p>Apple OS</p> <p>Windows 10</p> <p>Conference attendance</p> |
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Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

| Findings | Supporting Evidence |
|---|---|
| <p>Administration strongly encourages staff to attend any and all conferences/training that strengthens the school's overall program as reflected in the DSLRS. The effectiveness of this encouragement has resulted in a the majority of staff attending conferences such as Computer Using Educators(CUE), CARS(Organization for Special Education), CCSA(California Charter Schools Association), CASBO(California Association of School Business Officials) and Common Core training.</p> <p>But, conferences are not the only means by which Administration promotes professional growth. The school also schedules onsite training for staff in regards to subject specific trainings, and for the CAASPP(California Assessment of Student Performance and Progress). The measurement of the effectiveness of Administration encouraging professional development is the strong participation rate of staff attending these various examples of professional development.</p> | <p>Staff training signup sheets</p> <p>Staff Certification</p> <p>Conference attendance</p> <p>Subject specific training</p> <p>CAASPP Training</p> |

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

| Findings | Supporting Evidence |
|---|--|
| <p>With Shasta Charter Academy being a Personalized Learning school, with aspects of a hybrid school, it is imperative that instructional staff that deal with online learning be competent in the technology that exists within the school. Having both PC and Apple on campus was a decision determined by staff to employ these different OS so that students could work seamlessly with both. With the inclusion of Chromebooks, and the Chrome OS, another technology was introduced to both staff and students.</p> | <p>Staff training signup sheets</p> <p>Staff Certification</p> <p>Conference attendance</p> <p>Technology training</p> |

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| <p>The school has effectively introduced a 1:1 teaching model that meets a quality student-teacher interaction and encourages staff to professionally learn the possibilities of this new model through continued professional development.</p> <p>School Administration is continually evaluating how these different technologies are challenging staff, and with the third Friday specific to staff training, is able to evaluate, in real time, the progression of staff regarding online instruction.</p> | <p>Subject specific training</p> <p>CAASPP Training</p> |
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings | Supporting Evidence |
|---|--|
| <p>Decisions about resource allocations are directly related to the school’s mission, purpose, and student achievement of the DSLRs and the academic standards. This is reflected in the priority of spending on:</p> <ul style="list-style-type: none"> ● Qualified facilitators and staff ● Educational resources for students (materials, tutoring, technology) ● Facilities support the delivery of a wide spectrum of student support services to a diverse student population ● Quality standards aligned classes, field trips, and activities to support student learning ● Staff development ● Materials for classes such as Robotics, Digital Art and art, among others. <p>Allocation decisions are handled by the SCA Advisory Board under the advisement of the Leadership Team. The budget is reviewed regularly and adjusted to meet the needs of the students. The Leadership Team is comprised of the Director, the CBO, the school counselor, and two facilitators. In turn, the leadership team often surveys the staff during staff meetings and through emails regarding allocation of funds for curriculum resources. Examples of resources benefitting students directly:</p> <ul style="list-style-type: none"> ● All students are allocated an account to be utilized each semester for meeting graduation requirements: academic tutoring, music lessons, physical education (for example, martial arts lessons). ● Facilitators and classroom teachers may submit budgets for | <p>Leadership Team meeting agendas</p> <p>SCA Advisory Board agendas</p> <p>Staff Meeting agendas</p> <p>SCA Budget</p> <p>Student Accounts</p> <p>Vendor lists and invoices</p> <p>Master Schedule (new classes such as robotics)</p> <p>Master Agreements</p> <p>Transcripts</p> |

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| <p>the Leadership Team, the SCA Board of Directors, and the SCA administration to review and fund if feasible.</p> <ul style="list-style-type: none"> • Professional development is offered to faculty throughout the school year. Facilitators and classroom teachers attend charter school conferences, CUE, STEM Symposium, and trainings through the county office of education. At any given year, half the staff may attend conferences, such that the school is always adequately staffed. • SCA Counselor attends annual UC counselor conferences, Shasta College workshops and informational meetings. • The school CBO attends regular school finance training with School Services, CASBO, and the county office of education. | |
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Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

| Findings | Supporting Evidence |
|---|---|
| <p>The financial processes of SCA are clear and effective. The school has successfully operated for 17 years and is the oldest charter school in Shasta County. The school has developed its own staff Chief Business Official and is an independent, direct funded charter school.</p> | <p>Audits</p> <p>Budgets</p> <p>Deeds</p> |
| <p>SCA follows SUHSD policies and practices regarding developing an annual budget. The Director and the CBO create the budget annually based on projected ADA for the school year. The Director receives input from the staff and the Advisory Board and this input is taken into consideration when creating the budget.</p> | <p>SCA and SUHSD Board agendas</p> <p>SCA and SUHSD Board minutes</p> |
| <p>The Director and the CBO closely monitor the accounting of funds and notify the district if there are any discrepancies in the accounting of funds.</p> | <p>ACCS and SBE SB740 meeting agendas and minutes</p> <p>VLS Audit Firm</p> |
| <p>In addition, all checks have two administrative signatories and all purchase orders, petty cash, and conference forms are signed by the requestor and the Director. All purchase orders are also coordinated with the SUHSD Business Office.</p> | <p>Job Descriptions for SCA</p> <p>Director and CBO</p> |
| <p>SCA is audited annually and thus far, has had a clean audit every year. This is attributed to the close monitoring by the Director and the advantage of having a CBO on staff at SCA.</p> | <p>Purchase Orders</p> <p>Petty cash forms</p> |
| <p>The SCA Advisory Board approves all budgets and annual audits. The school has always received 100% funding determinations from the State Board of Education. Additionally, the school, through its non-profit, Shasta Secondary Home School, Inc. has purchased a total of 4 four buildings. The first two were purchased in financial</p> | <p>Conference request forms</p> <p>Checks</p> |

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| <p>cooperation with SUHSD and the purchase and remodeling of the current buildings at Park Marina Circle were financed through a local bank at excellent terms. Additionally, the school non-profit has now leased its Gold Street campus to another non-profit and is now generating profit with that asset. Industry standards are employed for all finance matters, including double signed checks and CAL cards for credit purchasing. The school also purchases Business Services from SUHSD and receives support from the Personnel and IT departments.</p> <p>The SCA CBO will be retiring at the end of the 2016-2017 school year and the school has been training his replacement for the last two years to ensure a seamless transition.</p> | <p>Yearly audits</p> |
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Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

| Findings | Supporting Evidence |
|---|---|
| <p>SCA moved from its previous location to its new site in December 2016. The primary reasons for the new building was to provide more safety for students and to provide more classrooms for the ever expanding Master Schedule. The new site can now accommodate more math, science, art and resource classes. Added safety features at the new site include:</p> <ul style="list-style-type: none"> ● New school campus has a sprinkler system, extensive alarm systems for safety of students ● New school campus provides safe and functioning restrooms, drinking fountains, sidewalks and parking spaces. ● Fume hood in science lab facilitates a safe environment ● Electrical and computer outlets in science lab facilitate using Chromebooks for students and a clutter free environment in the classroom. ● Up to date computer lab equipment and electrical support system for computer and digital art classes. | <p>Emergency Plan</p> <p>Master Schedule</p> <p>Building schematics</p> <p>Classrooms</p> |

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

| Findings | Supporting Evidence |
|--|--|
| <p>Procedures for acquiring and maintaining instructional materials and equipment are clearly established. When a need arises for new instructional materials to be purchased, options are reviewed and selected by curriculum committees. When possible, new curriculum is piloted prior to purchase to ensure that the curriculum is adaptable to the Personalized Learning model.</p> <p>The care of curriculum and instructional materials is the primary responsibility of the facilitators with support from the SCA receptionist. The Follett system is used to track the checkout of materials to parents, students, and staff. Books and materials are well cared for, prior to being put back on the shelf.</p> <p>Technology is maintained by the on-site IT staff person and the SUHSD IT team that SCA contracts with for overarching IT needs. In 2016, SCA purchased Prowise boards for each classroom to increase accessibility of information and technology integration in the classroom for all teachers and students during class time. In addition, wireless laptops are available in the library and the classrooms. SCA has routinely made technology a resources and media resources a priority when funding allows.</p> <ul style="list-style-type: none"> ● The computer lab has up to date equipment for computer classes and digital art classes as well as for student use when class not in session. These computers are also used for the CAASPP testing. ● VEX Robotic equipment and Arduino Starter Kits purchased for nascent Intro to Robotics class. ● New ELA, Economics, American Government, and Personal Finance textbooks were purchased. ● Prowise wall mounted computers purchased for each classroom. ● In the science lab, A new chemical hood was purchased and power was routed to the lab tables to facilitate a safe and clutter-free learning environment. ● Art classroom has large planning tables to facilitate a collaborative environment, an industrial sink system, and a ceramic kiln to expand Art program into 3-D art and advanced art classes. | <p>Purchase Order forms</p> <p>Budget</p> <p>Follett</p> <p>Board of Directors agenda and minutes</p> <p>Leadership agenda and minutes</p> <p>Prowise Boards in each classroom</p> <p>Prowise training for staff</p> <p>VEX Robotic Competitions & class roster</p> <p>Art classroom equipment and classroom furniture</p> |

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

| Findings | Supporting Evidence |
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| <p>It is the priority of the Director and Leadership Team that adequate staffing is available to meet the needs of our students.</p> | <p>Personnel policy manual</p> |

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| <p>As student enrollment increases, additional teachers are hired. SCA maintains a teacher-student ratio of 1:20 for our on-campus classes. With the purchase and remodeling of our new school site, SCA has provided the opportunity for more classroom space to accommodate more onsite classes.</p> <p>The increase in demand for on-site classes necessitated hiring an aide for the resource education, and another full time math teacher, and a part time science teacher. All academic subjects are University of California a-g approved. The new Introduction to Robotics class University a-g approved. Other UC approved on site classes include Art 1-4, Digital Art, CP Biology, Chemistry, CP Earth Science, and CP Math 1-3. Dual enrollment college courses offered in CIS 1 and Photoshop/Digital Art.</p> <p>All classroom teachers at SCA are HQT and the staff are devoted to continued professional development:</p> <ul style="list-style-type: none"> • All staff alternate years to attend the A+ Conference held in Sacramento. • Classroom teachers and facilitators attend annual CUE (Computer Users Conference) in alternate years • All staff attended SCOE Common Core English and Math workshops • Science department attended SCOE NGSS workshop • SCA became a Google School in 2016 and various staff attended Google workshops held by Google trainers and all staff have in-house G Suite training. • Staff has access to online G Suite training • Staff members have been mentors for new teachers completing the BTSA program • In house technology training is conducted by lead staff members | <p>Conference Request Forms</p> <p>Budget</p> <p>G Suite</p> <p>Online G Suite training</p> <p>UC a-g list</p> <p>Personnel files: HQ</p> <p>Master Schedule</p> |
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Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

| Findings | Supporting Evidence |
|---|---|
| <p>Professional development is a priority for SCA, and staff regularly attends various conferences.</p> <p>Curriculum is purchased to keep current, and students have access to student account funds for tutoring and special lessons to fulfill graduation requirements. SCA has hired a part time math tutor to address that particular area of need.</p> <p>Better communication from the leadership team will empower staff to make the changes necessary for student success. Leadership works diligently to use resources to provide professional growth and</p> | <p>Leadership agenda</p> <p>Advisory Board agendas</p> <p>Advisory Board minutes</p> <p>Staff meeting agendas</p> <p>Budget</p> |

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| <p>to provide resources to students, such as computers to use at the school, a priority. Still, more effective communication from the leadership team would greatly enhance the overall consensus upon which SCA builds its good reputation.</p> | <p>Student Accounts</p> |
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

| Findings | Supporting Evidence |
|---|---|
| <p>Decisions about resource allocations are directly related to the school’s mission, purpose, and student achievement of the DSLRs and the academic standards. This is reflected in the priority of spending on:</p> <ul style="list-style-type: none"> ● Qualified facilitators and staff ● Educational resources for students (materials, tutoring, classes) ● Facilities which support the delivery of a wide spectrum of student support services to a diverse student population ● Standards-aligned curriculum (Quality, standards-aligned classes, field trips and activities to support student learning) ● Staff development ● Supplemental services to support student achievement <p>Allocation decisions are handled by the SCA Advisory Board under the advisement of the Leadership team. The Leadership team is comprised of the Director, the CBO, and four staff members. In turn, the leadership team often surveys the staff during staff meetings and through emails regarding allocation of funds for curriculum resources.</p> <p>Resource allocation planning is done as needed throughout the year, but at a minimum for the Preliminary, First Interim, and Second Interim Budgets.</p> | <p>Preliminary, First Interim, Second Interim Budgets</p> <p>Leadership Team meeting agenda</p> <p>Advisory Board minutes</p> |

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

| Findings | Supporting Evidence |
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| <p>Shasta Charter Academy follows all financial regulations as required by State law. All accounting procedures are dictated by the CSAM (California School Accounting Manual) protocol. The school is audited on a yearly basis, as required by state law. An independent auditing firm is contracted by the school to complete the audit.</p> <p>During the school year, the school's CBO attends conferences/training regarding financial accountability for the school. The CBO is a member of CASBO(California Association of School Business Officials), and the school is a member of School Services of California, an organization that specializes in the finances of schools throughout California.</p> <p>Financial reports are run throughout the month from the school's finance software, Escape, to ensure that the school is maintaining its legal responsibility for fiscal stability.</p> <p>Throughout its 17 years of operation, Shasta Charter Academy has maintained the state required percentage for Economic Uncertainty, while building a reserve for new facilities. Those new facilities have become a reality as of 1/2/17.</p> | <p>School Audit</p> <p>Purchase Orders</p> <p>Escape Financial Software</p> |

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

| Findings | Supporting Evidence |
|---|--|
| <p>The effectiveness of Shasta Charter Academy's processes and protections for 1) signing of contracts, writing checks, releasing institutional funds, 2) monitoring payroll information, 3) reviewing bank account information, and 4) the use of credit cards and other lines of credit are as follows:</p> <p>Set in place a number of years ago, there must be two signatories for any check written from the school's checking account. We currently have four school individuals, the school Director, CBO,</p> | <p>Escape software</p> <p>Fiscal reports</p> <p>Revolving/ facility checking</p> <p>Accounts</p> <p>Transaction detail reports</p> |

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| <p>Asst. CBO, and a secondary Administrator, as signatories for these accounts. Contracts are signed by either the School Director or CBO. Payroll is handled by SUHSD, the school’s chartering agency. Both SCA and the District monitor those activities, with SCA creating, in-house, the related salary schedules and Personnel Request Forms. SCA also works with SUHSD’s Human Resources and Payroll Departments to ensure that all information is correct. The school’s Petty Cash account has a maximum amount allowed for staff usage, \$25, which was set by Advisory Board action. Each withdrawal must be approved by either the Director or the CBO.</p> <p>The CBO also oversees the bank reconciliations for the school’s checking accounts, runs the Quickbooks reports, and works with the chartering agency’s Business Office for the reimbursement of said accounts.</p> <p>Shasta Charter Academy has two credit cards, one in the name of the school’s Director, and one in the name of the school’s CBO. Usage of these cards is done only by these individuals, and the paying of the monthly statements is done by the school’s CBO and paid through the school’s chartering agency’s Business Office.</p> <p>As the chartering agency has the duty of Fiscal Oversight, the school, in conjunction with the chartering agency work in concert to ensure that all financial actions meet the CSAM requirements.</p> | <p>Credit card statements</p> |
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Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

| Findings | Supporting Evidence |
|---|--|
| <p>The school’s budgeting process is, as with all California public schools, directed by the requirements of the State of California. The school’s CBO and Director meet to determine the budgeting needs of the school, and in which programs/ resources those will be directed. The budgeting process includes the Advisory Board in all steps to meet state requirements for approving and posting the Preliminary, First Interim, and Second Interim budgets. Along with the aforementioned parties, involved in the budgeting process for the school is the Business Services division of the chartering agency. This, too, is a state requirement to ensure the fiscal viability of the school and to prevent a Qualified or Negative budget. The local County Office of Education is the final entity that reviews the school’s budget before sending it off to the State of California.</p> <p>Many meetings take place between the school and the individuals involved in the budgeting process. Conversations take place with school staff to help determine the subject needs. Throughout the year, this ongoing process helps determine how each of the three</p> | <p>Preliminary, First Interim, and Second Interim Budgets</p> <p>Escape Financial Software</p> <p>Advisory Board minutes</p> |

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| <p>budgets is created, approved and posted to the Escape financial software program. As with all school budgets, changes take place, when needed, between each budget cycle in the way of budget transfers. These are taken to balance programs/ resources that have the need for more monies in specific object areas, such as General Supplies, Textbooks and Services.</p> <p>Shasta Charter Academy has never had a Qualified or Negative budget, this being in part to the knowledge of the individuals involved, and the relationship with its chartering agency and Advisory Board.</p> | |
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Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

| Findings | Supporting Evidence |
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| <p>Compensation for staff and administrators is and has been an open process for Shasta Charter Academy. Salary schedules for all parties and SCA staffing needs are discussed at Staff, Leadership, Advisory Board, and Budget meetings so as to ensure that the school does not exceed its revenues, nor encroach on reserves of the school while also being fair and adequate for the positions required. With the introduction of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), SCA has had to plan compensation for the involved parties based on these new state fiscal requirements. With this in mind, the current staff and administrator salary schedules are aligned with the seven year LCFF funding.</p> <p>SCA consistently maintains a reasonable accumulation of reserves based on California State requirements.</p> | <p>Budget</p> <p>Salary Schedules</p> <p>County Treasury</p> <p>Advisory Board minutes</p> |

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

| Findings | Supporting Evidence |
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| <p>Shasta Charter Academy has used many means of marketing over the years. Discussions with Leadership and Advisory Board direct the current marketing strategies. These strategies include advertising with community groups, collaboration with like charter schools, radio, television, free publications that are school specific, flyers to families, and mailers to residents of Shasta and Tehama counties. With many of these marketing/ advertising strategies, input</p> | <p>Local advertising with community groups</p> <p>Meetings with charter leaders</p> <p>Presentations to classes at like</p> |

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| <p>is requested from professional entities to ensure that the appropriate audience is reached and that the budgeting for such campaigns is spent with the school’s vision in mind.</p> | <p>charters Family surveys</p> |
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Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

| Findings | Supporting Evidence |
|---|--|
| <p>As with all California public schools, Shasta Charter Academy must meet state requirements for fiscal stability. With this in mind, the school uses the LCFF and LCAP for planning fiscal budgetary needs. These are reviewed by administration and the Advisory Board. The school then sends these financial plans to the state through its chartering agency and County Office of Education. This is then reviewed by the Department of Education for final approval. As required, these documents are made available for public review through the school’s website.</p> <p>The final step in all of the financial planning is the yearly audit completed by an independent CPA firm. This, too, is available at both the school and state level for public review, showing how SCA implemented those approved financial plans.</p> | <p>LCFF LCAP Audit Budget implementation Web Site Coordination with chartering agency</p> |

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

SCA was founded on the idea of serving families' choice to personalize learning according to their children's interests and strengths and the school has stayed true to that vision. The DSLRs continue to emphasize academic and character growth. Our DSLRs drive curriculum and other opportunities enabling students to be prepared for the world of work in changing career markets. The mission statement maintains emphasis on the family's choice and Personalized Learning.

SCA enjoys an extremely collaborative school community, where consensus building is a cultural norm. SCA continually endeavors to improve, and due to its charter status, can move quickly when needs are identified by administration, staff, board, parents and students. SCA has built a culture of academic achievement and innovative thinking. The school has fostered an environment where students feel safe, are expected to take responsibility for their own actions, and are encouraged to have autonomy over their learning. One of our goals is to continue to build upon this culture and student connection to the school community.

SCA is devoted to staff and curriculum development with emphasis on collaboration. Staff is regularly sent to conferences which increase their effectiveness as facilitators and enable them to more effectively carry out the school mission. SCA has recently become a Google School and the staff has been trained to use the communication tools provided including Google Calendar, Gmail and Drive, all of which expedite the communication process. Staff are dedicated to communicating with each other, students and families for the benefit of the students. SCA employs many different technologies to facilitate learning and prepare students for college and career. SCA staff works within a culture of collaboration and readily assists each other with classes, projects, activities, field trips and materials with the goal of improving student achievement.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

SCA's greatest strength is its commitment to to the school's vision and purpose. Students and families are offered many choices when it comes to their education and facilitators are able to personalize students' education to not only meet the state standards and graduation requirements, but to prepare students for college and career readiness while fostering a love of learning. Just like the education of the students at SCA is a collaborative process, so too is the governance and leadership of the school with all stakeholders having a voice.

SCA purchased new Government and Economics book that are CCSS aligned. SCA has implemented curriculum that is CCSS aligned across the content areas and successfully adjusted / developed curriculum to adhere to our Personalized Learning model. Since becoming a Google School staff have been utilizing Google Apps for Education to customize curriculum, incorporate multiple resources, collaborate with other teachers, offer timely feedback to students, and foster collaboration amongst students. Incorporating these new technologies is preparing the students of SCA with the skills they will

need in college and in their future careers in world where technology is an expectation.

