



Parent/Student Handbook

2025- 2026



OUR MISSION STATEMENT:

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

School Staff Information

Meet the School Administrative and Office Staff:

Executive Director, David House
Co-Director, Laura Blachman
Academic Coordinator, Hannah Noble
Special Education Coordinator, Greg Bailey
Student Services Coordinator, Valerie Taylor
Office Manager, Jody Nelson
High School Coordinator, Amy Caples
Registrar, Stacey Farber
Educational Services Manager/Librarian, Tony Cervantes
Alturas Librarian and Accounts Payable, Crystal Chavez
Assistant Librarian Redding, Natalie Moutard
Assessment Coordinator, Lisa Bernal
Innsbruck Office Assistant, Shawna Bennett
Student Records & Enrichment Partner Coordinator,
Loraine Colbert

SVA Locations

Innsbruck Resource Center – 2992 Innsbruck Drive, Redding, CA 96003
530-708-5629
Crossroads Curriculum Center – 3070 Crossroads Drive, Redding, CA 96003
530-708-2949
Mtn. View Resource Center – 675 Shasta View Drive, Redding, CA 96003
530-708-2949
SVA Business Office – 214 West 1st Street, Alturas, CA 96101
530-233-3861 | 530-233-3864 fax

SVA Website:

www.shastaview.org

Board of Directors:

Chairperson: Bonnie Simmons, Secretary/Treasurer: Trinity Evanson
Board Members: Tricia Watson, Jeff Curtis, Matthew Roberts



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Who we are...

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

Mission and Vision

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

Our Educational Vision:

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

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



Student Learning Objectives (SLO's)

As part of the Western Association of Schools and Colleges (WASC) accreditation process, the following SLO's were written and approved by staff and our educational partners. The SLO's describe the skills that each of our graduating seniors should possess before they leave high school. Each skill is linked to one or more California State (or National) Content Standards.

Students will be:

SLO #1 Academic Achievers who:

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

SLO #2 Effective Communicators who:

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

SLO #3 Responsible Citizens who:

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



Website

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



Student Enrollment

Admission

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

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

Online Enrollment

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

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



The Role of the Parent/Guardian

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

- Understand and follow the Master Agreement and Acknowledgement of Responsibilities.
- Help plan the academic year for each student with the assigned Shasta View Academy (SVA) Teacher.
- Work with the SVA Teacher to choose the curriculum and course of study.
- Participate with student's learning and assignments on a daily basis.
- Correct and monitor student work on a daily basis so skills are completed and practiced correctly.
- Complete the required math pacing worksheet on a weekly basis and submit to the SVA Teacher.
- Help the student organize his/her work, both for daily accountability and for meetings with the SVA Teacher.
- Meet on a scheduled basis with the SVA Teacher no less than one time per 20 school days. If you must reschedule, notify the SVA Teacher in advance.
- Bring all corrected and graded work for grades TK-8 to meeting with the SVA Teacher, unless previously agreed to by the SVA Teacher and parent. If the student(s) is grade 9-12, the SVA Teacher will give final grades for the work completed. If a meeting is missed or assignments are missing, the SVA Teacher MUST issue a Non-Compliance Report.
- Monitor student work to be sure it is original and completed by the student. Assignments must not be copied, plagiarized or produced using Artificial Intelligence (AI) applications.
- Provide appropriate, graded work samples each month for student learning records.
- Take responsibility to keep the SVA Teacher informed of successes, issues, and concerns, including questions as to whether support services might be necessary.
- Read Parent Square emails and use the school website (www.shastaview.org) for additional resources.
- Facilitate student participation in State required testing.
- Facilitate student participation in school wide assessments.
- Provide transportation to and from school activities such as state-mandated testing, field trips, and tutoring, when applicable.
- Pick up students on time at SVA Resource Centers when classes are over.
- Maintain logs and records as requested or required.
- Acknowledge that all learning resources used print, non-print, technology, etc., are the property of the school and all material must be returned to the school when you are finished using them and/or at the end of the school year.



The Role of the Shasta View Academy Teacher

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

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

- Issue a Parent/Student Handbook and High School Guide and Catalog (when applicable).
- Meet with the parent/guardian/students a minimum of once every 20 school days to assess and record progress and attendance for each student.
- Administer and/or assist with the coordination of internal assessment for students grades TK-11.
- Review assessment results and work with the family to direct instruction toward academic growth and achievement.
- Advise on curriculum offerings from the school catalogs and library.
- Review student work at Learning Period Meetings and discuss student progress with parents.
- Verify that student work is original and completed by the student.
- Provide direct tutoring instruction when appropriate for student progress.
- Answer a family's questions, in person, or via phone, text or email, as they arise.
- Serve as a liaison between the family and the School Administration, Staff, and Enrichment Partners.
- Discuss and assist with the Enrichment Partner orders for student/parent.
- Keep current with school policy and procedures and notify students and families of any changes that affect them.
- Verify student attendance records.
- Verify student learning and document progress in Student Assignment and Learning Record file.
- Review **all** work completed by the students in the learning period.
- Evaluate and grade all high school students' assigned work and mentor online course work.
- Communicate with the parent about student accomplishments, standards met, and assignments completed. Leave the meeting with a list to be used to complete the monthly learning record.
- Ask the family if they have any educational concerns or issues and discuss solutions.
- Help students and parents with any difficult assignments and/or concepts that were completed in the learning period.
- Offer instructional advice and tutoring if needed.
- Attend any Special Education IEP meetings for assigned students and maintain communication with Special Education staff.
- Note and research questions the family may have regarding their child's educational program.
- Ensure that each student has the appropriate curriculum. Discuss and implement changes if needed.
- Collect and review the completed math pacing worksheets on a weekly basis.