In January 2017 SCA moved to its new campus, effectively doubling the space and allowing for future growth. The new campus has many upgraded technologies and is clean and safe. It has also afforded the school the opportunity for increased student activities and onsite classes.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Because of the the state mandated standards overhaul, there is a pressing need to focus on the implementation the new History Social Science Frameworks and the NGSS. SCA will need to allocate resources into grown in this area.

SCA has made strides in preparing students to be college and career ready as evidenced by the increasing number of SCA students participating in concurrent college courses at Shasta College and enrolling in career related courses, but more growth is needed in this area.

One of the identified critical learner needs of SCA is to build the culture. There is an inherent isolation with Personalized Learning. Parents, students, and staff have expressed the desire for more student activities and the opportunity for them to connected to their peers and the school community. There is the potential for growth in this area with the move to the new campus. With double the space on campus SCA can now address these needs.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion/All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

| Findings | Supporting Evidence |
|--|---|
| Before enrollment, students are assessed in math and reading to determine current achievement level. Students' records are examined by the principal before each family interview. If the program fits the student's needs, placement with a teacher is made based on personality/learning style similarities. | Testing results Cumulative files Transcripts |
| Teachers examine student records in cumulative files, state testing results, interventions, and health records in order to make, create, and maintain an appropriate placement for each student. | Staff meeting agendas Curriculum aligned textbooks |
| Staff attends conferences and workshops regularly in order to become familiar with current educational research. Staff routinely report findings at conferences and workshops in staff development meetings, which occur monthly. | Assignment and work records Student work samples |
| Standards-based curricula that are research based are available to all students. | Conferences and workshops attended by staff |
| Students engage best with curricula that is culturally relevant and personalized to each student's goals and interests. This is our model, in which teachers meet with families on a regular basis to assess and create learning strategies. | |

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

| Findings | Supporting Evidence |
|---|---|
| <p>Textbooks used at SCA are standards-based and available for all subject areas. Syllabi for subject courses and classes are standards aligned and in many cases delineate the state standards taught. Standards review study is presented to students and parents during the course of the school year. Students are selected based on prior testing performance to attend CST and CAASPP workshops.</p> <p>The philosophy of SCA is family involvement and Personalized Learning within the context of the state standards. To that end, the learning team (facilitator, classroom teacher, parent, and student) work for creative ways to introduce and learn the state standards in a way that best suits the student’s learning style. Staff is diversified throughout all subject areas and collaborates regularly in formal and informal settings to prepare individualized rigorous and coherent curriculum for students.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ● On-site classes available in math, science, art and computers ● Small group instruction and one-on-one tutoring for specific standards instruction. ● Online courses are state standards aligned and a-g approved. ● College courses available locally and online ● Specific at-risk program with state standards alignment ● Special Education population has access to all standard aligned curriculum in-class setting, online instruction, and textbooks ● Concurrent enrollment at area comprehensive high schools | <p>CST scores</p> <p>Master schedule</p> <p>Syllabi</p> <p>Workshop sign-ups</p> <p>Graduate and parent/student surveys</p> <p>Work Records and student work samples</p> <p>Staff meetings /committees</p> <p>Master Agreements</p> <p>Standards aligned textbooks</p> <p>Concurrent enrollments</p> <p>Online courses</p> <p>College Awareness Day</p> <p>UC a-g courses</p> <p>DSLRS</p> <p>Kuder online career readiness program</p> |

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

| Findings | Supporting Evidence |
|---|---|
| <p>SCA utilizes several online resources to meet the many academic needs of the students. Odysseyware is a-g certified and provides online academic curriculum for English, Math, Social Science, and Science. HMH Collections effectively integrates the written English text studies with interactive audio/video components. The math curriculum utilizes Pearsonsuccesnet.com to suppliment and support in-class or homeschool instruction.</p> | <p>Odysseyware</p> <p>Kuder</p> <p>Houghton Mifflin Harcourt Collections</p> <p>Google Apps for Education</p> <p>Pearsonsuccesnet.com</p> |

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|--|
| <p>All academic courses are taught in accordance with the California State Standards, and all academic courses use California State Standards based resources. As the California State Standards are rigorous, all students pursue academic excellence as outlined in the SCA DSLRS. Along with the concepts and skills taught, students receive support in becoming self-directed learners and critical thinkers through their facilitator and on-site classes.</p> <ul style="list-style-type: none"> ● Students must learn to work independently and to resolve problems and use opportunities creatively when homeschooling (see DSLRS). ● SCA on-site classes are scheduled similarly to college class schedules; they are held 1-2 days per week. Students must develop positive decision making skills and accept responsibility for their own actions (see DSLRS). ● All students are provided with organizational planners. Once students learn to manage their time and organize their material, they see the benefit of planning and the real world connection. ● Student coursework is aligned with Shasta College for concurrent enrollment. | <p>Academic course syllabi</p> <p>UC A-G list</p> <p>Master Schedule</p> <p>Concurrent enrollments</p> <p>Master Agreements</p> <p>Work Records</p> <p>Student work samples</p> <p>DSLRS</p> |

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings | Supporting Evidence |
|--|--|
| <p>The close relationship between students and facilitators encourages meaningful communication, enabling facilitators to connect relevant material within student assignments. Students often remain with the same facilitator for more than one year, which encourages the insightful generation of cross-disciplinary lesson planning.</p> <p>Personalized Learning model allows students to pursue and incorporate outside areas of interest with more traditional studies. For example, students may choose any topic for the annual research paper all students in SCA English courses must write. Topics are often integrated with cross-curricular themes.</p> | <p>Student portfolios and project displays</p> <p>On-site classes</p> <p>Student involvement in community activities</p> <p>Student artwork displays and</p> |

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| <p>Implementation of the Kuder career assessment program encourages students to connect strengths in academic areas with possible career paths. Individualized educational plans are designed not only to meet graduation requirements, but also college entrance requirements. On-site classes regularly integrate English and history with art and science classes. The English curriculum, Houghton-Mifflin Harcourt Collections, partner with the History Channel, A&E, and Biography to add background knowledge and historical context to literature.</p> <p>Clubs and school-sponsored activities provide opportunities to explore new areas of interest. Field trips are offered throughout the year and are quite diverse. These offer wonderful enrichment to the curricula. The community art shows, robotics competitions, and musical recital brings together the diverse talents of the students and provides the experience to showcase their creativity.</p> <p>Students may use home based alternative curriculum. For example, Starline workbooks and Odysseyware.</p> | <p>community shows</p> <p>Clubs and community service activities</p> <p>Forestry Challenge</p> <p>Robotics competitions</p> <p>Field trips</p> <p>Shasta College classes</p> <p>The 20% Project and student blogs</p> <p>Tutors and vendors</p> <p>Music recitals</p> <p>Choir</p> <p>Odysseyware Online CTE courses</p> <p>Starline Press curriculum</p> |
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

| Findings | Supporting Evidence |
|---|--|
| <p>Since SCA is an alternative education program, it does not have feeder schools, although in past years a significant trend has been observed in students enrolling that have attended local K-8 charter schools.</p> <p>Many SCA students participate in district CTE programs or take Odysseyware CTE courses. This allows for practical experience prior to enrolling in technical schools.</p> <p>Approximately 40% of SCA students are enrolled in at least one concurrent course at Shasta College. This makes the pathway to</p> | <p>Concurrent College Classes</p> <p>CTE courses</p> <p>Annual SCA Graduate survey</p> |

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| <p>college more accessible to students. Many students are already participating in college technical courses or university studies while enrolled at SCA.</p> <p>Once a year, Shasta College holds a career awareness seminar for all local schools that SCA attends. SCA conducts an annual graduate survey to discern college and technical school articulation of SCA graduates.</p> | |
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B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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| <p>Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]</p> |
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Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings | Supporting Evidence |
|--|---|
| <p>All students have access to a standards-based curriculum delivered in on-site classes, concurrent enrollment in Shasta College or district schools, in our two computer labs, and in a home-based, Personalized Learning study model. Students and families share a one-to- one relationship with their facilitator which ensures a Personalized Learning plan that addresses the appropriate degree of rigor and relevance tailored to each student’s academic goals, personal goals, and academic readiness. Facilitators, students, parents, counselors, and classroom teachers work together to address student’s progress.</p> <p>Personalized Learning plans include curricular resources to support remedial needs and to assist students in becoming proficient in each grade level standard.</p> <p>SCA has a variety of ways to access our career/college planning information and activities. Students can take our on-campus Work Experience/Vocational Education class, our on-line Odysseyware CTE program or Career Technical Education classes through the Shasta Union High School District. The Kuder Navigator is a career</p> | <p>CAASPP and PSAT scores</p> <p>Work Experience career planning assignments</p> <p>Odysseyware CTE program</p> <p>Kuder Navigator program</p> <p>Personal Finance curriculum activities</p> <p>Professional Development for counseling staff</p> <p>Individual Educational plan</p> <p>Master Agreements</p> <p>Annual Graduate survey</p> |

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| <p>planning system that is provided to each student. Several of our courses will require students to access this information and use it for discussion and career planning.</p> <p>The publications, Career World and Moving On, are used as a resources for career planning.</p> <p>Career and college counseling is an ongoing process that is addressed when a student meets with his or her facilitator. Facilitators are kept up-to-date on course offerings, online research and college requirements by the SCA counselor. When more information is needed, facilitators refer students to the counselor for one-on-one counseling. Facilitators collaborate with the counselor on a regular basis for advice and supportive materials.</p> <p>When a Master Agreement is created, it is designed to meet graduation requirements and focus on the educational and career goals of the student. Student course schedules are checked by the registrar, counselor, and school director to insure successful completion at the time of graduation.</p> <p>One of the strengths of our program is that by the time many students graduate, they have already had college courses successfully completed at our local community college. Because our students are independent learners and have developed time management skills, the transition to college is less challenging.</p> <p>Due to a flexible course schedule, many of our students take advantage of the opportunity to have a job. Students receive course credit for the hours spent working and also receive course instruction to support job related activities.</p> <p>Seniors and prior graduates are given post-high school surveys to track achievement and life success.</p> <p>Special Education students have access to outside agencies that provide assistance with job search skills and placement at a work site.</p> | |
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Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
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| SCA offers strong academic course work with state standards | Facilitator meetings |

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| <p>aligned curriculum for all students. The Personalized Learning nature of our school allows each student to learn in a way that fits their particular learning style. Since our last WASC self-study, we have made additions to on-site classes available and purchased standards aligned textbooks to help our students succeed at SCA.</p> <p>Our at-risk population and special education students have a specialist in their respective fields, to facilitate student learning and student success. In fact, specialized curriculum has been purchased for both at-risk and special education students. Our special education facilitators also teach on-site courses for the special education student population.</p> <p>As a result of the actions below, SCA has seen CST scores increase, more students successfully complete their coursework, and more students enroll concurrently at Shasta College, including at-risk and special education students.</p> <ul style="list-style-type: none"> ● New math department chairperson hired who specializes in developing our math program. ● Addition of standard based classes so more students can get the help they need (especially in math). ● Math tutor hired to assist in classroom, as well as to offer daily one-on-one tutoring in math. ● Special education on-site courses offered since 2007 when our first special education facilitator was hired. ● Monthly facilitator collaboration in curriculum committees and in staff meetings to improve student learning. ● ProWise and Star Boards were purchases for our classrooms to enhance instruction for the diverse learning styles of all students. ● Wireless laptops have been part of the science lab since 200 which have since been upgraded to Chromebooks and Microsoft Surface Pro's, and a state of the art computer lab has been updated. ● Wireless laptops are available to students for use on campus. ● Our computer applications class is now aligned with Shasta College to meet Associate of Arts requirements. ● We have added CAASPP workshops for all students. | <p>Master schedule</p> <p>On-site classes</p> <p>Remediation Workshops</p> <p>Student accounts for tutoring</p> <p>Online courses</p> <p>Computer Lab, ProWise Boards and Star Boards</p> <p>UC a-g list</p> <p>Shasta College courses</p> <p>Special Education teachers/facilitators</p> <p>At-risk program and facilitators</p> <p>Chromebooks</p> |
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

| Findings | Supporting Evidence |
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| <p>Students who want online courses generally are enrolled in Odysseyware UC a-g courses.</p> <p>On-site lab science classes offered for CP Biology, CP Earth Science, and Chemistry. Other onsite a-g qualified courses include CP Math 1-3, Digital Art, Art 1-4, and Intro to Robotics. Dual enrollment courses are offered in CIS and Photoshop (Digital Art).</p> | <p>Odysseyware</p> <p>Onsite classes</p> <p>G Suites</p> <p>Concurrent enrollments</p> |

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| <p>Google docs and G Suite are used for UC a-g, social science, and visual art courses.</p> <p>To fulfil the foreign language a-g requirement students may choose French on Odysseyware, or concurrent enrollment at area comprehensive high schools or Shasta College.</p> | |
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

| Findings | Supporting Evidence |
|--|--|
| <p>Parent, student, and facilitator collaboration is the foundation of our Personalized Learning model. Meetings between these stakeholders occur every two to three weeks, in which they work together to develop the student’s learning plan and evaluate their progress. During these meetings, the following occur:</p> <ul style="list-style-type: none"> ● Information from learning style evaluations are considered for each student. ● Career exploration and college planning is incorporated into student’s academic program. ● On-site counselors are available for career and college planning. ● Families are notified of community career and college information events. | <p>Assignment and Work Record</p> <p>Master agreement</p> <p>Learning style inventories</p> <p>Kuder Navigational software</p> <p>Shasta College career classes</p> <p>College Option workshops</p> <p>College Information Night</p> <p>Flyers, and email notices, phone calls, school bulletin board</p> <p>SCA website</p> <p>District CTE courses</p> <p>College orientation events</p> |

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings | Supporting Evidence |
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| <p>Changes can be made to include college and CTE classes, and recorded on the Master Agreement as necessary for the individual student. Pacing may be adjusted or classes may be changed when agreed upon between the facilitator, student, and parent. For on-site classes, facilitator and classroom teachers collaborate to determine the best placement if changes are needed. Student learning plan is reviewed at each student meeting and adjusted as needed.</p> <ul style="list-style-type: none"> • Each semester a new Master Agreement is completed with updated SCA, college and/or CTE courses. • Scores and progress from individuals on-site classes, online classes, and textbook curriculum are evaluated monthly at the family and facilitator meetings. • Class changes are documented on the student's Master Agreement and the central database (Aeries). • All students have access to programs based on ability and interest. • An SST may be convened to assess program changes based on the context of student's college and career readiness. At an SST conducted by the Director, facilitator, and the family, the student's needs are addressed and solutions for student success are sought by all to fulfill those needs. | <p>Initial student learning plan at enrollment.</p> <p>Master Agreement</p> <p>College registration</p> <p>CTE course enrollment</p> <p>Change of class forms</p> <p>Cumulative Files</p> <p>Transcripts</p> <p>SST</p> |
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Students engage best with curricula that is culturally relevant and personalized to each student's goals and interests. This is our model, in which teachers meet with families on a regular basis to assess and create learning strategies. The philosophy of SCA is family involvement and Personalized Learning within the context of the state standards. To that end, the learning team (parent, facilitator and student) works for creative ways to introduce and learn the state standards in a way that best suits the student's learning style. Staff is diversified throughout all subject areas and collaborates regularly in formal and informal settings to prepare individualized rigorous and coherent curricula for students. Standards based curricula that are research based are available to all students. Staff attends conferences and workshops regularly in order to stay informed on current educational research. Staff routinely report findings at conferences and workshops in staff development meetings. SCA academic courses are taught in accordance with the California State Standards, and all academic courses use California State Standards based resources. As the California State Standards are rigorous, all students pursue academic excellence as outlined in the SCA DSLRs.

Ensuring that students are college and career ready by high school graduation is of the utmost importance to SCA. Many SCA students participate in district CTE programs or take Odysseyware CTE courses. This allows for practical experience prior to enrolling in technical schools. Many SCA students are already participating in college technical courses or university studies while enrolled at SCA. One of the strengths of our program is that by the time many students graduate, they have already had college courses successfully completed at our local community college. Because our students are independent learners and have developed time management skills, the transition to college is less challenging. Due to a flexible course schedule, many of our students take advantage of the opportunity to have a part-time job. Students receive course credit for the hours spent working and also receive course instruction to support job related activities. All of this makes the pathway to career and college more accessible to our students.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

SCA purchased math and ELA textbook that are CCSS aligned and utilize internet resources to enrich the student learning experience. SCA has also successfully integrated these new resources into our Personalized Learning model. Since adopting course materials that are CCSS aligned, SCA has seen growth in CAASPP testing results. The staff at SCA is well informed of the standards and is skilled at finding innovative solutions to make the curriculum accessible to

each student.

The use of new technologies is a strength of SCA. Since becoming a Google School, we have been able to utilize Google Apps for Education to ensure not only that the standards are addressed, but that students are developing the technology skills that will be expected of them when they graduate high school and enter the world of college and career.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Because of the the state mandated standards overhaul, there is a pressing need to focus on the implementation the new history/social science frameworks and the NGSS. This will be a major area on which SCA will need to focus in the next few years.

More and more SCA students are participating in CTE and Shasta College courses. Clearly, SCA has made great strides towards ensuring that all of our students are college and career ready, but still we can improve in this area.

Category C: Standards-based Student Learning: Instruction/

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

| Findings | Supporting Evidence |
|---|--|
| <p>The process of observing student's academic needs begins by transcript evaluation and placement tests, IEPs, SSTs, and student learning plans. The following are accomplished in the student/parent/facilitator meetings held every two to three weeks:</p> <ul style="list-style-type: none"> • Students work one-on-one with facilitator. • Students give oral presentations and discuss assignments with facilitator. • Students are assigned work based individual skill level and ability. • Students with diverse backgrounds and abilities can pursue interests via special projects. • IEP goals are used to help guide the curriculum which will be assigned to students with learning disabilities or difficulties. • Students work in a variety of settings including individual instruction, small groups, classes (modified and regular), college classes and online curriculum. • Students must use critical thinking to solve technology problems as they learn to use and incorporate new technologies available at our school. • Students demonstrate their problem solving abilities by answering questions in front of their peers and working together on experiments. • Students continually use critical thinking skills as they develop and accomplish their individual chosen path for personalized learning to reach their desired academic goals. | <p>Weekly progress reports in SPED program</p> <p>Math evaluation and placement tests for incoming students</p> <p>Cumulative files</p> <p>Master Schedule</p> <p>Standards based curriculum</p> <p>Student portfolios and displays</p> <p>SPED and Bridges programs</p> <p>Transcripts</p> <p>CAASPP results</p> <p>G Suite</p> <p>Odysseyware</p> <p>AGS curriculum</p> <p>Classroom assignments: Robotics, Sciences, Math, Fine Art, Vocational Ed, Choir, and Digital Art.</p> |

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

| Findings | Supporting Evidence |
|---|---|
| <p>SCA has utilized Google Classroom which provides various student accessibility to the timelines and pacing guides.</p> <p>The English program uses an electronic pacing guide with live links to the HMH curriculum, videos, tutorials, quizzes, and activities.</p> <p>Many elective courses are accessed through hyperDoc syllabi that provide not only robust curricula, but allow for a high level of personalization.</p> <p>The Odysseyware program paces curricula and allows for acceleration and credit recovery.</p> | <p>HMH Collections</p> <p>School Gmail accounts</p> <p>Shared folders</p> <p>Google Classroom</p> <p>HyperDoc syllabi</p> <p>Odysseyware</p> <p>Kuder Online Career Program</p> |

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

| Findings | Supporting Evidence |
|---|---|
| <p>Standards and desired performance levels are discussed when students and parents first meet with the director. At this interview, DSLR's are discussed, which are distributed to students.</p> <p>When the student and parent(s) meet with their facilitator, expectations and standards are discussed and the learning plan is developed. The Learning Plan is evenly balanced and developed with state standards, the DSLR's, families' personal goals / expectations, and an awareness of the student's academic strengths and weakness accounted for. These established expectations are then addressed at every meeting and modifications are made to realign the student's learning plan to meet the established goals.</p> <p>All courses are standards-based and have syllabi which have been generated collaboratively by the staff in order to ensure consistent adherence to the state standards. Grading and/or performance structures for courses are also created by each facilitator for each of their students and these are discussed in family/facilitator meetings at least once per month.</p> | <p>Student Intake Information</p> <p>Application Packet</p> <p>Course syllabi</p> <p>Student work samples</p> <p>Assignment and Work Records</p> <p>Student portfolios and projects</p> |

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as*

integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..

| Findings | Supporting Evidence |
|--|---|
| <p>Previous transcripts provide students with careful and appropriate math, science, and language arts placement.</p> <p>Frequent formal meetings between students and facilitators provide immediate input and feedback for students. Informal student/parent/facilitator meetings allow for lesson refinement and reinforcement of pertinent concepts. Document sharing allows for collaboration and timely feedback between students and teachers.</p> <p>Parental involvement is integral to the success of the Personalized Learning model. Students are involved in their own lesson planning process which encourages them to remain focused on personal goals. Facilitator involvement and assessment allows for continuous adjustment of student's appropriate academic level. Diverse assignments generated during personalized student/ facilitator meetings focus on meeting specific student needs.</p> <p>Utilization of Hyper-Doc Syllabi allows for individualization and access to multimedia and technological resources.</p> <p>Special education and enhanced classes provide students with special needs many opportunities and inclusion. On-site classes are available in math, science, art, robotics, and computer technology. On-site classes offer an inclusive environment.</p> <p>College class access in every subject area provides challenge and opportunity for all students.</p> | <p>Careful pairing of students and facilitators</p> <p>Assignment and Work Records</p> <p>Master Schedule</p> <p>SPED and BRIDGES programs</p> <p>AGS curriculum</p> <p>HQT staff</p> <p>Shasta College classes</p> <p>On-site co classes</p> <p>Transcripts on file at time of placement</p> <p>Hyper-Doc Syllabi</p> <p>G Suite</p> |

C2. Student Engagement Criterion/

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| <p>The strength of the SCA staff is its breadth of experience. All facilitators have had extensive teaching experience in the classroom and in alternative education. All facilitators and classroom teachers are HQT as described by NCLB and the State of California. Facilitators and classroom teachers are encouraged to pursue advanced education for advancement on the salary schedule and all facilitators have taken advantage of this. While much of the coursework taken was subject specific, the rest of the coursework taken was methodology.</p> <p>Conferences are central to SCA’s facilitator and teacher professional development. All facilitators have attended appropriate conferences to keep of abreast of the latest research in education. Specific examples include CUE and A-Plus conferences along with Prowise smart board training. As a Google School, SCA staff attend continuing education in Google applications and how to use them in the classroom.</p> <p>Every classroom is equipped with a multimedia smartboard and a class set of Chromebook laptop/tablets that are interactive with the smart boards and two computer labs for student use.</p> | <p>Conference requests and purchase orders</p> <p>Salary schedule</p> <p>Prowise Training</p> |

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

| Findings | Supporting Evidence |
|--|--|
| <p>Facility in-services are conducted bi-monthly. Curriculum training. Teacher’s successful use of the on-line technology. Personal one on one instruction to achieve competencies where appropriate. Teachers and facilitators attend the annual CUE conference in March of each year to hone their skills.</p> | <p>G Suite</p> <p>Odysseyware</p> <p>Khan Academy</p> <p>Pearsonsuccessnet.com</p> <p>Houghton Mifflin Harcourt</p> <p>Staff training</p> <p>Conferences</p> |

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and*

independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

| Findings | Supporting Evidence |
|--|--|
| <p>The cornerstone of the Personalized Learning model is facilitation of learning for each student based on their individual needs, skill level, and interests. All facilitators are indeed coaches for students. As expressed in the SCA charter: “Teachers are facilitators of discovery, mentoring and serving families regarding home-based classes, Work records Course syllabi Master Schedule Concurrent enrollment form for SUHSD and Shasta 109 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 his/her goals by use of models specific to his or her learning style while ensuring parental choice.” This is accomplished in the following ways:</p> <ul style="list-style-type: none"> • Initial meetings with student and parent to assess individual needs and interests of each student. • Frequent meetings with parent, student, and facilitator to assess, monitor, and readjust student learning plan as needed, focusing assignments on individual interests and strengths and working on areas of weakness. • Facilitators and classroom teachers, as well as administration, are readily available between scheduled meetings. • Classes are offered on-site, at local high schools, home study, and/or college. • All academic courses are state standards aligned. | <p>Work records</p> <p>Course syllabi</p> <p>Master schedule</p> <p>Concurrent enrollment forms for SUHSD and Shasta college</p> |

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

| Findings | Supporting Evidence |
|--|--|
| <p>Representative student work for regular education students demonstrates that 9-12th grade students struggle with writing and math. SCA has created onsite classes for Integrated Math 1 and 2 and Integrated CP Math 1, 2 and 3. Additionally, students have access to tutoring and math lab throughout the week. SUHSD requires that all students complete Integrated Math 1 and 2 and a third year of math, which exceeds state graduation requirements. Some of our students are reluctant writers, and most need assistance to write at a college preparatory level, which is our goal. Students use the library and technology as tools to research and communicate their findings:</p> <ul style="list-style-type: none"> • SCA has hired an English Curriculum specialist to develop both curriculum and rubrics in order to boost student writing proficiencies. | <p>Master Schedule</p> <p>Formal and informal assessments</p> <p>IEP goals and objectives</p> <p>Course syllabi</p> <p>Work Records</p> <p>SST records</p> |

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| <ul style="list-style-type: none"> ● Approximately 130 computers with high-speed Internet access are available to students during the school day. ● Students are directed to organize their thoughts and to apply their knowledge in writing. ● Representative student work of special education students demonstrates a lack of understanding of higher order thinking skills such as comparing and contrasting, cause and effect, sequencing, and analysis. This is reflected in poor writing skills for research papers. This lack of reasoning has affected student progress in math classes. New common core textbooks are designed to improve student communication through writing prompts. ● Group instruction in the RSP English class includes a program designed to increase thinking skills. It targets: following directions, directionality, comparing and contrasting, visualization, sequencing, logic and analysis, cause and effect. ● Group instruction in the RSP English class includes dictation exercises to increase listening skills. ● Group instruction in the RSP classes includes visualization exercises to increase reading comprehension and listening skills. ● Individual cognitive training via the game format of a computer program is used to increase cognitive thinking skills. ● Group instruction of power writing techniques helps student to organize their writing. ● Group instruction in diagramming sentences helps students to structure and organize well thought-out sentences. | |
|---|--|

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

| Findings | Supporting Evidence |
|--|---|
| <p>The effectiveness of reviewing student work online is based on the training of staff beginning at the start of the school year, and ongoing with the third Friday of each month reserved for this training. Staff consistently meets with students to review this online work, and is able to communicate with students through the software used for this purpose.</p> | <p>Odysseyware Google Drive shared folders Staff training</p> |

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

| Findings | Supporting Evidence |
|--|-----------------------------|
| <p>SCA students have opportunities to demonstrate that they are able</p> | <p>Classroom activities</p> |

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|--|--|
| <p>to think, reason, and problem solve through group and individual activities, projects, discussions and debates in the classroom, labs, and studios. Students participate in innovative projects like the 20% Project and Robotics competitions. Students also collaborate across the curriculum areas through the use of Google Apps for Education.</p> | <p>G Suite The 20% Project student blogs Robotics competitions</p> |
|--|--|

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

| Findings | Supporting Evidence |
|---|--|
| <p>SCA uses state standard approved on-line curriculum. Programs are linear and follow prescribed methods and standards. Assessments are comprehensive and measurable. Many of these on-line tools are used as supplemental instruction to scaffold student learning. Students are assigned technology which produces samples that demonstrate student understanding and proficiencies of the assign curriculum. The supporting evidence is found in the samples from these on-line sources attached to the work records.</p> | <p>Khan Academy Kuder Career Assessment Odysseyware online learning Pearsonsuccessnet.com Real world online current event research G Suite Digital Arts course: Corel Painter 2016, Photoshop Creative Cloud and Sculptris Alpha 6</p> |

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

| Findings | Supporting Evidence |
|--|---|
| <p>Students have access to many materials beyond textbooks. SCA has approximately 160 chromebooks and 30 desk top computers available for student use. Additionally, teachers and facilitators utilize data-based original source documents and computer information networks to create experiences and activities which link students to the real world. A science lab art studio and music studio allow students access to hands on learning. Robotics, work experience, digital art, CIS are all offered as on site electives, in addition to district and college resources. SCA offers families a \$250 yearly stipend to be spent on a variety of music and physical education vendors. Examples include Karate, dance and music</p> | <p>Google research Shasta College Vendor use contracts Kuder career assessment McConnell's Naturebridge program 10th grade and 11th</p> |

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| lessons. | grade students |
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

| Findings | Supporting Evidence |
|--|---|
| Students are offered many career awareness and preparation opportunities. SCA offers a Vocational Tech/work experience class as an elective, and students have access to CTE programs offered at the district, and Shasta College Additionally, facilitators are able to incorporate students' outside interests and activities into their education plan. | Course syllabi Master Schedule Odysseyware Master Agreements Kuder District CTE Work Experience(on site class) |

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

| Findings | Supporting Evidence |
|--|---------------------------------|
| Odysseyware CTE courses are available for interested Students. Each OW CTE course has a real life application. For example, the health unit teaches basic first aid and then the student practices appropriate procedures. Students can also access the Kuder online assessment. | Kuder Assessment Odysseyware |

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

The strength of the SCA staff is its breadth of experience. All facilitators have had extensive teaching experience in the classroom and in alternative education. All teachers are highly qualified in their subjects. Facilitators and classroom teachers are encouraged to pursue advanced education and professional development. The staff works collaboratively to develop curricula that is standards aligned and rigorous.

When the student and parent(s) meet with their facilitator, expectations and standards are discussed and the learning plan is developed. The Learning Plan is evenly balanced and developed with state standards, the DSLR's, families' personal goals / expectations, and an awareness of the student's academic strengths and weakness accounted for. These established expectations are then addressed at every meeting and modifications are made to realign the student's learning plan to meet the established goals. All courses are standards-based and have syllabi which have been generated collaboratively by the staff in order to ensure consistent adherence to the state standards. Students work in a variety of settings including individual instruction, small groups, classes (modified and regular), college classes and online curriculum. Students must use critical thinking to solve technology problems as they learn to use and incorporate new technologies available at the school. Students demonstrate their problem solving abilities by answering questions in front of their peers and working together on experiments. Students continually use critical thinking skills as they develop and accomplish their individual chosen path for personalized learning to reach their desired academic goals.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

SCA has proudly cultivated a culture where academic success is the expectation. Students understand that teachers and facilitators care about them, listen to them, and are willing to work hard for student success. Students receive instruction in ways that are designed to develop the skills students need to be successful in college and career.

The SCA facilitators are not only highly qualified in their areas of instruction, but they have a wide breadth of knowledge and experiences. The staff is continually learning new technologies, growing educationally, and improving as professionals, this benefits instruction and models a love of learning to the students.

SCA students have many resources available to them to facilitate learning and meet their individual needs. The school has instituted a 1:1 teacher model in its onsite classes. Every classroom is equipped with a multimedia smartboard and a class set of Chromebook

laptop/tablets that are interactive with the smartboards. The new facility also has two computer labs that are available for student use, as well as a quiet area to work independently (the Library.) The school employs an onsite math tutor that is available to students 12 hours a week. During Math Lab the math teacher is available for one on one instruction.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

SCA will need to focus instructional strategies on adherence to the NGSS and the new History and Social Science frameworks.

Since SCA has moved to the new campus with double the space, the school has the ability to grow and offer more options to the students. SCA now has the potential to add more onsite classes, clubs, and student activities. It is our hope that in doing this we can build upon the school culture and help students to feel more of a sense of belonging and connectedness to the school.

Another potential area of growth is in college and career readiness. With the move to the new larger campus there is the potential to add more CTE and dual enrollment courses.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion/ The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|--|--|
| <p>SCA collects, disaggregates, analyzes and reports student data to students, parents, staff and stakeholders including the SCA Advisory Board and Shasta Union High School District. Based on the scores, learning style, and testing, course placement is determined. A plan to improve achievement is recommended and integrated into the Master Agreement. Support services for CAASP include preliminary testing, individual tutoring, small group classes, and workshops.</p> <p>Prior to enrolling, a student is given reading and mathematics assessments for course placement. A master schedule is created based on multiple measures i.e., transcript, motivation, and educational goals.</p> <p>Meeting California standards is a strong focus. All academic material is aligned with the Common Core standards as adopted by the State of California. SCA strives to help students make their best effort during the testing process. Consequently, test preparation materials, test-taking skills, grade incentives, workshops, snacks, and testing carrels are just some of the tools used to encourage success.</p> <p>Students are provided with a career assessment program to measure interests and ability to determine career options.</p> <p>Highly Qualified teachers assess students' work regularly. Tests and metrics provide adequate assessment of student progress but staff regularly examines measurement tools for accuracy and rigor. At every family/ facilitator meeting, students and parents are informed of student progress and modifications are made as appropriate.</p> | <p>Kuder career planning</p> <p>Mock job interview</p> <p>Resume writing</p> <p>Aeries</p> <p>Writing, science, and math workshops</p> <p>Advisory Board minutes</p> <p>CAASPP Testing</p> <p>Reading comprehension and math assessment</p> <p>Assignment and Work Records</p> <p>Master Agreements</p> <p>SST forms</p> |

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|--|
| <p>Student grades, growth, and performance levels are determined by facilitators in conjunction with, when appropriate, classroom teachers. These grades are based upon formal testing, projects, portfolio assessment, and performance assessments. Facilitators are the teachers of record and issue all grades except Shasta College grades. Student performance determines the selection of courses and coursework for each student.</p> <p>The processes for monitoring student progress are quite effective. In a traditional learning environment, parents are typically notified at Back to School nights, quarterly progress reports, and when the teacher feels the need is pressing. At SCA, every family/facilitator meeting is a progress report. These meetings are held within 20 school days or more frequently as student and family needs dictate, so there is a progress report for each student on at least a monthly basis.</p> <p>The Advisory Board is effectively notified throughout the year at Board meetings when state testing results are released. The District board is notified upon request but does not oversee test results. All stakeholders have access at all times to the SCA School Accountability Report Card (SARC) through the SCA website.</p> | <p>Master Agreements</p> <p>Assignment and Work Records</p> <p>Transcripts</p> <p>Aeries</p> <p>Student portfolios</p> <p>Placement tests</p> <p>Advisory Board meeting minutes</p> <p>SCA Website</p> <p>SARC</p> |

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
|---|------------------------------------|
| <p>Monitoring of student progress is primarily the responsibility of the facilitators. Facilitators are responsible for student grades. Progress is noted on the assignment and work record form at every</p> | <p>Assignment and work records</p> |

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| <p>meeting. If a student is not progressing, facilitators consult with parents, classroom teachers, other facilitators, counseling staff, or an appropriate administrator for solutions to achieve student success, including Student Study Team (SST) meetings. Remediation plans are created for all students who are not progressing as expected. If appropriate, students may be offered additional tutoring in specific subject areas.</p> | <p>Transcripts</p> <p>State testing result</p> <p>Remediation plans</p> <p>Aeries</p> <p>SST forms</p> <p>Open math tutoring</p> |
|---|--|

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

| Findings | Supporting Evidence |
|---|---|
| <p>Onsite classroom teachers and facilitators utilize rubrics in grading student writing and projects. The English program HMH Collection employs turitin.com through which facilitators can have students turn in essays and get an “authenticity” rating to ensure the academic integrity of student writing.</p> <p>For home courses, tests are employed at the school and graded by the facilitator.</p> <p>Onsite classroom grades are maintained through Aeries and communicated to students parents. Progress in discussed in regular facilitator meetings. Students are not advanced in mathematics unless proficiency is met. When it is discovered that a student is struggling interventions are enacted such as:</p> <ul style="list-style-type: none"> ● Mandatory Math Lab attendance ● open tutoring ● Private tutoring with a vendor, teacher, or facilitator ● Enrollment in Study Hall course <p>SCA utilizes the results from state mandated testing for student remediation as evidenced in course enrollment and/or tutoring and study hall assignments.</p> | <p>Odysseyware</p> <p>Aeries</p> <p>Project and writing rubrics</p> <p>HMH Collections /</p> <p>Tutoring</p> <p>Math Lab</p> <p>Study Hall</p> <p>Work Records</p> <p>CAASPP test results</p> |

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

| Findings | Supporting Evidence |
|---|--|
| <p>The model of Personalized Learning enables facilitators to engage consistently in individualized assessment <i>with</i> students. Each student and their parent(s) meet every 3 weeks or earlier as needed for 1-2 hours with their facilitator. At this time the student, parent(s), and their facilitator together evaluate the completed work, which includes standards practice, discussion of test results—both criterion and standardized tests. Students in our on-campus classes also benefit from ongoing assessment of their progress. Teachers use multiple measures to assess progress such as writing, questioning, quizzes, tests, lab write-ups, projects, and portfolios.</p> <p>Additionally, because of our smaller class size and open schedule, teachers have the opportunity to converse with students before and after class to ascertain their progress. Teachers provide students immediate feedback on their level of performance on independent work because the school provides families with answer keys, solutions manuals, and teacher’s editions, as appropriate.</p> | <p>Assignment and work records</p> <p>Student portfolios and projects</p> <p>Reports</p> <p>Solution Manuals</p> <p>Answer Key/Teacher Editions</p> <p>Writing Rubrics: HMH and turnitin.com</p> <p>Odysseyware</p> <p>Google Apps for Education</p> |

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|--|---|
| <p>Online learning options automatically score each student’s completed lessons, enabling teachers to re-teach or re-assign lessons.</p> | <p>Odysseyware</p> <p>Google Apps for Education</p> |

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| <p>Teachers and facilitators utilize Google Apps for Education to provide feedback. Quizzes on Google Forms can be graded automatically and student can see results immediately upon completion of a quiz. Student do writing assignments on Google Docs and turn them in through Google Drive. Facilitators and Classroom Teachers provide feedback by commenting and suggesting edits for student work.</p> <p>The Math program is supplemented by the use of pearsonsuccessnet.com where teacher can assign pre-tests and summative assessments for students. Students are able to view their results and teacher go over them in class.</p> | <p>Pearsonsuccessnet.com</p> <p>HMH</p> |
|---|---|

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

| Findings | Supporting Evidence |
|---|--|
| <p>The students benefit from the collaborative approach that teachers and facilitators employ. Staff meets regularly and discusses issues pertinent to curricular and instructional approaches. Staff uses multiple measures to ascertain student progress including:</p> <ul style="list-style-type: none"> ● Student music recitals ● Questioning/discussion ● MLA format research papers ● Informal writing assignments ● Quizzes ● Speeches ● Chapter and unit tests ● Essays ● Science lab projects ● Projects <ul style="list-style-type: none"> ○ Quilts ○ Cooking projects ○ Car restoration ○ CPR/First Aid Certification ○ Volunteering as Teacher's Aid ○ Robotics ○ Digital Art projects ○ Art Shows ○ Art projects ○ Woodworking projects ○ American Sign Language community service: (interpretation for non-profit organizations) ○ Welding ○ Forestry Challenge | <p>Master Agreements</p> <p>Student projects and portfolios</p> <p>Assignment and Work Records</p> <p>Student project displays</p> |

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Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

| Findings | Supporting Evidence |
|---|--|
| <p>Student and parent input and feedback is key to student success at SCA and is the cornerstone of the Personalized Learning model. At every family/facilitator meeting, the effectiveness of the curriculum is discussed and adapted to the student’s learning styles. Since the staff and students were actively involved in the creation of the DSLRs, student learning is intimately tied to the DSLRs.</p> <p>If a student is not making adequate progress, a Student Study Team, consisting of the student, a parent, the facilitator, and an administrator, is convened to ascertain if curriculum should be significantly modified within the learning options of the Personalized Learning model or if the student’s needs would be more effectively addressed in a different learning placement. Usually this process is effective and positive for all parties because the focus is always on what is best for the student’s success and not the needs or advantage of SCA.</p> | <p>Student Study Team forms</p> <p>Student portfolios</p> <p>Assignment and Work Records</p> <p>Parent & student surveys</p> |

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and

promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings | Supporting Evidence |
|--|--|
| Parents and students work together to correct daily assignments for homeschool style classes. Student grades for on-site classes are posted online on Aeries and are available to students, parents, and facilitators. Facilitators monitor student interaction with the curriculum and administer tests regularly. Staff discusses assessments tools and creates or modifies them as needed with each other, in staff meetings, in curriculum meetings, and with administration. The Advisory Board is partially composed of parents who have or have had students enrolled at SCA, as per the charter; therefore, they are cognizant of the variety of measurement tools employed. The administration informs them of school-wide student performance and discusses school-wide policy as it relates to school-wide assessments, but they are not involved in creation of metrics. Likewise, the school administration reports to SUHSD regarding progress on state testing. | CST Test results Assignment and Work records Advisory Board minutes SCA website |

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

| Findings | Supporting Evidence |
|---|--|
| During state testing SCA cancels classes for the week and requires that all eligible students attend testing. Typically students are divided into two groups and the testing week is divided into two test sessions for ELA and math. Make ups sessions are scheduled for students who miss the regular test session. SCA and SSHS have always achieved required state testing validity student group percentages. Results are reported to all stakeholders on state and SCA websites, reports to the board, and results are delivered to all tested students via mailed reports or in facilitators meetings. | Master Agreements Testing schedule Master schedule Board minutes CAASPP testing results School calendar shows testing dates SARC |

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

| Findings | Supporting Evidence |
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| <p>When SCA analyzed the results from the first round of CAASPP testing, a few areas of potential improvement were discovered. Although the students did very well in ELA there was room for improvement in writing, particularly in the use of text based evidence to support opinions. The school purchased HMH Collections for ELA. Collections is CCSS aligned and there is a focus on supporting opinions with text based evidence.</p> <p>Math was an area of potential improvement. Many student come to SCA having been unsuccessful in Math in the past. The school instituted Math Lab to allow students more access to their math classroom teachers. SCA also hired a part-time tutor that is available for one-on-one help during the school day.</p> <p>SCA offers PSAT testing to all students. PSAT results are sent to the families, but the SCA counselor also reviews the scores with the student and parents.</p> <p>SCA, SUHSD, and Shasta County have low numbers of minority members in the community so SCA has a statistically insignificant number of ESL students.</p> <p>All textbooks are state standards aligned and therefore their assessments are standards aligned. Examples include:</p> <ul style="list-style-type: none"> ● MLA Essay Writing ● Creative Writing ● Odysseyware ● Curriculum based tests/quizzes ● Rubrics ● Portfolio assignments ● Projects | <p>CAASPP Testing results</p> <p>CAASPP Interim testing</p> <p>Journal writing</p> <p>Oral reports</p> <p>Student portfolios</p> <p>Master Agreements</p> <p>Assignment and work records</p> <p>Textbooks</p> <p>Online courses</p> <p>PSAT tests</p> <p>School Calendar with test dates</p> |