- Review the completed Attendance Log, PE and Elective Logs. Have the family make corrections if needed.
- Collect completed logs.
- Collect appropriate work samples each Learning Period.
- Give each student a list of assignments and/or expectations for the next learning period.
- Give the family all forms and logs to be completed for the next learning period.
- Deliver educational materials ordered for the student and collect materials that are no longer being used.
- Discuss Enrichment Partner use. Determine if they are using the Enrichment Partner options or if changes are needed.
- Notify parents and students of school-related updates regarding governance, field trips, testing dates, events, and activities.
- Schedule the next meeting.



The Role of the Shasta View Academy Student

- Focus attention on learning during the school day.
- Complete assignments and aim for the highest standards in quality of work.
- Complete and turn in original work.
- Take part in some of the extra opportunities/activities provided by the school.
- Attend assigned online or in person classes.
- Bring questions and problems encountered while completing curriculum to the parent or the assigned SVA Teacher.
- Behave respectfully when attending SVA field trips or events.



Monthly Meetings with your SVA Teacher

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

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

The following worksheet is an example of a document that could be used by the parent and shared with the SVA Teacher to report student work and activities completed for the learning period.



Learning Period Progress Report

Student Name: Joe Student

Learning Period: 8-15-25 through 9-20-25

Assignments/Activities Completed:

Language Arts

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

Mathematics

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

Science

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

Social Studies

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

Curriculum Needs/Changes

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



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

Daily Logs for Attendance

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

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

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

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

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

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

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



Shasta View Academy MA Attendance Log

Student Name:

Student ID:

Grade Level: 5

LP: 2

Teacher Name:

Teacher Number:

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

Possible Days: 19 Days Claimed: 19

Mr. Smith
Teacher Signature

_____ Date

Minnie Mouse
Parent/Guardian Signature

9/25/20
Date

Monday 08/31 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☒ Science (5-8) ☐ Social Studies (5-8)	Tuesday 09/01 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Wednesday 09/02 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☒ Science (5-8) ☐ Social Studies (5-8)	Thursday 09/03 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Friday 09/04 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)
Monday 09/07 No Classes Today	Tuesday 09/08 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Wednesday 09/09 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☒ Science (5-8) ☒ Social Studies (5-8)	Thursday 09/10 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)	Friday 09/11 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)
Monday 09/14 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☒ Science (5-8) ☐ Social Studies (5-8)	Tuesday 09/15 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)	Wednesday 09/16 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Thursday 09/17 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Friday 09/18 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)
Monday 09/21 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)	Tuesday 09/22 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Wednesday 09/23 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)	Thursday 09/24 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☒ Social Studies (5-8)	Friday 09/25 ☒ Language Arts (5-8) ☒ Mathematics (5-8) ☒ Physical Education (5-8) ☐ Science (5-8) ☐ Social Studies (5-8)

Student:

Teacher:

Report: MA Attendance Log

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Daily Logs for Physical Fitness

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

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

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

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

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

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

Log completion:

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

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

Monthly P.E. Log

LP 2

Dates: 9/5/23-9/29/23; 19 days

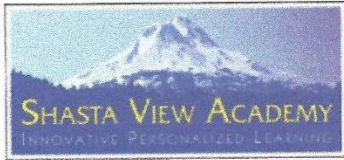
Student Name: Joe Student

Date: 9/4/23 HOLIDAY LABOR DAY	Date: 9/5/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/6/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/7/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/8/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Total Weekly Minutes <u>195</u>
Date: 9/11/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>60</u>	Date: 9/12/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/13/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/14/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/15/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Total Weekly Minutes <u>225</u>
Date: 9/18/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/19/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>60</u>	Date: 9/20/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/21/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/22/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Total Weekly Minutes <u>240</u>
Date: 9/25/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/26/23 ☐ Jog/Run/Walk ☐ Martial Arts ☒ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>60</u>	Date: 9/27/23 ☐ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☒ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/28/23 ☐ Jog/Run/Walk ☐ Martial Arts ☒ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Date: 9/29/23 ☒ Jog/Run/Walk ☐ Martial Arts ☐ Strength Training ☐ Team Sports ☐ Aerobics/Dance ☐ Bicycling Total Time <u>45</u>	Total Weekly Minutes <u>240</u> Monthly Total: <u>900</u>