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
|---|------------------------|
| <p>In 2013, the staff, leadership team, and Advisory Board, began the</p> | <p>Personnel files</p> |

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| <p>process to improve the school’s English program and hire a Highly Qualified facilitator dedicated to English curriculum and delivery. In 2014, SCA hired a Highly Qualified English facilitator. In 2014/2015, SCA purchased the state adopted Common Core HMH Collections series for the school.</p> <p>Additional actions taken by the school to improve student assessment results include the following:</p> <ul style="list-style-type: none"> · Staff attended workshops to evaluate new textbooks for potential adoption for social studies (Economics and American Government). · Ongoing staff training for both text-based and online instruction · Bimonthly staff training in curriculum · Increased budgeting for staff training, conferences, and purchases · Staff also attended content specific conferences such as NGSS workshops · Low performing students were identified and receive targeted instruction · One-on-one tutoring has received increased funding in math · Implemented school-wide use of CAASPP review resources · Math workshops for CAASPP. · Staff trainings in state testing results analysis and suggested curriculum modifications to improve student achievement <p>During the past five years, the overall involvement of all parties -- staff, leadership, advisory board, student, and parents -- has caused a dramatic shift in the recognition that in order for the school, and its students, to be successful, a comprehensive effort by everyone was needed to bring about positive change for the school.</p> <p>As a result of all of these actions, the school has improved its overall state mandated test performance</p> | <p>Testing software Math Labs Vendor invoices Master Schedule Master Agreements Textbooks Purchase Orders Conference Request Forms School Budget Workshop schedules Course syllabi CAASPP testing results</p> |
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D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

| Findings | Supporting Evidence |
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| <p>SCA is very effective with regard to analyzing assessment data for overall student improvement. SCA staff are constantly evaluating student grades, test scores, and other indicators to adjust curriculum and activities. From selecting textbooks that are aligned with state standards to the utilization of workshops and courses that are included in the students’ master agreements, staff are continually collaborating and analyzing data to improve student success. When available, our teachers attend workshops on assessing textbooks for adoption. Staff attends workshops regarding CAASPP testing</p> | <p>DataWise & DataQuest Remediation plans Assignment and Work Records Master Agreements</p> |

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| <p>procedures and use of data. State testing data is disaggregated and charts and graphs are used to present data to staff and the Advisory Board in order to determine strategies, curriculums, textbooks, and additional resources for our students. We employ Dataquest to analyze data. Individual student reports are copied and given to facilitators to help develop student curriculum. For students scoring below Proficient, a specific plan is enacted that could include the use of specific textbooks, tutoring, classes, and other methods to help all students improve. Because of our Personalized Learning approach to education, each student's success is given individual attention. The school has an effective system to monitor all students improve. Monitoring of student progress is primarily the responsibility of the facilitators. Progress is noted on the assignment and work record form at every meeting. If a student is not progressing, facilitators consult with parents, other facilitators, counseling staff, or an appropriate administrator for solutions to achieve student success, including Student Study Team meetings. If appropriate, students may be offered additional tutoring in specific subject areas.</p> | <p>CAASPP interim and summative reports</p> <p>Monitoring of student growth indicators</p> |
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D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
|--|---|
| <p>The director chooses a test coordinator who is responsible for all aspects of state testing including training the staff to proctor tests and test security. All testing staff follow testing protocols as designed by the state. The coordinator attends training and conferences to keep abreast of updated and new material and regulations, trains staff and supervises testing. Testing is done via computer so testing materials are at a minimum and are shredded after use.</p> | <p>State training schedule (website)</p> <p>Test security affidavits</p> <p>Site testing schedule</p> |

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:

Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Student and parent input and feedback is key to student success at SCA and is the cornerstone of the Personalized Learning model. SCA staff are constantly evaluating student grades, test scores, and other indicators to adjust curriculum and activities. At every family/facilitator meeting, the effectiveness of the curriculum is discussed and adapted to the student's learning styles. SCA collects, disaggregates, analyzes, and reports student data to students, parents, staff, and stakeholders including the SCA Advisory Board and Shasta Union High School District. Course placement is determined based on multiple measures, including transcripts, test scores, and learning style. SCA is very effective with regard to analyzing assessment data for overall student improvement. Plans to improve achievement are recommended and integrated into the Master Agreement. Support services for students include CAASPP interim testing, individual tutoring, Math Lab, small group instruction, and workshops.

At SCA, each student's success is given individual attention because of our Personalized Learning approach to education. The school has an effective system to monitor all students' improvement, employing multiple measure to get a true picture of student progress. Monitoring of student progress is primarily the responsibility of the facilitators. Progress is noted on the Assignment and Work Record form at every meeting. If a student is not progressing, facilitators consult with parents, other facilitators, counseling staff, or an appropriate administrator for solutions to achieve student success. Every effort is made to insure student progress. SCA facilitators are skilled at employing innovative solutions that are personalized to students' unique needs.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

The students benefit from the collaborative approach that teachers and facilitators implement. Staff meets regularly and discusses issues pertinent to curricular and instructional approaches. Staff uses multiple measures to ascertain student progress and employs innovative solutions that are personalized to meet students' individual needs.

SCA has successfully made changes to the ELA curriculum and the math program based on State testing results, and the school has seen the positive results of these changes in testing results. There has been marked improvement in both ELA and Math CAASPP results.

A strength of SCA is the school culture of academic achievement. Because of SCA's Personalized Learning approach to education, each student is given individual attention when it comes to implementing interventions to assure academic success. Students understand that the staff cares about them and wants to see them succeed, and parents are involved in the learning process.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Areas on which SCA will need to focus in the next few years are science and social science curriculum. The state will soon mandate testing on the NGSS and the new history/social science frameworks. Once the students are tested, SCA will employ the same strategies that were successful in ELA and math to science and social science.

SCA will continue to nurture the culture of academic achievement that has been so carefully cultivated. As new students with varying academic challenges are enrolled, they are afforded every opportunity to make changes and find academic success at SCA. The staff is committed to that goal.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion/

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their student’s educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

| Findings | Supporting Evidence |
|--|--|
| <p>The processes for the regular involvement of family, business, industry, and the community are built into the foundation of our school: our charter. As it states:</p> <p>“The [SCA Advisory] Board will consist of at least five members from the community including at least one parent representative, one certificated staff representative, and one community representative. Administrative duties such as planning, budgetary expenditures, and daily operation of the program will be the task of the SCA administration, which is accountable to the Board. It is a goal of the Advisory Board to involve not only SCA staff in school governance, but also parents, and other stakeholders. Paramount is a governance structure that supports our educational vision. Because of the home-school emphasis, the role of the parent will be prominent, as a home-based instructor and supporter of the overall program. The parent is required to meet with the student facilitator at least every 20 school days to plan, help evaluate, and recommend curriculum choices for the student.”</p> <p>The following are some specific ways that SCA involves parents to support and facilitate the student’s learning experience:</p> <ul style="list-style-type: none"> Facilitators communicate with parents and students at regularly scheduled student meetings at which the student, parent, and facilitator evaluate and discuss the completed assignments, and monitor the student’s progress. These meetings are held within 20 school days for all students: | <p>Assignment and work records</p> <p>SST Meetings</p> <p>Master Schedule</p> <p>Parent and student access on Aeries</p> <p>Field Trip Fliers</p> <p>Transcript checks form</p> <p>SCA Advisory Board minutes</p> <p>Parent/Student Surveys</p> <p>Facebook Account</p> <p>SCA Website</p> |

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| <p>non-English speaking, special needs, and online students included.</p> <ul style="list-style-type: none"> ● In addition to our regularly scheduled meetings, SCA facilitators communicate with parents or students via email, phone or fax as needed. ● At scheduled meetings, facilitators give parents and student's information and feedback about learning styles. The parents learn how these different learning styles may apply to their student and the student's program may be adjusted to incorporate his/her learning style. ● Through parent's access to Aeries, the parents can constantly monitor the student's progress in any on-site classes their student may be taking. ● Teachers in the various on-site classes communicate with the student's facilitator on a regular basis to inform the facilitator about their student's progress in the class. ● Classroom teachers and facilitators encourage parents to attend classes and encourage students to discuss what they are learning with their parents. ● Facilitators use calendars/planners with their students to help to teach them time management and organization. ● Staff uses suggestions from parents, students, and community members to plan field trips, activities, and classes. ● Parents are encouraged to attend SCA Advisory Board meetings and share their ideas and concerns. ● A survey of students, parents, and teachers is conducted at intervals to determine areas of success and/or concern. ● Counseling is available for the students along with their parents concerning post high school goals and the resources available to them. ● Vocational education classes are available for all of our students, regardless of background, abilities, or location. ● Students taking classes at Shasta College may utilize the college's counselor services. ● Parents and juniors and senior students are sent flyers and/or emailed flyers regarding college events for high school students as well as informational events for financial aid for postsecondary learning. ● A special field trip, open to the whole student body (and some family members, if room allows), is scheduled annually. ● Bilingual Spanish speaking staff is onsite to help translate for non-English speaking Spanish families. The use of technology for translation can be accessed for other language translation. ● Students who are using online Odysseyware classes are monitored regularly by facilitators. Facilitators have the ability to log on to individual student accounts to check progress. Students utilizing the online learning options are required to attend regular work check meeting with their parents. ● Special needs students are scheduled for regular work check meetings with parent and facilitator. Annual IEP | <p>Progress reports</p> <p>Facilitator/Parent/Student work records</p> <p>Flyers and mailers for college and financial aid events and information</p> <p>Work and attendance records</p> <p>Odysseyware online learning portal</p> <p>Annual and Triennial IEP's</p> <p>School Messenger</p> |
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| <p>meetings are held with parents and staff. Triennial IEP meetings are also held with students, parents, and staff. In all cases, the parents are given a voice to affect change for the benefit of their child.</p> | |
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

| Findings | Supporting Evidence |
|---|--|
| <p>SCA believes it is important to involve a community/ business person as a member of our Advisory Board. The purpose of the Advisory board has been to directly govern the school, develop policy, hire staff and conduct long range planning. The Advisory Board is also involved with developing policies for parent input and provides input concerning some program development, possible uses of our facilities, and suggestions for speakers and/or workshops.</p> <p>SCA uses a variety of community resources to enhance and improve options for learning. Facilitators provide information concerning resources available in the community during their parent/ student meetings. Facilitators and office staff post information in their offices and bulletin boards that are located within the entire indoor campus to remind students about field trips, classes, workshops, and activities that are available to them in the community. Examples include:</p> <ul style="list-style-type: none"> • Shasta College concurrent enrollment is available to expand the classes and educational options available to our students. Our students are also encouraged to utilize the free workshops that Shasta College offers. • Classes are available to our students in Shasta Union High School District’s comprehensive high schools through “memorandums of understanding” with the district. Our students may take up to two classes on these campuses. In addition, Shasta Union High School District students are able to enroll concurrently in SCA for up to two classes. • CTE education opportunities are available through the SUHSD to our students to learn a trade while getting high school credits. • SCA has purchased the Kuder program for all of our students. This program allows students to recognize their areas of aptitude as well as career exploration. Facilitators use Kuder with their students as part of one of their classes, and Kuder is part of the Work Experience course curriculum. | <p>Class enrollment forms</p> <p>Concurrent student enrollment</p> <p>Transcripts</p> <p>Kuder website</p> <p>Work Permits</p> <p>Fliers and programs</p> <p>Trophies and pictures</p> <p>CTE fliers</p> <p>Student Vendor records</p> <p>Guest speakers in onsite classes</p> <p>Student presentations and projects: individual and group</p> |

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| <ul style="list-style-type: none"> • CDE sanctioned Work Experience is available to students through SCA as of the 2014-2015 school year. Students attend class on a regular basis and learn job skills, interviewing skills, and disciplines necessary to be a successful employee. Each student participating in the program holds and maintain a job and an up-to -date work permit. • Some students are involved in the speech competition hosted by the local Lion’s Club. In the past, our students have been very successful, making it to the regional levels. • Shasta College disseminated a grant for STEM education, specifically robotics, during the 2015-2016 school year. Our lead science facilitator participated in the program and fielded a robotic team in March 2016 for a local competition in which we won “Best Engineered” robot. SCA recently fielded three teams in a sanctioned robotic competition and one team will be going to the state playoffs in February 2017. • Many students engage in music and martial arts lessons in the community as well as being members of the Shasta Community Band and the Youth Symphony. • Many students compete in regional and in some cases, national sports arenas. • Field trips are organized to various locations. • Freshmen students attend the local “Ignite” program hosted by the Shasta County Office of Education to present career options in STEM fields. • Some onsite classes provide opportunities for student presentations and projects | |
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

| Findings | Supporting Evidence |
|--|---|
| <p>Shasta Charter Academy purchased two buildings during the 2016-17 school year. Both buildings were remodeled creating a new, safe, and orderly environment. The new buildings provide the students with a clean, quiet, and comfortable atmosphere where students can do their homework and studies at anytime during the school hours.</p> <p>The administration building holds offices for administrators and facilitators. There area also has several meeting rooms used for multiple purposes.</p> <p>The student building holds our new classrooms, library, two computer labs, a science lab, art studio, and student lounge area, all updated with state of the art technology. Both sites are ADA compliant with wheelchair accessibility.</p> <p>Staff take shared responsibility for the safety and well being of our students. Facilitators' offices and surrounding areas are kept neat and clean to provide a nurturing environment for learning.</p> <p>Sixteen surveillance cameras inside and outside the buildings offer added security for families and staff. Motion sensor security lights are mounted outside both buildings for added security. There is a staff only entrance which remains locked at all times. Entrance chimes are installed on main entrance doors. Sign-in sheets are employed in both buildings for all students, parents, and visitors.</p> <p>All students and parents have a student handbook available to them at school and on our website. Included in the handbook are policies and guidelines for campus safety. Attached to the application for admittance is the DSLRs, which give prospective families an idea of SCA's mission. Monthly and yearly safety inspections are performed by designated staff members. Northern California Schools Insurance Group performs yearly inspections. Any discrepancies or problems in the inspections are dealt with in a timely manner. Fire drills are performed on a regular basis for all students and staff. Staff has been CPR, epipen, diabetes awareness trained. The school also has an Emergency Preparedness Plan on site. It specifies what steps are to be taken in the event of an emergency. The school has a very healthy relationship with the Redding Police Department. The local county sheriff's department is located directly across the street from the new campus. Landscape maintenance, and daily custodial cleaning are also included in school policies.</p> <p>One area of concern is that there is also a low level of vagrancy in the neighborhood which has led to some vandalism problems. The Redding Police Department, however, is quite supportive, and patrol this area regularly.</p> | <p>301 Park Marina St. location</p> <p>333 Park Marina St. location</p> <p>Student Handbook</p> <p>DSLR's</p> <p>Monthly Inspections</p> <p>Yearly Inspections</p> <p>Fire Drills Sheets</p> <p>Emergency Preparedness Plan</p> <p>Daily custodial cleanings</p> <p>Landscape maintenance</p> <p>CPR and Epipen training</p> <p>Emergency plan binder</p> <p>Security cameras</p> <p>Motion sensor lights</p> |

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

| Findings | Supporting Evidence |
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| <p>Respect, support and commitment to our students and their families permeate the operations at SCA.</p> <ul style="list-style-type: none"> ● Facilitators tailor assignments to accommodate students’ learning styles, interests, and college and career goals. ● Staff members choose to attend significant events in students’ lives—performances, exhibits, competitions ● The clerical staff is very welcoming, knowledgeable and caring in their interactions with students and parents ● Facilitators participate in enrichment activities and field trips. ● Facilitators are available to students and parents by email, voice mail, and by drop-in visit. ● Facilitators deliver information to families regarding classes, activities of interest to individual students ● Students and parents are surveyed formally and informally throughout the year regarding curriculum and services offered at the school. ● SCA’s setting and planned events foster a sense of community ● Facilitators continue to advise and support their former students. ● The Director is approachable, accessible and open to suggestions ● Individual College and Career Counseling is available to all students. ● Bridges program offered as an opportunity for at-risk student ● Any and every parent or community member is welcome to attend and comment at all regular SCA Advisory Board meetings, giving one more avenue for them to recommend changes/ ideas to better the school’s learning environment | <p>Learning Style Inventories</p> <p>Kuder Navigator</p> <p>DSLRS</p> <p>SAT & ACT preparation</p> <p>State testing preparation</p> <p>Parent/Student Surveys</p> <p>New Family Orientation</p> <p>Flyers</p> <p>Student activities and events, such as school dances and holiday gatherings</p> <p>Student lounge area</p> <p>Study areas w/computers available on both sites</p> <p>Small group classes</p> <p>Individual and group tutoring</p> <p>Academic Counselors and facilitators available for college and career planning</p> <p>Open door policy</p> |

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and*

among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

| Findings | Supporting Evidence |
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| <p>Administration's open door policy encourages open communication. Facilitators also keep an open door policy and do not answer phones while in a family/facilitator meeting. Additionally:</p> <ul style="list-style-type: none"> ● Facilitators communicate freely and frequently to each other, working together to set up successful approaches for individual students. ● Facilitators work very closely with classroom teachers and tutors to assure success and progression. ● Camaraderie and mutual respect among the staff encourages camaraderie and respect among the students. ● Students are encouraged to participate in activities on and off campus. ● Secretarial staff is efficient, friendly, and always available to parents, students, and staff. ● Open communication between staff members, families, and students strengthen learning experience. ● Students are supervised during all classroom activities. ● Students and staff show pride in their school and respect for their fellow students/teachers through being aware of their surroundings. ● Students are encouraged by staff and each other to practice good manners and good citizenship through the school's Desired Student Learning Results. | <p>Staff meeting agendas</p> <p>SCA's Desired Student Learning Results</p> <p>Family Surveys</p> |

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career,

academic and personal counseling, including an individualized learning plan.

| Findings | Supporting Evidence |
|---|---|
| <p>SCA has excellent support structures in place. Students are guided in their academic needs as soon as they enroll by means of continuing support from their facilitator and the school counselor. Career and college counseling is an ongoing process that is addressed as a student meets with his/her facilitator. Facilitators are kept up-to-date on course offerings, online research and college requirements. When more information is needed, facilitators immediately refer students to our counselor for one-on-one counseling. On a regular basis, facilitators collaborate with the counselor for advice and support materials.</p> <p>SCA has now added the availability of professional math tutoring for all students. Students may drop in on their own or their facilitator may request one on one appointments for students that need extra help.</p> <p>The master agreement is much like an Individual Education Plan for every student at SCA. When a master agreement is created, it is designed to meet graduation requirements and focus on the educational and career goals of the student. Student course schedules are checked by the registrar, counselor and school director to insure successful completion at the time of graduation.</p> <p>Student health needs are discussed during facilitator meetings as part of meeting the MAA requirements. Personal counseling needs are referred to the school counselor who, if necessary, refers the family to appropriate area health professional services. Through our IEP process SCA provides speech and language services. For all students SCA provides health services for our medical plans (as needed), hearing, and vision screening.</p> | <p>Student and parent survey data</p> <p>MAA referral process</p> <p>DSLRS</p> <p>Personnel Records</p> <p>Master Agreements</p> <p>Senior survey</p> <p>Graduation rate</p> <p>School Budget</p> |

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

| Findings | Supporting Evidence |
|--|---|
| <p>Because of our Personalized Learning model, developing appropriate ways for each student to meet their academic goals, there are no students that use a total online education program. Many of our students do have one or two courses through an online education service (with UC a-g approved curriculum).</p> <p>Because these courses are integrated with regard to the students other classes, their facilitator is still the teacher of record for the online course work. Facilitators correct work and assign grades for these courses. Because of this, the online courses are also integrated within each meeting with the student's facilitator. The support services available for SCA students taking online courses are the same comprehensive services mentioned in the previous</p> | <p>Work Records from regular Facilitator meetings</p> |

| | |
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| findings, above. | |
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

| Findings | Supporting Evidence |
|---|--|
| <p>All students have access to a standards-based curriculum delivered in on-site classes, concurrent enrollment in Shasta College or district schools, in our two computer labs, and in a home-based, Personalized Learning study model. Students and families share a one-to-one relationship with their facilitator which ensures a Personalized Learning plan that addresses the appropriate degree of rigor and relevance tailored to each student’s academic goals, personal goals, and academic readiness. Students, families, counselors, classroom teachers, and facilitators work together to address student’s progress.</p> <p>Each SCA student’s Personalized Learning plan includes curricular resources to support remedial needs and to assist students in becoming proficient in each grade level standard.</p> <p>When a Master Agreement is created, it is designed to meet graduation requirements and focus on the educational and career goals of the student. Student course schedules are checked by the registrar, counselor, and school director to insure successful completion at the time of graduation. This is done for each student, every semester or more as needed.</p> | <p>Work Records</p> <p>Master Agreements</p> <p>Curriculum Resources</p> |

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

| Findings | Supporting Evidence |
|---|---|
| <p>All SCA students have the opportunity to include online learning within their course of study. Upon enrollment parents and students are made aware of this opportunity.</p> <p>The use of online courses is evaluated for each semester to determine if it would be a good addition for achieving academic success in those courses. Some students do not choose to use online learning classes, but many have one and sometimes two online courses as part of their schedule.</p> | <p>Master Agreements</p> <p>Student/Parent Handbook</p> <p>Student transcripts</p> <p>School Budget</p> <p>Odysseyware student use report</p> |

| | |
|--|--|
| These online courses are monitored daily and evaluated by the student's facilitator. | |
|--|--|

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

| Findings | Supporting Evidence |
|---|--|
| <p>Curriculum is designed with the pacing guides or the syllabi that are adjusted to each student's needs and interests, enhancing each student's access to academic rigor. At every family/ facilitator meeting the student learning plan is assessed for any interventions needed.</p> <p>Administration and staff review student's progress regularly. State testing, progress toward school-wide goals, and any course subject testing is discussed at monthly staff meetings. Staff are especially diligent in facilitating tutoring services, remediation workshops, and small group tutoring for students targeted as needing extra academic help in specific subjects.</p> <p>If a student is suspected of needing testing for special education, that student is referred to the Special Education facilitator. Appropriate steps are taken to further test or remediate the student with input from the parent, administrator, Special Ed facilitator, and student's facilitator at a Student Study Team.</p> | <p>Work Records</p> <p>Students reports and projects</p> <p>Student portfolios</p> <p>SST forms</p> <p>Odysseyware</p> <p>Aeries</p> |

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| Findings | Supporting Evidence |
|---|--|
| <p>All SCA students receiving any support services have the same access and availability to computers and the internet that any other students have. Some of the support services available to all students are:</p> <ul style="list-style-type: none"> ● Two full computer labs ● Full classroom computer sets ● Bridges program ● All SPED services ● A SPED aide ● On-site math tutoring ● Vendors offering such classes as instrumental music, local gyms, dance, vocal music, choir | <p>Master Agreements</p> <p>Student Transcripts</p> <p>Budget allocations</p> <p>School Calendar</p> <p>Information flyers</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> ● Shasta College courses ● Two classes at local comprehensive high schools ● School field trips | <p>Student body phone dialers</p> <p>Concurrent Enrollment Form</p> |
|---|---|

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

| Findings | Supporting Evidence |
|--|---|
| <p>SCA offers many ways for all students to learn. Many courses offered meet a-g requirements to meet entrance standards for the UC system. Tutoring is readily available for all students regardless of ethnicity, socioeconomic status, or living conditions. Course curriculum is reviewed for rigor and college or career preparation on a regular basis, and updated as needed for the benefit of all the students.</p> <p>The Personalized Learning model individualizes classes and subjects to be taken for each student. Many of the courses on a student’s Master Agreement are done individually by each student. Many students do take one or two classes on our campus (e.g. Science, Math, Art, Robotics). These classes have the same distribution of subgroups that is reflected in our school, district, and county. A good example of our efforts to incorporate all students is the makeup of this year’s Robotics team. There were two African American students, two Asian students, and one autistic student (3 boys and two girls). This team won 3rd place in the Northern California competition out of 27 teams!</p> | <p>Master Schedule</p> <p>Master Agreements</p> <p>Onsite classes</p> <p>Concurrent enrollments</p> <p>Odysseyware</p> <p>Tutoring</p> <p>Math Lab</p> <p>UC a-g course accreditation</p> |

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

| Findings | Supporting Evidence |
|--|---|
| <p>SCA’s co-curricular activities are addressed by both individual and group options. The use of community programs and clubs allow for the development of the whole student in line with the individual program created with the facilitator to help the student achieve the school Desired Student Learning Results.</p> | <p>Community programs</p> <p>School clubs</p> |

| | |
|--|--|
| <p>Curricular activities, such as speech and robotics competitions, field trips, and student art exhibits, allow a wide swath of SCA's students to develop characteristics that prepare them for both college and career success.</p> <p>All SCA students have access to funds for working with outside vendors to complete high school graduation requirements. A small sampling of these activities include: music lessons, academic tutoring, athletic memberships and classes, fine arts classes and instruction.</p> <p>As SCA grows in the ensuing years, more such curricular and co-curricular activities will be introduced in the school's curriculum with an emphasis on college and career readiness. The administrative team regularly looks at the level of student involvement in each of these activities and adds options as deemed useful to the student body.</p> | <p>Robotics class and competitions</p> <p>Forestry Challenge</p> <p>Art exhibits</p> <p>Speech competitions</p> <p>Yosemite Institute</p> <p>Field Trips</p> <p>DSLRS</p> <p>Master Agreements</p> <p>Vendor Forms</p> |
|--|--|

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

| Findings | Supporting Evidence |
|--|---|
| <p>There are no students at SCA that are only involved in online learning. Those that do have online courses usually only have one or two. Because of this all SCA students can be involved in campus activities, field trips, robotics competitions, speech competitions, dances, etc. even those few students that are doing a full homeschool type program are on campus meeting with their facilitators and other teachers and have the opportunity to be involved in the items mentioned and other activities, i.e. recitals. As we have just moved to our new site, which has more space for additional classes and activities, there is a renewed need and effort by to develop a stronger feeling of community. This has been expressed by students, parents and staff.</p> <p>Many SCA students have one or more community college courses as part of their master agreement. Some students begin to take advantage of this opportunity beginning in the ninth grade. This enhances the opportunity to go beyond the walls of the school to meet the needs of our students, moving them closer to their academic and career goals. We have seen that students, even with just one college course during high school, are more likely to continue academic pursuits post high school graduation.</p> | <p>Flyers</p> <p>Phone dialer messages</p> <p>School website</p> <p>Master Agreements</p> <p>Concurrent enrollment forms</p> <p>Transcripts</p> |

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Summary (including comments about the critical learner needs)

The processes for the regular involvement of family, business, industry, and the community are built into the foundation of SCA. Respect, support, and commitment to our students and their families permeate the operations at SCA. Facilitators tailor assignments to accommodate students' learning styles, interests, and college and career goals. The staff at SCA genuinely cares about the students, and the students know this is true. Staff members choose to attend significant events in students' lives—performances, exhibits, competitions. The classified staff is very welcoming, knowledgeable and caring in their interactions with students and parents. Facilitators participate in enrichment activities and field trips. SCA has an open-door policy; the Director and facilitators are available to students and parents by email, voice mail, and by drop-in visit.

Shasta Charter Academy purchased two adjacent buildings during the 2016-17 school year. Both buildings were remodeled creating a new, safe, and orderly environment. The new buildings provide the students with a clean, quiet, and comfortable atmosphere where they can do their homework and studies at anytime during school hours. The campus is equipped with state of the art technology to facilitate student learning and develop the skills they will need in college and career. The student building holds the new classrooms, library, two computer labs, a science lab, art studio, and student lounge area, all updated with state of the art technology. Both sites are ADA compliant. Staff takes a shared responsibility for the safety and wellbeing of the students. Facilitators' offices and surrounding areas are kept neat and clean to provide a nurturing environment for learning.

Student progress is a collaborative pursuit at SCA. Students, families, counselors, classroom teachers, and facilitators work together to address student progress. SCA has excellent support structures in place. Students are guided in their academic needs as soon as they enroll by means of continuing support from their facilitator and the school counselor. Career and college counseling is an ongoing process that is addressed as a student meets with their facilitator. Facilitators collaborate with the counselor on a regular basis, for advice and support materials. Students and families share a one-to-one relationship with their facilitator which ensures a Personalized Learning plan that addresses the appropriate degree of rigor and relevance tailored to each student's needs, academic and personal goals, and academic readiness.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

The culture of SCA is one of collaboration, mutual respect, and academic achievement.

Camaraderie and mutual respect among the staff encourages camaraderie and respect among the students. Students and staff show pride in their school and respect for their fellow students/teachers. Students are encouraged by staff and each other to practice good manners and good citizenship. SCA students feel safe, not only physically, but also emotionally. The environment of the school is one where students feel free to ask questions and to express themselves without judgment.

SCA offers high school students the opportunity for powerful, rigorous, innovative teaching and learning, while preparing them for college and career. The key to student learning is the relationship between the student, parents, and facilitator. Students' needs are met through the personalized approach at SCA, according to student's interests and by playing to their strengths. Parents support their child's learning as they remain the essential force in affecting values, attitudes, and beliefs. Teachers are facilitators of discovery, mentoring and consulting with families regarding home-based classes, community centered education, distance learning, and traditional school models where appropriate. As students, parents, and facilitators develop personalized student learning plans, each student is allowed and encouraged to reach their goals by the use of modalities specific to their learning style while ensuring parental choice.

Many SCA students have taken advantage of the opportunity to enroll in concurrent courses at Shasta College. Students, even with just one college course during high school, are more likely to continue academic pursuits after graduation. This makes college accessible to students and enhances the opportunity to go beyond the walls of the school to have their needs met, moving them closer to their academic and career goals.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

It is a goal at SCA that as the school continues to grow in the years to come, more extra-curricular and co-curricular activities will be introduced with emphasis on college and career curriculum.

Another area of potential growth is the school culture at SCA. The school will continue to nurture the culture of academic achievement that has been so carefully cultivated. With the move to the larger campus, SCA is at a crucial junction where there is tremendous possibility for growth. It is paramount that the school maintains our vision as outlined in the DSLRs while growing. The SCA staff is committed to introducing more student activities and fostering a sense of belonging in the students while maintaining the "small school" feel, the atmosphere of mutual respect, the collaborative mode of operation, and the expectation of academic achievement.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

I. Prepare students more effectively for College and Career readiness

Consistent with Shasta Charter Academy DSLR's, desires of the parents, students, and staff, goals of the state of California and the federal Every Student Succeeds Act of 2015, the school has a need to prepare even more students even more effectively for their futures. Steps to progress toward this goal are developed in the SCA Action Plan.

II. Develop new curriculum aligned to current state standards

With the adoption of the Next Generation Science Standards and the 2016 History-Social Science Framework by the State Board of Education, the school needs to transition to the new standards, in order to properly equip students for their futures.

III. Develop the school culture and identity

The students, parents and staff have consistently expressed the desire for increased student activities. Now that the school has a new building, that will allow for increased student activities, we can focus on culture building. As a small, Personalized Learning charter school, culture building will look different but is necessary to increase student belonging and community which will lead to increased student achievement.



Chapter V: Schoolwide Action Plan

Action Plan I

Prepare students more effectively for College and Career readiness

Shasta Charter Academy staff and families desire that more students will be ready for admission to a four

year college or trade school and/or a career, upon graduation.

| What | Who | When | Cost/ Resources |
|---|---|------------------------------|---|
| Improve college admission readiness by increasing participation in UC a-g approved classes or analogous community college classes | High school guidance counselor, facilitators, classroom teachers, SCA administration | Ongoing, beginning Fall 2017 | College Options, SCA staff time |
| Improve student connection to college resources and support like career fairs, college tours, and college financial aid | High school guidance counselor, facilitators, parents, students, administration, SCA Advisory Board | Ongoing, beginning Fall 2017 | College Options, unknown |
| Develop a Career Options course for freshman | Freshman facilitators | Fall 2018 implementation | \$5,000 for curriculum, SCA staff time, SUHSD staff |
| Increase student completion of career assessments and post high school planning (i.e. Kuder) | Facilitators, SCA administration | Fall 2018 implementation | \$750 annually for career assessment software |
| Improve precision of math and reading placement for incoming students | SCA math department | Fall 2017 | Unknown but probably just staff time |
| Improve student utilization of Google Apps for Education and increase keyboarding skills | Facilitators | Fall 2017 | SCA staff time |
| Develop a school leadership class or club | Faculty | Fall 2018 | SCA staff time |

Action Plan 2

Develop new curriculum aligned to current state standards

Develop new curriculum for Science, aligned with the Next Generation Science Standards and Social Science, aligned with the 2016 History-Social Science Framework

| What | Who | When | Cost/ Resources |
|------|-----|------|-----------------|
|------|-----|------|-----------------|

| | | | |
|---|-----------------------------------|--|---|
| Professional Development of staff for NGSS and History-Social Science standards | Facilitators and science teachers | Ongoing, starting March 2017 | Unknown cost; Shasta County Office of Education; CDE; other |
| Purchase new aligned textbooks/curriculum for social science courses | Social science facilitators | 2017-2018 school year for implementation fall 2018 | \$20,000 |
| Purchase new aligned textbooks/curriculum for science courses | Science teachers | 2017-2018 school year for implementation fall 2018 | \$10,000 |
| Develop a Career Choices course for 9th grade students | Freshman facilitators | Spring 2018 | \$5,000 |

Action Plan 3

Develop the school culture and identity

Foster and nurture the school identity and culture. Now that the school has a new campus, colors, and mascot, students, parents, and staff want to develop a more distinct school culture and increase sense of belonging for stakeholders.

| What | Who | When | Cost |
|---|--|-----------------------|---------|
| Increase the number of student clubs i.e. drama, chess, exercise, leadership club, bowling club | Students, parents, and SCA staff | Fall 2017 and ongoing | unknown |
| Increase student activities like school dances, field trips, and parties | Students, parents, and staff | Fall 2017 and ongoing | Unknown |
| Create and promote school spirit gear | Students, parents, and staff | Fall 2017 and ongoing | Unknown |
| Develop student emotional/ social support continuum of resources and procedures | High school guidance counselor and staff | Fall 2017 and ongoing | Unknown |

Appendices:

- A. Master schedule
- B. School Quality Snapshot (see cde.ca.gov)
- C. School accountability report card (SARC)
- D. Shasta Charter Academy Graduation Requirements
- E. 2016-2017 SCA LCAP
- F. Shasta Charter Academy Charter

G. 2016-2017 Shasta Charter Academy Student and Parent Handbook

Appendix A - SCA Master Schedule

| ~Classes on Shasta Charter Academy Campus~ | | | | | |
|---|-------------------|------------------------|--------------------|-----------------------|---------------------|
| <u>SUBJECT</u> | <u>DAY</u> | <u>LOCATION</u> | <u>TIME</u> | <u>Teacher</u> | <u>START</u> |
| <u>CP & Reg. Biology (Section 1)</u> | <u>Wednesday</u> | <u>Science Lab</u> | <u>9:00-11:00</u> | <u>Jacob Santos</u> | <u>1/11</u> |
| <u>CP & Reg. Biology (Section 2)</u> | <u>Wednesday</u> | <u>Science Lab</u> | <u>12:00-2:00</u> | <u>Jacob Santos</u> | <u>1/11</u> |


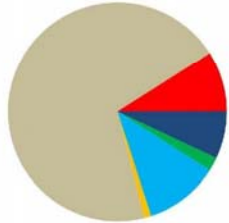
| | | | | | |
|---|-----------------------|---------------------|--------------------|---------------------------|-------------|
| <u>CP & Reg Earth Science (Section 1)</u> | <u>Tuesday</u> | <u>Science Lab</u> | <u>9:00-11:00</u> | <u>Jacob Santos</u> | <u>1/10</u> |
| <u>CP & Reg Earth Science (Section 2)</u> | <u>Tuesday</u> | <u>Science Lab</u> | <u>12:00-2:00</u> | <u>Jacob Santos</u> | <u>1/10</u> |
| <u>Robotics</u> | <u>Thursday</u> | <u>Science Lab</u> | <u>9:30-12:30</u> | <u>Katharine Garrison</u> | <u>1/12</u> |
| <u>Art I</u> | <u>Monday</u> | <u>Art Studio</u> | <u>9:00-11:00</u> | <u>April Dixon</u> | <u>1/9</u> |
| <u>Art II/ III/ IV</u> | <u>Monday</u> | <u>Art Studio</u> | <u>12:30-2:30</u> | <u>April Dixon</u> | <u>1/9</u> |
| <u>Digital Art</u> | <u>Wednesday</u> | <u>Computer Lab</u> | <u>11:00-1:00</u> | <u>Ryan Laughy</u> | <u>1/11</u> |
| <u>Work Experience/ Vocational Education</u> | <u>Thursday</u> | <u>Classroom 3</u> | <u>1:00-2:00</u> | <u>Chris Ingersoll</u> | <u>1/12</u> |
| <u>CP Math 1 ~ Sec. 1</u> | <u>Tues and Thurs</u> | <u>Classroom 2</u> | <u>9:00-11:00</u> | <u>Angie Dues</u> | <u>1/10</u> |
| <u>CP Math 1 ~ Sec. 2</u> | <u>Tues and Thurs</u> | <u>Classroom 2</u> | <u>12:30-2:30</u> | <u>Angie Dues</u> | <u>1/10</u> |
| <u>CP Math 2 ~ Sec. 1</u> | <u>Mon and Wed</u> | <u>Classroom 2</u> | <u>9:00-11:00</u> | <u>Angie Dues</u> | <u>1/9</u> |
| <u>CP Math 2 ~ Sec. 2</u> | <u>Mon and Wed</u> | <u>Classroom 2</u> | <u>12:30-2:30</u> | <u>Angie Dues</u> | <u>1/9</u> |
| <u>CP Math 3</u> | <u>Mon and Wed</u> | <u>Classroom 3</u> | <u>9:00-11:00</u> | <u>Matt Wahlman</u> | <u>1/9</u> |
| <u>Math Readiness</u> | <u>Mon and Wed</u> | <u>Classroom 1</u> | <u>11:00-12:00</u> | <u>Sammie Ford</u> | <u>1/9</u> |
| <u>Math 1</u> | <u>Tues and Thurs</u> | <u>Classroom 1</u> | <u>10:00-11:30</u> | <u>Sammie Ford</u> | <u>1/10</u> |
| <u>Math 2</u> | <u>Tues and Thurs</u> | <u>Classroom 1</u> | <u>1:00-2:30</u> | <u>Sammie Ford</u> | <u>1/10</u> |
| <u>Study Hall</u> | <u>Tues and Thurs</u> | <u>Classroom 1</u> | <u>9:00-10:00</u> | <u>Cindy O'Leary</u> | <u>1/10</u> |

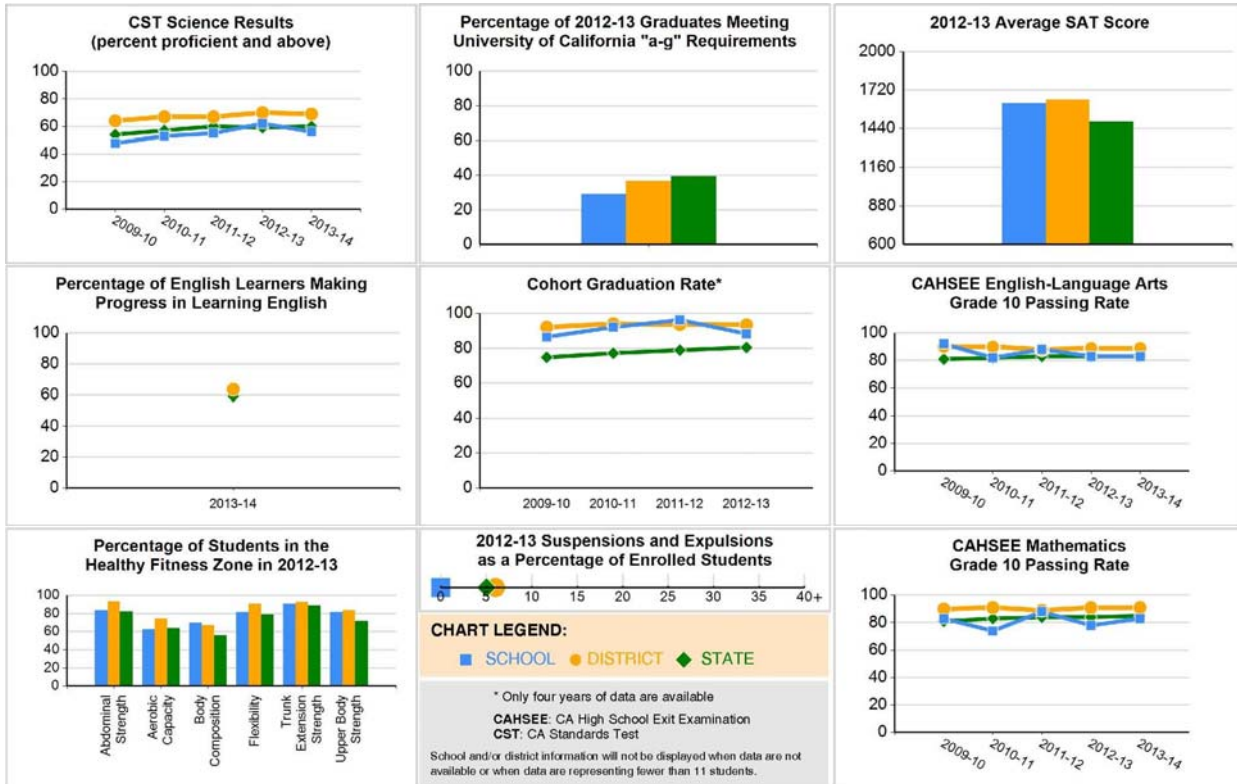
| | | | | | |
|------------------------|-----------------------|--------------------|--------------------|----------------------|-------------|
| <u>English (Basic)</u> | <u>Tues and Thurs</u> | <u>Classroom 1</u> | <u>12:00-1:00</u> | <u>Cindy O’Leary</u> | <u>1/10</u> |
| <u>Choir</u> | <u>Friday</u> | <u>TBA</u> | <u>10:00-12:00</u> | <u>Dawn Hess</u> | <u>1/13</u> |
| <u>English (Basic)</u> | <u>ue and Thurs</u> | <u>Classroom</u> | <u>12:00-1:00</u> | <u>Cindy O’Leary</u> | |

Math Lab/tutoring

| | | | |
|---|----------------------|----------------------------------|--------------------------|
| <u>Monday</u> | <u>Tutoring Room</u> | <u>10:00-11:00</u> | <u>Colleen Contreras</u> |
| <u>Monday thru Thursday</u> | <u>Classroom 2</u> | <u>11:00-12:00</u> | <u>Angie Dues</u> |
| <u>Tuesday & Wednesday Thursday</u> | <u>Tutoring Room</u> | <u>9:00-11:00 12:00-1:00</u> | <u>Colleen Contreras</u> |

Appendix B - SCA School Quality Snapshot

|  | | 2013-14 School Quality Snapshot Shasta Charter Academy Shasta Union High 1401 Gold St., Redding, CA 96001 | | Grades Offered: 7 - 12 Enrollment: 263 Charter: Yes Title I Funded: No CDS Code: 45-70136-4530267 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|--|--|--|------------|--------|---------------------------|--|----|----------------------------------|--|----|-------|--|----|----------|--|----|--------------------|--|----|-------------------------------------|--|----|-------|----|-----|-------------------|--|----|------------------|--|----|---------------------------------|--|----|----------------------------|--|----|--|--|
| California Assessment of Student Performance and Progress (CAASPP) What is the CAASPP system? The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments: <ul style="list-style-type: none"> English-language Arts (ELA) Mathematics Science | | California's Academic Performance Index (API) 2013 Growth API: 768 Growth from Prior to Current Year: -31 Met Schoolwide Growth Target: No All Student Groups Met Target: No 2013 Growth API State Rank: 6 2013 Growth API Similar Schools Rank: 9 | | 2013-14 Enrollment by Race/Ethnicity  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How will the CAASPP system benefit California? It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning. | | API Subgroup Performance - 2013 API Growth <table border="1"> <thead> <tr> <th></th> <th>Met Target</th> <th>Growth</th> </tr> </thead> <tbody> <tr><td>African American or Black</td><td></td><td>--</td></tr> <tr><td>American Indian or Alaska Native</td><td></td><td>--</td></tr> <tr><td>Asian</td><td></td><td>--</td></tr> <tr><td>Filipino</td><td></td><td>--</td></tr> <tr><td>Hispanic or Latino</td><td></td><td>--</td></tr> <tr><td>Native Hawaiian or Pacific Islander</td><td></td><td>--</td></tr> <tr><td>White</td><td>No</td><td>-23</td></tr> <tr><td>Two or More Races</td><td></td><td>--</td></tr> <tr><td>English Learners</td><td></td><td>--</td></tr> <tr><td>Socioeconomically Disadvantaged</td><td></td><td>--</td></tr> <tr><td>Students with Disabilities</td><td></td><td>--</td></tr> </tbody> </table> | | | Met Target | Growth | African American or Black | | -- | American Indian or Alaska Native | | -- | Asian | | -- | Filipino | | -- | Hispanic or Latino | | -- | Native Hawaiian or Pacific Islander | | -- | White | No | -23 | Two or More Races | | -- | English Learners | | -- | Socioeconomically Disadvantaged | | -- | Students with Disabilities | | -- | 2013-14 Subgroup Enrollment English Learners: 0% Socioeconomically Disadvantaged: 34% Students with Disabilities: 9% | |
| | Met Target | Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American or Black | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian or Alaska Native | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic or Latino | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Hawaiian or Pacific Islander | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | No | -23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two or More Races | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities | | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What are the Smarter Balanced Tests? The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS). | | Green = Student group met target Red = Student group did not meet target -- = Student group is not numerically significant | | Percentage of Students Redesignated to Fluent-English Proficient + No Data Available | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Why are the results of the 2013-14 Smarter Balanced Tests not reported? The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported. | | CHART LEGEND: ■ SCHOOL ● DISTRICT ◆ STATE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Why is the 2014 Growth API not reported on the 2013-14 SQS? The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot. | | CDS: County-district-school School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Where can I find more information on the CAASPP system? Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tot/ca/ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Source: <http://www6.cde.ca.gov/schoolqualitysnapshot/sqsreport.aspx?id=C046D06F-DAFC-4872>
 -9152- 240D51B2717D

Appendix C - 2015-2016 SCA SARC



Shasta Charter Academy

1401 Gold St. • Redding, CA 96001 • (530) 245-2600 • Grades 7-12

Benjamin Claassen, Principal
bclaassen@charterhomeschool.net
www.shastacharteracademy.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Shasta Union High School District

2200 Eureka Way, Ste. B
Redding
(530) 241-3261
www.suhisd.net

District Governing Board

Mike Wharton, Jr. - President
Ron Zufall, DDS - President Elect
Jamie Vericker - Clerk
Tamy Quigley - Member
Constance Pepple - Member

District Administration

Jim Cloney
Superintendent
Milan Woolard
Associate Superintendent,
Instructional Services
Dana Reginato
Associate Superintendent, Human
Resources
David Flores
Chief Business Officer

Principal's Message

Shasta Charter Academy (SCA), is a charter school that uses the Personalized Learning methodology, in which a credentialed teacher works with each student and the student's parent/s to develop an individualized curriculum that draws from a variety of learning methods. As this learning team works together, each student is encouraged to reach his or her own goals using preferred learning styles.

All learning options include a heavy emphasis on family involvement in the student's learning. Students enrolled at SCA may choose from the following learning options:

- Homeschooling
- Classes on the SCA campus that occur on a college type schedule. Offerings include math, science, art, and technology classes as well as math tutoring
- Courses at Shasta Community College
- Online courses
- Community-based learning
- Shasta Union High School District campuses

SCA continues to explore new and creative learning methods and works with each student to accomplish his or her education and career goals to be the adult he or she wants to be.

Benjamin Claassen, Director/ Superintendent

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 8 | 1 |
| Grade 9 | 39 |
| Grade 10 | 54 |
| Grade 11 | 73 |
| Grade 12 | 75 |
| Total Enrollment | 242 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.7 |
| American Indian or Alaska Native | 1.7 |
| Asian | 1.7 |
| Filipino | 0 |
| Hispanic or Latino | 9.9 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 79.3 |
| Two or More Races | 5.8 |
| Socioeconomically Disadvantaged | 33.1 |
| English Learners | 0.4 |
| Students with Disabilities | 8.7 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Shasta Charter Academy | 14-15 | 15-16 | 16-17 |
| With Full Credential | 15 | 15 | 16 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Shasta Union High School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Shasta Charter Academy | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| Textbooks and Instructional Materials Year and month in which data were collected: 2017/1 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Collections 9, Houghton Mifflin Harcourt, 2015 Collections 10, Houghton Mifflin Harcourt, 2015 Collections 11, Houghton Mifflin Harcourt, 2015 Collections 12, Houghton Mifflin Harcourt, 2015 Easy Grammar: Plus, Easy Grammar Systems 2007 Writer's Inc, Houghton Mifflin 2001 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Math Course 2(Pre-Algebra), CA Edition McDougal Littell 2008 Algebra 1, CA Edition McDougal Littell 2008 Geometry, Concepts & Skills, Holt McDougal 2010 Algebra 2 McDougall Littell 2007 Mathematics 1 Common Core, Pearson 2014 Mathematics 2 Common Core, Pearson 2014 Mathematics 3 Common Core, Pearson 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Earth Science, Prentice Hall 2006 Biology, Prentice Hall 2006 Chemistry: Concepts and Applications, Glencoe 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | World Geography Glencoe 2006 World History: Human Legacy, CA Edition Holt 2008 The American Vision - Modern Times Glencoe 2006 United States Government Glencoe 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Health, Glencoe 2005 |
| Visual and Performing Arts | Creating and Understanding Drawing, Glencoe 2001 Art Talk, Glencoe 2000 Art in Focus, Glencoe 2000 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Shasta Charter Academy is located at its new resource center at 307 and 333 Park Marina Circle, as of January 2017. The current building were initially constructed in 1984 and after the charter school purchased the buildings, a major remodeling of the buildings was undertaken. Work completed in December 2016. The school is currently housed in 2 buildings totaling 18,500 square feet. The new facility exceeds current school needs in order to meet anticipated future needs of the school and is in excellent condition.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: 11/21/16 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 70 | 78 | 70 | 68 | 44 | 48 |
| Math | 21 | 39 | 42 | 48 | 34 | 36 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 55 | -- | 67 | 69 | 72 | 64 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 22.2 | 22.2 | 27.8 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 61 | 60 | 98.4 | 66.7 |
| Male | 29 | 28 | 96.6 | 67.9 |
| Female | 32 | 32 | 100.0 | 65.6 |
| White | 50 | 50 | 100.0 | 66.0 |
| Socioeconomically Disadvantaged | 25 | 24 | 96.0 | 62.5 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| Student Group | Grade | Number of Students | | Percent of Students | |
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 79 | 77 | 97.5 | 77.9 |
| Male | 11 | 35 | 35 | 100.0 | 71.4 |
| Female | 11 | 44 | 42 | 95.5 | 83.3 |
| Hispanic or Latino | 11 | 11 | 11 | 100.0 | 45.5 |
| White | 11 | 62 | 60 | 96.8 | 83.3 |
| Socioeconomically Disadvantaged | 11 | 25 | 24 | 96.0 | 66.7 |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| Student Group | Grade | Number of Students | | Percent of Students | |
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 79 | 78 | 98.7 | 38.5 |
| Male | 11 | 35 | 35 | 100.0 | 40.0 |
| Female | 11 | 44 | 43 | 97.7 | 37.2 |
| Hispanic or Latino | 11 | 11 | 11 | 100.0 | 27.3 |
| White | 11 | 62 | 61 | 98.4 | 41.0 |
| Socioeconomically Disadvantaged | 11 | 25 | 24 | 96.0 | 33.3 |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are an integral part of student learning at SCA. We hold conferences with the parents, students, and facilitators at least every 20 school days. During the meetings this group reviews, evaluates, and adjusts the curriculum, and assigns new work for students to complete as they move toward completion of their educational goals.

Parents help as volunteers at field trips and other school events. Parents are also involved as voting members of the SCA Advisory School Board and various committees such as WASC accreditation and development of the school Local Control Accountability Plan.

If parents are interested in volunteering, please contact the school receptionist at (530) 245-2600.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Because of the independent nature of our model, SCA has had no safety incidences. Students spend the majority of their time off campus, learning at home or in the community. When students are on our site, they are under the supervision of their parents or a staff member. We encourage students to use our labs and study areas, and we have installed monitoring devices in these areas and around the campus for their safety. Visitors must check in at our reception area. Families are provided with all necessary information regarding the school campus in our Parent/ Student manual on our school website. Our Emergency Plan is revised yearly and has been provided to local law enforcement and fire agencies. The school reviews/ rehearses evacuation and safety procedures regularly.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 0.0 | 0.3 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.9 | 4.7 | 4.8 |
| Expulsions Rate | 0.3 | 0.3 | 0.4 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 3 |
| Percent of Schools Currently in Program Improvement | | 75.0 |

Appendix D - 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.)

| <u>Courses</u> | <u>Credits</u> |
|---------------------|--|
| English | 40 |
| Geography | 5 |
| Personal Growth | 5 |
| World History | 10 |
| US History | 10 |
| Economics | 5 |
| American Government | 6 |
| Mathematics | 30 (two advanced courses are required) |
| Physical Science | 10 |
| Biological Science | 10 |
| Physical Education | 20 |
| Vocational Arts | 10 |
| Fine Arts | 10 |
| <u>Electives</u> | <u>60</u> |
| Total | 230 |

Appendix E - 2016-2017 LCAP

Introduction:

LEA: __Shasta Charter Academy__ Contact (Name, Title, Email, Phone Number): _Noel Van Slyke;
nvanslyke@charterhomeschool.net; 530-225-8465 LCAP Year: __2016-17__

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils

with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards*

and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of

documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
|--|--|
| Shasta Charter Academy began its process to | <i>Maintenance of teacher’s salaries in</i> |

| | |
|--|--|
| <p>complete the LCAP for the 2016-17 school year by first meeting with the school’s stakeholders in November, 2015. Ongoing meetings between staff, advisory board, LCAP committee members continued throughout the school year</p> | <p><i>English and Mathematics; Year 2 of English program implementation; Year 2 of Integrated Math 1-3</i></p> |
| <p>Annual Update: Completion of 3 year LCAP for tie in to 2016-17 budget and 3 year MYP budget.</p> | <p>Annual Update: Approval of 2016-17 LCAP by charter advisory board.</p> |

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans

(e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to

develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| | | |
|------------------------------------|---|---|
| GOAL: | Implementation of Year 2 English program; Year 2 of Integrated Math 1-3 implemented throughout for all students | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Identified Need : | Individual assistance in both English and Mathematics | |
| Goal Applies to: | Schools: | Shasta Charter Academy |
| Applicable Pupil Subgroups: | All | |
| LCAP Year 1: 2016-17 | | |
| Expected Annual Measurable | Increase of subgroup GPA, CAASPP testing results both interim testing and state testing | |

| Outcomes: | | | |
|--|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Implementation of Year 2 English program and Integrated Math 1-3; Individual instruction as needed for qualified students. | Training of staff thru professional in-service days | <p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p> | \$93,891 for salaries/benefits ; Resource 0120 object 1110; textbooks, conference, general supplies 0120 resource, objects 4110, 5210, 4510 |
| Strengthening of Career/College Readiness program | Training of staff thru professional in-service days | <p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p> | |
| Continued implementation of Kuder program for college and career readiness | Training of staff thru professional in-service days | <p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p> | |

| LCAP Year 2: 2017-18 | | | |
|--|--|---|---|
| Expected Annual Measurable Outcomes: | Increase in student CAASPP scores in English and Mathematics | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Completion of Year 3 English program and Integrated Math 1-3 | All subject textbooks, reference materials, teacher resources available school wide. | __ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____ | Teacher salaries; object 1110; instructional materials Resource 0120, object 4310 |
| Strengthening of Career/College Readiness program | Training of staff thru professional in-service days | __ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____ | Professional Development; object 1115 |
| Continued implementation of Kuder program for college and career readiness | Training of staff thru professional in-service | __ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent | Software licensing; object 5830 |

days

English proficient
 ___Other
 Subgroups:(Specify)____

LCAP Year 3 2018-19

Expected
 Annual
 Measurable
 Outcomes:

Student scores from Interim and Final CAASPP testing

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|--|
| Full implementation of English and Mathematics programs | | ___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____ _____ | Teacher salaries; object 1110; instructional materials Resource 0120, object 4310 |
| Strengthening of Career/College Readiness program | Training of staff thru professional in-service days | ___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____ _____ | Professional Development; object 1115 |
| Continued implementation of | Training | ___ALL | Software |

| | | | |
|--|--|---|------------------------|
| Kuder program for college and career readiness | of staff thru professional in-service days | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____ | licensing; object 5830 |
|--|--|---|------------------------|

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual

expenditures? What were the reasons for any differences

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | | |
|--------------------------------------|---|--|---|
| Original GOAL from prior year LCAP: | Implement new English curriculum grades 9-12 | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <hr/> | |
| Goal Applies to: | Schools: | Shasta Charter Academy | |
| | Applicable Pupil Subgroups: | | |
| Expected Annual Measurable Outcomes: | Increase of subgroup GPA, CAASPP testing results both interim testing and state testing | Actual Annual Measurable Outcomes: | 2016 CAASPP scores: 50% increase in math scores from 19% meeting/exceeding proficiency to 39%; 9% increase for English meeting/exceeding proficiency 69% to 78% |
| LCAP Year:2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditure |

| | | | res | |
|---|----------------------|-----------|--|--|
| <p>Actions: Retention of English teacher hire/English curriculum upgrade/overhaul</p> <p>Services: Pullout of subgroup students for individual remediation</p> <p>Introduction of new English curriculum/textbooks/eBooks/instructional materials</p> | | \$111,131 | \$150,912 | |
| Scope of service: | English teacher hire | | Scope of service: Upgrade of English/Mathematics programs | |
| <p>__ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p> | | | <p>__ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p> | |
| Scope of service: | | | Scope of service: | |
| <p>__ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> | | | <p>__ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> | |

| | | | |
|--|--|--|--|
| __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Actions: No changes, as the services and expenditures have resulted in noticeable improvement for the English/Mathematics programs. Expenditures of more English/Mathematics materials have been undertaken at a cost of \$10,000. | | |

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|---|-------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ <u>135,973</u> |
| For a charter school of our size, the hire, and retention, of the English lead facilitator has been the most effective use of supplemental/concentration grant monies. With the inclusion of the Mathematics lead facilitator, and the hire of an Instructional Aide for the 2015-16 school year has further strengthened this program within our school. | |

| |
|--|
| |
|--|

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| | |
|----|---|
| 19 | % |
|----|---|

Services for unduplicated pupils will quantitatively be increased with the addition of onsite classes, individual tutoring, creation of online classes that are directed, specifically, to these pupils, and the staff to assist these pupils regarding the onsite and online classes.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total

number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Appendix F - Shasta Charter Academy Charter

CHARTER OF THE SHASTA CHARTER ACADEMY A CALIFORNIA PUBLIC CHARTER SCHOOL

For the term July 1, 2016 – June 30, 2021

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, **Benjamin Claassen**, hereby certify that the information submitted in this renewal petition for a California public charter school named **Shasta Charter Academy** (“SCA” or the “Charter School”), operated by **Shasta Secondary Home School, Inc.** (“SSHS”), and authorized by the **Shasta Union High School District** (“SUHSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a renewal charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- SCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- SSHS shall be deemed the exclusive public school employer of the employees of Shasta Charter Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

- SCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- SCA shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- SCA shall admit all students who wish to attend SCA, and who submit a timely application; unless SCA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to SCA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of SCA in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- SCA shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- SCA shall adhere to all provisions of state and [b1](#) federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- SCA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- SCA shall ensure that teachers in SCA hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- SCA shall at all times maintain all necessary and appropriate insurance coverage.
- SCA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves SCA without graduating or completing the school year for any reason, SCA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- SCA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- SCA shall on a regular basis consult with its parents and teachers regarding SCA's education programs. [Ref. California Education Code Section 47605(c)]
- SCA shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- SCA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- SCA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- SCA shall comply with the Public Records Act.
- SCA shall comply with the Family Educational Rights and Privacy Act.
- SCA shall comply with the Ralph M. Brown Act.
- SCA shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

History

Shasta Charter Academy was founded in 1999 by Lynn Peebles, in partnership with Shasta Union High

School District, and was then known as Shasta Secondary Home School. As a free public charter school, SSHS served students in Shasta County and its surrounding counties, using the Personalized Learning model of education, in which each family, working with a supervising teacher, chooses the methods by which each student is educated for each course. The teacher, called a facilitator, works with the family to develop and modify or supplement curriculum to address the student's individual needs.

When the Charter School opened, it consisted of Mr. Peebles and 26 students. It has grown to over 20 staff and serves nearly 300 students per year in grades 6-12.

During the summer of 2014, the Charter School's name was changed to Shasta Charter Academy because the Charter School has evolved to serve students through 6 different learning methods and a name that more accurately described the Charter School was needed. Only the name and school colors changed and the Charter School continues to serve students and families with care, pride and professionalism.

Additionally, the Charter School has phased out serving 6-8th grade students over the last 3 years and, beginning with the 2016-2017 school year, will only be serving students in grades 9-12.

Accomplishments from the Past Charter Term

Since 2011, SCA's base API has increased from 727 to 799 and its growth API has also increased from 730 to 768. The Charter School has also earned a 3 year API average of 762. The Charter School has also earned similar schools rankings of 6 (2011-2012) and 9 (2012-2013). These accomplishments exceed state renewal criteria.

In the spring of 2011, the Charter School earned a 6 year WASC accreditation, continuing its history of earning a solid record of accreditation.

The Charter School has also transitioned to the Common Core State Standards. The Charter School is in its third year of implementation of new curriculum for both math and English Language Arts and has provided many trainings to the staff in order to ensure a smooth transition for students.

The 11th grade students of SCA have also completed 2 years of California Assessment of Student Performance and Progress ("CAASPP") testing and this fall results were released. 69% of SCA Juniors Met or Exceeded Expectations on the English Language Arts testing. 17% of SCA Juniors Met or Exceeded Expectations for Mathematics. The Charter School is proud of its students' achievement in English and we are investigating appropriate methods to increase student achievement in Mathematics in the years to come.

The Charter School has also demonstrated growth in graduation rates, achieving its graduation rate targets in 3 of the last 4 years and with rates ranging from 86%-96%.

The Charter School has also transitioned to a new Director. In 2011, the SSHS Advisory Board selected Benjamin Claassen to be the new Director of the Charter School when Lynn Peebles retired. Under his leadership, the Charter School has continued to increase student learning and achievement.

The Charter School has also demonstrated sound fiscal management. Even through recent years of state fiscal instability, the Charter School has increased its savings while meeting all its financial obligations. SSHS has purchased SCA's current primary resource center at 1401 Gold St. in Redding, and an additional building at 2042 Market St. in Redding, with no supplemental facility funds from the State.

In June 2015, the Charter School purchased a new resource center at 307 and 333 Park Marina Circle in Redding. This new resource center will allow the Charter School to meet the evolving needs of its student body in the years to come and offer a greater depth of resources. The Charter School is developing the resource center throughout the 2015-2016 school year and plans to commence operations there at the beginning of the 2016-2017 school year.

The Charter School has also opened a small satellite resource center office in Cottonwood in fall of 2013 to serve as an office and student work space for students in south Shasta County and northern Tehama County.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that SCA exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix A: CDE DataQuest Reports, 2011-2013):

- SCA has achieved a statewide API rank of 4 or higher last year and in two of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- SCA has achieved a similar schools API rank of 4 or higher last year and in two of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, the Charter School had the following API scores:

| 2011-2014 API Scores | | | | | |
|----------------------|---------------|---------------------|-------------------|-------------------|------------|
| Year | API Statewide | API Similar Schools | API Growth Scores | API Growth Target | Met School |
| | | | | | |

| | Ranking | Ranking | | (Actual Growth) | Growth Target? |
|--|--|---------|--|-----------------|----------------|
| 2014-2015 | State testing and API calculation suspended; no data reported* | | | | |
| 2013-2014 | 6 | 9 | State testing and API calculation suspended; no data reported* | | |
| 2012-2013 | 7 | 9 | 768 | 1 (-31) | No |
| 2011-2012 | 4 | 6 | 789 | 5 (+62) | Yes |
| Source: CDE DataQuest, accessed August 16, 2015. | | | | | |

*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

SCA clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as allowed per Education Code Section 52052(e)(4)(A).

The California Department of Education (“CDE”) published the following chart,^[53] which summarizes available state level API data in order to analyze “the most recent API calculation,” including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

| Year | API Growth | Assessment Data | School Rankings |
|---------------------|--|---|---|
| 2015-16 School Year | No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures | Use 2015 SBAC scores for math and ELA; can compare results with local schools | No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years. |

Analysis of Charter Renewal Criteria – Schoolwide

As seen in the CDE chart above, in the 2015-2016 school year (the year that SCA’s charter renewal petition will be considered), the CDE directs us to evaluate SCA’s “2013 Growth API as most recent,” and “use 2012 and 2013 rankings for 2 of last 3 years.”

For the last three years, SCA had a statewide API rank of 7 in 2012 and 6 in 2013, and a similar schools rank of 9 in 2012 and 9 in 2013. Therefore, SCA has exceeded the charter renewal standards of Education Code Section 47607(b) by meeting not just one, but two of the charter renewal criteria, and should be

granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

In 2012-2013 and in 2011-12, the Charter School had one numerically significant student subgroup – White. Numerically significant student subgroup API performance data is demonstrated in the following tables:

| 2012-2013 API Growth Scores: Significant Student Subgroups | | | | |
|---|---|------------------------|--|---|
| Subgroup | Numerically Significant in Both Years? | 2013 API Growth | API Growth Target (Actual Growth) | Met Student Group's Growth Target? |
| White | Yes | 786 | A (-23) | No |
| "A" means the school or student groups scored at or above the statewide performance target of 800 in 2010. Source: CDE DataQuest, accessed August 16, 2015. | | | | |

| 2011-2012 API Growth Scores: Significant Student Subgroups | | | | |
|---|---|------------------------|--|---|
| Subgroup | Numerically Significant in Both Years? | 2012 API Growth | API Growth Target (Actual Growth) | Met Student Group's Growth Target? |
| White | Yes | 798 | 5 (+43) | Yes |
| Source: CDE DataQuest, accessed August 16, 2015. | | | | |

The Charter School’s student subgroups have demonstrated API growth scores very close to the state target of 800 for the last two years. In 2012, the subgroup scored high enough that it was not been assigned a growth target.

Thus, SCA’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

ELEMENTS OF THE CHARTER

1. Educational Program

The Charter School will support the mission of SUHSD in “Educating every student for success.” With this in mind, SCA offers the following statement of mission:

“Shasta Charter Academy, grades 9-12, honors and serves the family’s choice to *personalize learning* according to their children’s strengths.”

SCA’s target students and their parents are those who desire to be educated in a Personalized Learning educational model, as memorialized in the 2004 California Senate Resolution 36, attached as Appendix C. In this model of education, “...uniquely tailored, personalized learning programs...are developed through an ongoing partnership between certificated teachers, parents, pupils, and personalized learning schools, according to the individual need of each and every enrolled pupil; and supported by the Charter School through a broad-based and in-depth array of learning programs, environments, and curriculum choices for each pupil;...” The Personalized Learning model of education requires a high degree of parental or guardian involvement in the motivation, monitoring and development of each parent or guardian’s student. Learning best occurs for an SCA student utilizing a variety of learning modalities, including home-based education, resource center based courses, online learning options, taking a concurrent course at a local high school, or taking courses through a college or university. The choice of modality is student need based. This focus on learning options is reflective of the SCA vision of producing students who are equipped to adult learners who are adaptable to a wide variety of post-secondary learning opportunities and are readily able to adapt to evolution in job markets and be self-directed learners who are capable of accomplishing his or her goals.

Special student populations are of particular interest to the staff of SCA. Unlike many schools of its size, SCA is its own LEA for special education purposes and assigns special education students to a special education credentialed facilitator. SCA contracts with professionals in the community to provide additional services for each student’s needs.

SCA also provides staff with special training for working with academically low achieving students and provides resource center based classes in mathematics, English, science, and technology to support them in their learning. The Charter School also offers regular math tutoring and provides one-on-one tutoring with a qualified staff member for other subject areas, as needed. Each student and his or her parent or guardian also meets with an administrator to review the student’s academic history when the student applies for admission. The Charter School employees also routinely conference with each other to student’s academic needs.

Academically gifted students are also targeted for academic support. Many take college courses through Shasta College or the CSU Young Scholars program to accelerate their educations. For example, in the spring semester of 2015, 40% of students enrolled were registered for at least 1 college class. The Charter School also has a part-time guidance counselor and all facilitators are regularly updated with pertinent college information which is then passed on to students. The staff also actively counsels interested students in making college class choices and promotes College Options. The Charter School is also

WASC accredited and updates its UC A-G list annually.

Students with medical needs and anxiety are also special populations that are attracted the SCA. Due to the relational and self-paced nature of personalized learning, these students are well served at SCA by their facilitators.

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment[54] and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Due to the nature of Shasta County’s ethnic demographics, SCA serves a low population of English Learners. Students who are Spanish speaking English Learners are assigned to a Spanish speaking staff member, and Spanish speaking students also have the option of completing course work which is translated into Spanish. When SCA enrolls students who speak languages other than English or Spanish,

the students have always spoken English proficiently enough to interpret in facilitator meetings. When necessary, SCA will provide language appropriate resources.

Personalized Learning is truly a 21st century, service oriented model of education. What will this actually look like? As one moves about the environment of SCA, he or she would see education taking place in many different learning methods. One student might be taking a biology class at the SCA Main Resource Center because of the labs offered by the Charter School. During the same semester that student could be seen reading his or her U.S. History course textbook and taking notes in the Resource Center library or at home in front of the fireplace. Additionally, this same student could be taking violin lessons from a qualified community instructor and playing in the Shasta Youth Symphony. If this student's parent is a forester, the student could put together a video presentation on a local eco-system and present it to other students. The student could also be working on his or her writing skills with a facilitator using Google Docs to facilitate collaboration or taking an English 1A class at Shasta College.

All of this activity is purposefully and articulately moving students toward achievement of state standards and helping the student to achieve his or her educational and career goals.

It is the objective of SCA to enable students to become self-motivated, competent, lifelong learners.

Services for students with special education needs will be provided by the Charter School as a participating local educational agency ("LEA") member of the Shasta County Special Education Local Plan Area ("SELPA"), in accordance with the SELPA's regulations. Pursuant to Education Code Section 47641(a), the Charter School is its own LEA for purposes of special education. The Director will administer special education services. The Charter School employs properly credentialed resource specialist staff. The Charter School will contract for all other needed special education services to be provided by appropriately qualified and, if needed, certified personnel. SCA shall comply with all state and federal laws regarding students with disabilities, including but not limited to [b21](#) Section 504 and IDEA requirements.

Because SCA is accredited by the Western Association of Schools and Colleges ("WASC"), our credits are transferable to any other public school should a student transfer prior to graduation. Also, SCA has an approved list of courses that meet the entrance requirements for California public universities (the "a-g" list). A transcript of courses and credits can be given to students or sent to other schools for proof of courses completed. The transcript shows the course name, the grade, number of credits, and if the course is one of the A-G approved courses.

SCA has addressed its annual goals and actions, schoolwide and for all numerically significant pupil subgroups, in the state priorities, as well as student outcomes aligned with the state priorities, in its Local Control and Accountability Plan ("LCAP"), which has been submitted to SUHSD and is updated annually.

2. Measurable Pupil Outcomes

For students earning a diploma, student outcomes will be tied to the graduation requirements of the District, except in rare cases for students who enter SCA credit deficient and reside outside of SUHSD boundaries, who will need to meet State graduation requirements in order to graduate on schedule. In the broad sense, these could be expressed as Desired Student Learning Results ("DSLRS").

Our school's DSLRs were re-developed by students, parents, and staff during the 2010/2011 school year as part of our WASC accreditation process 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 the Charter School stakeholders. The following is a current list of our DSLRs:

Desired Student Learning Results

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

u Be prepared for options after high school

§

*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, C.T.E.

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)*

u 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)*

u 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)*

u 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)*

u 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)*

At a more narrow, definable level that can be assessed in a variety of ways, the SCA student outcomes will align with SUHSD graduation requirements as follows:



English 40 credits

Core academic skill areas

Math 30 credits

Science 20 credits

Social Science 40 credits

Physical Education 20 credits

Practical/Vocational 10 credits

Fine Art 10 credits

Electives 60 credits

Proficiency in reading, writing, math, and technology

Facilitators and teachers will work together developing curriculum based on the CCSS and State Standards. SCA will offer appropriate programs for students below, at, or above grade level. Students who desire to meet University of California “a-g” requirements will be able to do so by working with and having weekly access to an appropriately credentialed teacher and a school counselor.

At least 80% of SCA students will show one grade or skill level worth of progress each academic year, as evidenced by scores on standardized tests and successful completion of required portfolios assessments. Because the Personalized Learning style allows students to utilize personal strengths and multiple modes of learning, very few students ever need to repeat courses. SCA educational staff will use the data

available from student progress measurements to continually assess the Charter School's academic curriculum.

SCA has addressed student outcomes aligned with the state priorities in its Local Control and Accountability Plan, which has been submitted to SUHSD and is updated annually.

3. Methods to Assess Pupil Progress Toward Meeting Outcomes

SCA students will be assessed in each of the academic skill areas. The traditional methods of evaluation and assessment will be expanded to include outcome-based methods using portfolios, projects, interviews, and real-world experiences along with standardized tests. Using multiple assessments allows for a more authentic representation of student achievement.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the School Accountability Report Card.

4. Governance Structure of SCA

Shasta Charter Academy is operated by SSHS, a California non-profit public benefit corporation with 501(c)(3) tax exempt status, and is a direct funded and independent Charter School.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

In accordance with Education Code 47604(b), the SUHSD Board of Trustees may have one seat on the Charter School's Advisory Board (the "Board"). This position may be filled at the discretion of the SUHSD Board.

The Charter School's Advisory Board shall manage the business and affairs of the corporation. As required by law, the members shall act only as a Board.

The Board will govern the Charter School, developing policy and conducting long-range planning. The Board will consist of at least five members from the community including at least one parent representative, one certificated staff representative, and one community representative. Administrative duties such as planning, budgetary expenditures, and daily operation of the program will be the task of the SCA administration, which is accountable to the Board. It is a goal of the Advisory Board to involve not only SCA staff in school governance, but also parents, and other stakeholders. Paramount is a governance structure that supports our educational vision.

Because of the home-school emphasis, the role of the parent will be prominent, as a home-based instructor and supporter of the overall program. The parent is required to meet with the student facilitator at least every 20 school days to plan, help evaluate, and recommend curriculum choices for the student.

5. Employee Qualifications

SCA will comply with Education Code Section 47605(l) and will retain or employ core and college prep

teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Each student will be assigned a “teacher of record” (also known as a facilitator) who is responsible for overseeing the student’s academic progress and monitoring the Student Master Agreement and is responsible for all grading and matriculation decisions. The Director, who is the Charter School principal and chief executive of the Charter School, Chief Business Officer (“CBO”), who manages the finances of the Charter School, and other administrators will have appropriate certificates and credentials. The qualifications for the Director include: experience and/or formal training in education administration; valid teaching credential; administrative credential (preferred); Masters Degree in Education; and comprehension of charter school law and personalized learning philosophy. The qualifications for the CBO include: knowledge of charter school operational, budgetary, and accounting policies and procedures; CBO certification (preferred); experience and/or formal training in education administration (preferred); valid teaching credential (preferred). Qualification of all employees shall be sufficient to ensure the health and safety of the Charter School’s faculty, staff, and pupils.

The Charter School may also develop a volunteer staff and cadre of vendors for support and instruction under the facilitator.

All vendors and volunteers will possess experience and expertise appropriate for their duty within the Charter School as determined by the Charter School staff.

6. Health and Safety Procedures

SCA will continually follow a set of health, safety, and risk management policies. They address at least the following topics:

- Immunization records
- Natural disasters and emergencies
- Blood-borne pathogens
- Facilities requirements
- Drug, alcohol, and tobacco free school

Criminal background checks for all employees shall be done in compliance with Education Code Sections 47605(b)(5)(F) and 44237.

These policies are addressed in SCA’s comprehensive health and safety policies, which are on file at the primary resource center and are available for inspection. These policies will be reviewed on a regular basis in the Charter School’s staff development efforts and policy updates.

7. Means to Achieve Racial/Ethnic Balance Reflective of the District

SCA will implement a student recruitment strategy that includes procedures that ensure a racial and ethnic balance among students that is reflective of the general population of the District. These procedures may include: enrollment timelines that allow for a broad-based application process and the distribution of promotional materials across the service area of the Charter School.

The Charter School provides an open enrollment policy for its legally permitted service area in the same manner as the comprehensive schools in SUHSD. Our brochures, the Student Parent Handbook, and other publications state the Charter School’s desire to reflect the general population residing within the territorial jurisdiction of the District. In fact, over the years the Charter School has come within a close margin of the same ethnic balance of students as the District (Education Code 47605)

Chart: Ethnic distribution 2012/2013 by percent

| | Af/Am | Am Ind | Asian | Filip | Hisp/Lat | Pac Is | White | 2+ |
|----------|-------|--------|-------|-------|----------|--------|-------|-----|
| District | 2.0 | 3.0 | 3.0 | 1.0 | 13.0 | 0.0 | 72.0 | 5.0 |
| SCA | 2.0 | 7.0 | 1.0 | 0.0 | 9.0 | 0.0 | 73 | 8.0 |

8. Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3.

Prior to admission, all students applying for admission, as well as their educational rights holder or a representative, shall complete an admission application and attend an informational interview with an appropriate staff member (typically the Director). Upon the conclusion of the informational interview, the student and the educational rights holder shall determine if admission is appropriate to meet the student's educational needs. If admission is not appropriate, the student SCA may refer the student to other programs that may be appropriate to the student's educational needs.

Following admission, the parent/guardian and student shall consent to the following policies and procedures:

- Student's standing at previous school will be reviewed to assist with placement
- School Attendance Review Board ("SARB") contracts (if any) must be completed or SARB chair must give consent for student to be admitted to SCA
- A parent or guardian must be available to guide the student, correct and supervise student's work daily, complete all required paperwork, properly maintain Charter School assigned materials, and participate in all facilitator meetings
- The student must agree to properly maintain assigned school materials, be dedicated to achieving the goals of the Master Agreement and Work Record, and participate in assigned State testing (CAASPP, etc.)
- If student fails to complete 3 assignments in a learning period, SCA will conduct an evaluation to determine whether it is in the student's best interest to remain at SCA

SCA will actively recruit a diverse student population (see Element seven, above) from families in the District and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional philosophy. Prospective students and their parents will be given a copy or summary of the Charter School's mission and student related policies. An informational interview, which occurs before admission is granted, will explain the philosophy of the Charter School and a decision

will be made by the student and parent/guardian regarding the appropriate placement of the student at SCA.

Admission to the Charter School shall be open to any student in Shasta County or its adjacent counties. If the number of pupils who wish to attend the Charter School exceeds SCA's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. The Charter School maintains policies granting admissions preference to students who live within the boundaries of the SUHSD, siblings of students currently enrolled in the Charter School, and children of the Charter School's Advisory Board members.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to have his or her name placed on a wait list according to his or her draw number in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. Under no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

After the yearly public random drawing, admission shall be conducted based on a waiting list which shall be maintained by the Charter School. Upon an appropriate enrollment position becoming available, the next student on the waiting list shall be offered admission. If he or she declines enrollment, the student shall be removed from the waiting list and must reapply if admission is desired at a later date.

As part of enrollment, parents or guardians and students must sign a Master Agreement indicating they have read, understand, and agree with, at a minimum, the following:

- A parent or guardian must attend all facilitator meetings which will occur a minimum of every 20 school days
- If the student is not making adequate educational progress, the student will be evaluated regarding continued enrollment
- SCA is an optional program and no student can be required to enroll at SCA
- Students enrolled in community based courses like those offered at Shasta College must comply with the program requirements of that institution
- Two missed appointments or failure to reschedule appointments in a 20 school day period may result in dismissal
- Students must participate in State or school-wide assessments

If a student, parent/s and/or guardian/s do not comply with the above stipulations, the family or guardian shall be contacted by school staff (phone call and Letter#1) regarding compliance with the requirements of the Master Agreement, consistent with SCA Board Policy and specified in the SCA Student Parent Manual (Education Code Section 51747(b).) SCA staff shall make reasonable efforts using phone calls and/or letter (Letter#2) to advise them that that they are not in compliance with the stipulations of the Master Agreement. If the student, family, or guardian responds, a Student Study Team meeting at which a parent or guardian shall be in attendance shall be convened to determine whether SCA continues to be a proper placement to meet the student's needs. If it is determined that SCA is not an appropriate placement, the family shall be advised of educational options. The student's school of residence shall be notified in writing that the student is no longer enrolled at SCA and the student shall be disenrolled. If the family does not contact SCA in a reasonable period of time(after mailing of letters 1 and 2), the student shall be disenrolled from SCA and the student's last known school of residence shall be notified in writing in a timely manner

that the student should be reenrolling at his or her school of residence. The family shall be notified by letter 3 that their student has been disenrolled.

9. Financial Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director will review any audit exceptions or deficiencies and report to the Charter School Advisory Board with recommendations on how to resolve them. The SCA Advisory Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Other goods or services from the District will be charged at an at-cost level to SCA. These services will be outlined in a separate Memorandum of Understanding between the Charter School and the District.

10. Pupil Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited

to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted

infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications

made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited

to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in

the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Advisory Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding

matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Advisory Board following a hearing before it or by the Charter School Advisory Board upon the recommendation of an Administrative Panel, to be assigned by the Advisory Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Advisory Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her

discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Advisory Board, which will make a final determination regarding the expulsion. The final decision by the Advisory Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Advisory Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Advisory Board to expel, shall send written notice of the decision to expel, including the Advisory Board' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Advisory Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Advisory Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Advisory Board following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Advisory Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is

also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) consecutive school days or a pattern of short term removals totaling more than 10 school days [\[b3\]](#) in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; or
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior

was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know

how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

11. Retirement Systems

SCA certificated employees participate in the State Teachers' Retirement System, and non-certificated employees participate in the Public Employees' Retirement System and federal social security. The District (within our MOU) will coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. The District shall cooperate as necessary to forward any required payroll deductions and related data. The Director is responsible for ensuring that appropriate arrangements for coverage are made.

12. Public School Attendance Alternatives

No student may be required to attend SCA. Students who opt not to attend SCA may attend his or her school of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their school district of residence. Parents or guardians of each student enrolled in SCA will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SCA, except to the extent that such a right is extended by the local education agency.

13. Employee Return Rights

No public school district employee shall be required to work at SCA. Employees of the District who choose to leave the employment of the District to work at SCA will have no automatic rights of return to the District after employment by SCA unless specifically granted by the District through a leave of absence or other agreement. SCA employees shall have any right upon leaving the District to work in SCA that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in SCA that the District

determines to be reasonable and not in conflict with any law.

All employees of SCA will be considered the exclusive employees of SCA and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to SCA. Employment by SCA provides no rights of employment at any other entity, including any rights in the case of closure of SCA.

14. Dispute Resolution Process

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to the Charter School.

The governing board of SUHSD agrees to promptly refer all complaints regarding the Charter School's operations to the SCA Director for resolution in accordance with the District's policies. All SCA staff, students, parents, and other stakeholders will be provided with such policies in the student/parent handbook.

If the SUHSD believes it has cause to revoke this charter, the District Board agrees to notify the Director and the Charter School Advisory Board and grant the Charter School reasonable time (at least 30 days) to respond to the notice and take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the issue(s), the Charter School and the District agree to submit the matter to a mutually agreeable third party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter. The Charter School will be given a reasonable amount of time (at least 60 days) to implement any recommended resolution. At that time, if the District believes it still has cause to revoke SCA' charter, it will follow the revocation procedures set forth in Education Code Section 47607 and its implementing regulations.

SCA and SUHSD agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education. The Advisory Board of SCA may request from the SUHSD Board a renewal or material revision of the charter at any time prior to expiration. The District governing board agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in the Charter Schools Act and implementing regulations.

15. Public School Employer

SCA shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act ("EERA"). SCA will comply with the EERA.

16. School Closure Procedures

Closure of SCA will be documented by official action of the SCA Advisory Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The SSHA, Inc. Board, or its delegates, will promptly notify parents and students of SCA, the District, the Shasta County Office of Education, SCA's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of SCA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SCA.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, SCA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of SCA shall be transferred to the District upon SCA closure. If the District will not or cannot store the records, SCA shall work with the County Office of Education to determine a suitable

alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SCA will prepare final financial records. SCA will also have an independent audit completed within six months after closure. SCA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SCA and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SCA.

SCA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SCA, all assets of SCA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SCA, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation which require distribution to nonprofit fund, foundation or organization which is organized and operated for educational purposes and which has established tax-exempt status. Any assets acquired from the District or District property will be promptly returned upon SCA closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, SCA shall remain solely responsible for all liabilities arising from the operation of SCA.

As SCA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of SCA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix B, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

17. Miscellaneous Provisions

Budgets and Financial Reporting

Attached, as Appendix B, please find the following documents:

- A projected budget

- Budget assumptions
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Administrative Services

The Charter School will provide its own administrative services. It currently contracts with the District for services as outlined in its Memorandum of Understanding. Services it receives from the District include accounts payable/ receivable, payroll, human resources, accounting, budget development and fiscal planning, student data information management, personnel services, technology and phone services, school nurse and consultation and advice on school operations. The Charter School intends to continue to purchase these services from the District but has the right to pursue another vendor if it wishes.

Potential Civil Liability Effects

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of

the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

SCA currently operates resource centers at the locations listed below. Should SCA wish to add, change, or remove resource center locations, it will enter into and/or revise a separately-executed memorandum of understanding with SUHSD, which shall state that such changes require notice to SUHSD and no material revision of the SCA charter. SCA's current resource centers are located at:

Gold Street - Headquarters

1401 Gold St
Redding, CA 96001

Market Street Resource Center

2042 Market St.
Redding, CA 96001

Cottonwood Resource Center

3425 Brush St.
Cottonwood, CA 96022

SCA has purchased a new resource center facility for the Charter School, located at 307 and 333 Park Marina Circle in Redding, California and intends to transfer its Redding operations to this location during the summer of 2016. Once the new resource center is fully operational, SCA will transfer its operations from both Gold Street and Market Street to Park Marina Circle, and conduct operations there at the beginning of the 2016-2017 school year. This location is within the geographic boundaries of the District. SCA shall provide written notice to the District prior to adding, changing or removing a resource center location.

Charter Approval

The above charter has been reviewed and approved by the Shasta Union High School District trustees at a regular board meeting as noted below.

Approval of charter:

_____ Date _____ (see attached board minutes)
SUHSD Board Chairperson

Term of Charter: July 1, 2016 through June 30, 2021

Appendix G: Student & Parent Handbook

Student and Parent

Handbook

2016-2017

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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 sponsored 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 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

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 the local swim team, 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. Students' 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 or Foothill High School) and Trinity Alps Unified School District, Shasta College classes, Internet 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.

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/>.

Click on the “a-g Course List” button, then type “Shasta Charter Academy” in the box. This will take you to a complete list of approved courses. 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 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 245-1845. 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 and Staff

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, who is 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

SCA is chartered by the Shasta Union High School District and is under the oversight of the District Board of Trustees. However, as a charter school SCA operates somewhat separately from the District. The SCA Advisory Board is the decision making body for our school. Five or more members represent our parents and community. The Board typically meets on the second Thursday of each month on the school campus at 5:30 pm. Everyone is welcome to attend the meetings. Below is a list of our current board members and their term.

| <u>Board member</u> | <u>Position</u> |
|---------------------|--|
| Dustin Warren | President |
| Cheryl Yacoub | Vice President |
| Leslie MacRae | Voting Member |
| Dahnia Bell | Voting Member |
| Matt Wahlman | Voting Member and Staff Representative |
| Benjamin Claassen | SCA Director |
| Mike Warton | SUHSD Board Rep (non-voting) |

SCA Employees

| | |
|---------------------------------|-------------------|
| Administration | 245-2600 |
| School Director | Benjamin Claassen |
| Business and Technology Manager | Noel Van Slyke |

| | |
|------------------|--------------|
| Office Staff | 245-2600 |
| Receptionist | CeCe Walters |
| School Secretary | Tina Taxara |
| Registrar | Kelly Brace |

Facilitators

| | |
|--------------------|----------|
| David Baldwin | 225-8467 |
| Marsha Bobich | 225-8479 |
| Katherine Garrison | 245-2788 |
| Ryan Laughy | 225-8471 |
| Sammie Ford | 225-8489 |
| Noel Van Slyke | 225-8465 |
| Mike Neumeister | 245-2789 |
| Cathy Laughy | 225-8462 |
| Matthew Wahlman | 225-8464 |
| April Dixon | 225-8478 |
| Karen Chappellear | 225-8472 |
| Chris Ingersoll | 225-8463 |
| Cindy O’Leary | 225-8466 |

Contact Information

Address: 1401 Gold Street, Redding, CA 96001
 Phone: 530-245-2600
 Fax: 530-245-2611
 Website: www.shastacharteracademy.org
 Email: *firstinitiallastname@charterhomeschool.net*
 Example- for Benjamin Claassen type: bclaassen@charterhomeschool.net

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

Many advanced 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.

Some four-year colleges and universities have admission policies that allow for application from students in non-traditional educational settings. Early information on precise requirements is essential if a student choosing not to complete high school graduation requirements in specific subjects wants to apply for college.

Some students will choose to spend their time preparing for their future without a diploma and move on to community college at age eighteen. Students in this category could choose to finish some high school requirements at the community college and receive a high school diploma later or simply move on to higher academic degree programs.

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.



Desired Student Learning Results

Shasta Charter Academy, grades 9-12, 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)*

| *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 Teams 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./C.T.E. |

- Resolve problems and 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)*

Our school's Desired Student Learning Results (DSLRS) were developed by students, parents, and staff to keep us focussed on what is most important for student 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 the California Department of Education that our students are progressing collectively.

There are many, 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 PowerPoint 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 YMCA, Scouts, swim teams, Turtle Bay, theater groups, music and dance lessons, community service, and many more. Explore with your facilitator to see how you might incorporate community resources into your learning plan.

Computers

SCA offers on-campus use of laptops and the computer lab to students who have signed a computer use agreement. 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, is 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 bulletin board, and on the website, www.shastacharteracademy.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 serve 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 field trip coordinator.

Libraries

A number of libraries are available to our students. Shasta Charter Academy has a lending library that includes educational software, classic novels, DVDs, and reference materials for student checkout. 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 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.charterhomeschool.net

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 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.

CSU Young Scholars program

Each semester CSU, Dominguez Hills offers up to four online college courses created for high school 11th or 12th grade students. Courses include live, interactive lectures which are also archived for later viewing. Students pay a minimal course fee and must purchase their textbooks. Students should contact their facilitator to sign up for a course at the beginning of each semester. Each course is worth 3 college units and 13.33 high school credits and students may take up to 2 courses each semester. For more information, go to

<http://www.csudh.edu/ee/youngscholars.html> for more information.

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 credit. 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 Mr. Claassen to determine eligibility, appropriate class level, educational goals, etc.
 - Get from Mr. Claassen:
 - Concurrent enrollment form, signed by Mr. Claassen. This must also be signed by the student's parent or guardian.

NOTE: When SCA signs a Shasta College concurrent enrolment 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
 - Take the assessment tests for reading, writing, math (first time students only).
- 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 junior high and high school students taking classes at Shasta College only pay the Student Center fee and the Health Center fee. Per unit fees are waived.
 - Textbooks
- SCA does not purchase 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 teachers 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:
 - Any credits taken during grades 9-12 can be used except for remedial courses (at Shasta College remedial course numbers would be the 200 and 300 series courses).
 - 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 (at Shasta College these would be in the 1 to 199 numbered courses.)
 - GPA for college courses will be counted on a 5 point scale (Advanced Placement level) if the student achieves a B or A grade in the course and if the course is a transferable, academic university level course.
 - Credits that are used will be counted at $3 \frac{1}{3}$ times the credit issued by the

college.

SCA Courses

SCA 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. Sign-up lists for classes are available at the beginning of each semester. 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.

Art: SCA's art classes meets Fine Arts requirements for high school graduation. Media covered in the class include art history, pencil, watercolor pencil, watercolor paint, pastels, printmaking, and three-dimensional work.

Computer: The Computer Information Systems class covers use of the current operating system, office applications, and the hardware components of a computer. This course meets the practical arts requirement for graduation and is a 3 unit dual enrollment class through Shasta College.

Digital Art: A two semester course offering students an experience in creating their own masterpieces by learning to utilize DSLR cameras, Wacom tablets, Adobe Photoshop and Corel Painter.

Math: Students needing a classroom experience for math may enroll in a math class or attend Math Lab.

Science: Two laboratory classes are required for students who wish to graduate from the Shasta Charter Academy. One class must be a life science such as biology; and one class must be a physical science such as chemistry, earth science, or physics.

SCA On-Campus Class Policy

Students leaving a 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:

v Shoes must be worn at all times.

v 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.

v 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)

v Strapless, off-the-shoulder or low cut tops, bare midriffs and tops with straps less than one inch wide are not allowed.

v 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

Tutors are available to support student learning. SCA has a limited budget available to assist in paying for tutoring, up to a prorated maximum of \$250 per semester, 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 by talking with their facilitators. Any tutoring 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 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 **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 SCA office. We will issue a work permit. Work permits may take up to 24 hours to process.
4. Work permits for students not enrolled in Outside Work Experience will be written for no more than 4 hours per day and no more than 20 hours per week.

Work Experience

The procedures for issuing a work permit for students enrolled in Outside Work

Experience are the same as those for a regular permit (see below). However there are a few differences that include:

- 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 Outside Work Experience class at SCA, Foothill, Shasta, or Enterprise High Schools. Information will be given to students at registration.

Writing Resources

Sometimes, students and parents feel at a loss about how to develop better writing skills. Writing is a complex, subtle, essential, and often personal expression. How do we look to find our successes, areas to grow, and to track that growth? Your facilitator can assist, but not nearly as much as parents and students can, simply because parents and students are communicating every day. The learning team – student, parent, and facilitator – can define roles for the student and parent(s) to work together at home.

Here are some resources for students, parents, and facilitators to consider:

- Use a rubric. A rubric is essentially a list of qualities to look for in a piece of writing. Sample rubrics are available at the end of each section of “Forms of Writing” in Writer’s Inc., a textbook offered at SCA. Choose a rubric, and if it doesn’t quite fit, feel free to adjust it to your goals in writing. After you have a rubric with which you are comfortable, read it carefully and consider it *before* you begin writing. Consult it during and after you write. If necessary, adjust it during your writing process. Share your writing and your rubric with a friend, a writing partner, and/or your parent(s), and then with your facilitator.
- Actively use the guidelines in your English literature text. Assignments in the text help the student and parent(s) to focus on particular skills and styles of writing. These assignments will include criteria for measuring success. You and your facilitator may often tailor and change these assignments to your interests and needs, but the criteria will usually be relevant as you assess your work.
- Choose sections of Writer’s Inc. Writer’s Inc. is a very user-friendly, understandable guide to writing. It is not necessary to go cover-to-cover unless you desire. Work with your facilitator to choose a section you feel most interested in, or you feel you need the most, and begin. Read that section carefully, and then create your own pieces of writing based on samples and guides in the book. When you are done with a writing piece, *be sure* to reflect on your successes, and on what you might do differently next time. Take some notes about your reflections and share them with your facilitator.
- Sometimes some of us feel resistant to starting big writing projects; if that is the case, start smaller ones. While you are overcoming that resistance by doing frequent small chunks, watch for opportunities to enjoy writing. Writing enjoyments are there if you keep your eyes open. If you are consistent with yourself, you may even begin to love writing.
- Vary your writing. Make sure to practice expressing your feelings and your thoughts in writing. Work for a balance – if you almost always write about feelings, practice making your thoughts, opinions, and information that you have learned come through clearly on paper. If you never write about feelings, try it sometimes.
- Join a writer’s group. Check to see if SCA has any small group opportunities to work

together. Great creative partnerships and friendships can develop in small writers' groups.

· Take an English course at one of the District campuses or at Shasta College. A teacher who works with you daily or weekly can be very helpful.

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 high school 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 includes 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 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 together 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.

Providing Information

- Giving 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 or artistic work for another.

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.
 - NOTE: In today's "information age" technology, this form of plagiarism has become rampant. Please be sure to properly document any information used from the Internet.
- 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 instructor 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 from a flash drive, CD, or a hard drive 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

Your assigned SCA facilitator is your 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 I.E.P 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 would be better met in a classroom-based school.

Testing

There are many opportunities for students to improve their testing skills and take tests for college entrance, high school graduation, etc., through SCA.

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 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 guidance 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 at the campus.

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.

Textbooks, Software, and Other Curricular Materials

SCA continues to collect an array of learning materials for students. Textbooks, classic novels, nonfiction titles, software, learning games, DVDs, and reference items are

available for checkout.

Parent and Student Networking

Parent Meetings

SCA thrives on parent involvement. Intermittently, SCA will sponsor gatherings of families to encourage the exchange of ideas about how to make home school and personalized learning work well for each student. Since we are free to innovate, the potential for building on great ideas increases when we get together to share creative ways to learn.

SCA Advisory Board Meetings

Advisory Board meetings are held at the school campus regularly throughout the school year at 5:30 p.m. Parents and students are gladly welcomed. Call the office or check the school website for information on the next Advisory Board meeting.

APLUS+

APLUS+ is an association dedicated to promoting the Personalized Learning model of education - a unique approach in public education that has evolved through the public charter school movement in California. Personalized Learning is a distinct educational model designed to meet the more diverse needs of 21st century Kindergarten through 12th grade students who seek a more flexible, tailored, and individualized approach to learning. Personalized learning programs have helped thousands of students in California rediscover hope and purpose in public education through this more individualized approach. Visit www.theaplus.org/ for more information on the statewide Personalized Learning movement.

California Charter Schools Association

The California Charter Schools Association is a statewide non-profit organization that represents and supports charter schools through networking, including statewide conferences, advocacy, and public relations. Since any school that challenges what many consider “normal education” can face isolation, California Charter Schools Association offers valuable support by networking members, circulating new ideas, and keeping the statewide charter school community informed of current issues. Visit www.calcharters.org for more information on the charter schools in California.

The California Charter Schools Association consistently works hard to protect the original charter school concept: (relative) freedom from regulation in exchange for parent involvement as well as documented performance and accountability to the California Department of Education, which is the source of charter school funding. SCA is a member of California Charter Schools Association.

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 appointment will be made at the office.
- The appointment with the student and parent will explain the philosophy of the school and a decision will be made regarding the appropriate placement of the student at SCA or another program or school in the district.

Admission will be based, in part, on the following:

- Parent availability to the student for guidance, organization, and help with learning objectives
- Parent participation with the student at meetings with the facilitator on a regular basis
- Students must be in good standing with their previous school with regard to grades, behavior, and attendance.
- Proper maintenance and care of school equipment and materials
- Regular and diligent effort by the parent(s) to complete all required documentation and willingness and ability to correct student work when appropriate
- Student's willingness and ability to achieve the outcomes of the Master Agreement (goals and outcomes are chosen by student and parent(s))
- Ability and willingness to participate in statewide testing programs

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:
 - First Tuesday in May
- Applications must be completed and returned two weeks prior to lottery date.
- Notification will be mailed regarding enrollment or priority number assigned to each student on the waiting list.

- 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 placed on the priority list for future enrollment will be contacted as openings occur.
 - 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 considered if an opening occurs.
 - Students placed on the priority list by date of application will go through the next lottery if not already enrolled.

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 a per semester 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 must be reimbursed to SCA.
7. Students from SCA families must be in good standing with regard to academic progress and in attendance for at least one semester before funds can be used.
8. Funds may not be used for student fees, health fees, or student center fees at Shasta College.
9. For funds to continue to be available students must maintain a 2.0 GPA and may not be failing any classes.
10. 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 seven or nine. In cases where funds were used and then the board 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 a class, it is very important for the student and for his classmates that he commits to attend regularly.

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.

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 reverse for correct dates). Each line should have what 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. There will be occasions in when the school has to turn in an attendance report to the district before your student will see their facilitator again. In this case, your facilitator may call you to verify your attendance. The information you give to your facilitator must match the attendance sheet you turn in at your next meeting.

Guidelines and Minimum Requirements for Student Progress

Students will meet with their educational facilitator at least once every twenty school days. This meeting may be at the SCA campus, the student's home, or via e-mail, phone, or FAX. The meeting may be used for assessment of progress in course work, 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.

- v The Assignment and Work Record form include course descriptions, objectives, study methods, educational methods, and resources.
- v The meeting will also provide an opportunity to complete the monthly learning record. This record serves as the basis for documenting student progress and attendance.
- v Within the home school model, students and parents have more choice in how learning takes place. If it is determined by the student, parent, and facilitator that adequate progress is not being made (determined by missing more than 10% of assigned work), an

evaluation will be made regarding continued enrollment in the program.

v 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.

v 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.

v Two missed appointments or failure to reschedule appointments within the twenty-day period may result in dismissal.

v Additional courses may be added to or dropped from the Master Agreement as needed.

v 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

Should there be a major earthquake or other natural disaster, children will remain under the supervision of school authorities until parents or responsible adults(see below) can pick them up.

Student Release Procedure

- a. It is mandatory to sign out your student before your student may leave the site. This provides a record of where each child is when someone else arrives later looking for the child.
- b. Go directly to the entrance of the school or evacuation area.
- c. 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.
- d. You, or the person you have designated MUST be on the form to be able to sign-out your child. I.D. is required. This provides us a record of where each child is when someone else arrives later looking for the child.
- e. Please leave as quickly 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.

If parent/guardian can't get to the school

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to an adult indicated on your child's Emergency Release Form. We will keep a written record of the child and the adult to whom the child has been released.

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, leave it immediately. Do not access or send email from school computers.

Before using technology at SCA, all students must sign a *Computer Guidelines* –

Acceptable Use Agreement, included in each year's registration packets.

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. 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, 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.*

v **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, including physical education and work experience, will be computed on an A=4, B=3, C=2, D=1, F=0 scale. This average is computed for each student at the end of each semester.

Students will have an additional grade point awarded for courses that are designated "Advanced Placement" and are specifically preparing students to take an AP exam. Students must take the exam and receive an A or B in the course to receive a weighted grade.

Incomplete Grades: Students may receive an incomplete grade when a teacher 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 could become "F" grades.

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, a warning notice called a Progress Report is sent to the parent. With this information parent(s) can help the student raise his or her grade to passing by the end of the quarter. 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.

Transcripts

When students enroll with SCA, the best effort is made to find any previous grades and credits a student may have from previous schools. 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. Any "No Mark" a student receives is the student's responsibility to clear up. No Marks could turn to F's after one quarter if not cleared up.

Service Learning

It is of great importance to be involved and participate in the community. The results of

which can lead to skill development in leadership, communication and a sense of giving. These are necessary life skills. SCA does not require volunteering for graduation, but it is woven into the fabric of many of our classes. Below is a list of some of the many ways and groups you can use. The possibilities are endless; check with your facilitator.

Athletic team
 Musical group
 Donate blood
 Community Theater/musical
 County fair
 Hospital volunteer
 Science fair
 Community leadership position
 Observe court proceedings
 Church activity volunteer
 Red Cross
 Woman's Refuge
 Haven Humane
 Turtle Bay
 Rescue Mission
 Disaster relief
 Community project
 Visit a rest home

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.)

| <u>Courses</u> | <u>Credits</u> |
|-----------------------|-----------------------|
| English | 40 |
| Geography | 5 |
| Personal Growth | 5 |
| World History | 10 |
| US History | 10 |
| Economics | 5 |

| | | |
|---------------------|-----------|--|
| American Government | 5 | |
| Math | 30 | (two advanced courses are required) |
| Physical Science | 10 | |
| Biological Science | 10 | |
| Physical Education | 20 | |
| Vocational Arts | 10 | Note: Education code permits a student complete an additional 10 credits in Vocational Arts in place of the Fine Arts requirement. |
| Fine Arts | 10 | |
| <u>Electives</u> | <u>60</u> | |
| Total Credits: | 230 | |

Other Graduation Requirements

Proficiency in technology

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 perform at graduation. 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, gowns, and diploma covers from SCA. Students must arrange for their own 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?