Daily Logs for Time-Dependent Elective Courses:

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

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



Shasta View Academy HS Applied Music

Student Name: Sam Student
Teacher Name: Sally Teacher

Student ID:
Teacher Number:

Grade Level: 11 LP: 9
Date Range: 04/03/2023 - 04/28/2023

Possible Days: 14 Days Claimed: _____

Week 1	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Hrs [H:MM]
Monday 04/03	Practice Piano	30
Tuesday 04/04	Piano Lesson	45
Wednesday 04/05	Practice	60
Thursday 04/06	Practice	60
Friday 04/07	No Classes Today	Total 230 45

Week 3	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Hrs [H:MM]
Monday 04/17	Practice	45
Tuesday 04/18	Lesson	45
Wednesday 04/19	Practice	45
Thursday 04/20	Practice	45
Friday 04/21	Practice	Total 240 60

Week 4	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Hrs [H:MM]
Monday 04/24	Practice	45
Tuesday 04/25	Lesson	45
Wednesday 04/26	Practice	60
Thursday 04/27	Practice	60
Friday 04/28	Practice	Total 270 60

Summary

Total Attendance	LP Total = 950 minutes	0:00
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Student Work Samples:

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

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

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



Monthly Checklist for Student Records

I have the following ready for my SVA Teacher:

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

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



Learning Period Progress Report

Student Name: _____

Learning Period: _____

Assignments/Activities Completed:

Language Arts

Mathematics

Science

Social Studies

Electives

Curriculum Needs/Changes

The following worksheet is another form that families may want to use to record student work/progress each month.

Monthly Work Log

Name: _____

Learning Period (1-10): _____

Subject	Grade	Text, Core Materials	Lesson/Chapter and page #'s	Concepts Learned or Skills Practiced
Example:	93% 98%	Glencoe Algebra 1	Chapter 1, p. 1-25 Lesson 1-1 to 1-4	Binary Equations Quadratic Equations
Language Arts Reading Comprehension Vocabulary Phonics				
Language Arts Spelling/ Grammar/ Handwriting				
Language Arts Writing				
Mathematics				
Science				
Social Studies				
Electives or Enrichment Partner Activities				



Live Interaction and Synchronous Instruction Opportunities

In June 2022, the California Assembly passed AB 181 adding some elements to the existing independent study law regarding live interaction with students and attendance at synchronous instruction opportunities to insure student safety. The bill added a requirement that Independent Study programs provide opportunities for live interaction and/or synchronous instruction and tiered support for students who are not engaging in the offered opportunities. SVA developed the plan below to meet the state requirements. Your SVA teacher will note any live interaction and/or participation in synchronous instruction opportunities each learning period. If a student does not meet the threshold for 50% participation, the SVA Teacher will send a letter via email to the family. The letter is sent to meet the requirements outlined in the law.

Opportunities for “Synchronous Instruction”

- As per AB 181, each SVA Teacher will offer an opportunity for synchronous instruction on a daily basis.
- Your assigned SVA Teacher will establish a time each school day to offer a synchronous learning opportunity via Zoom/Google Meet for the students on their roster. Student participation in the daily sessions is encouraged but not mandatory.
- The SVA Teacher will document participation in the synchronous learning opportunities on a daily basis and record attendance in SVA classes or other live interaction with SVA staff members (Special Education staff, SVA Specialists, Library staff, etc.) on a participation spreadsheet. The information below shows the interaction requirements by grade level included in AB 181:
 - Grades TK-3: SVA staff must provide opportunities for **daily** synchronous instruction throughout the school year.
 - Grades 4-8: SVA staff must provide opportunities for both **daily live interaction** and **weekly synchronous instruction** throughout the school year.
 - Grades 9-12: SVA staff must provide opportunities for **weekly synchronous instruction** throughout the school year.
- This year, our SVA Teachers are required (per AB 181), to initiate reengagement strategies if a student has not participated in 50% of the synchronous instruction or live interaction opportunities offered for their grade level. The re engagement strategies included in the bill are outlined below:
 - (1) Verification of current contact information for each enrolled pupil.
 - (2) Notification to parents or guardians of lack of participation.
 - (3) A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - (4) A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the

pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g).

- SVA respects a family's right to organize their day and implement their student's personalized learning plan to meet the student's needs. If your student(s) don't meet the 50% threshold outlined in AB 181, your assigned SVA Teacher will reach out via an email to be sure that your child is doing well and ask if you have any needs. You are not obligated to reply to your Teacher unless you have a need for assistance.

Opportunities for "Live Interaction"

- As per our program guidelines, the SVA teacher of record is available for student and parent interaction each school day between the hours of 8:30 AM and 4:00 PM via phone, text, internet and in person when scheduled. SVA policy requires that SVA teachers reply to contact made by students and parents within 24 hours.
- Other school staff (office personnel, librarian, academic specialists, high school coordinators, and administrators) will also provide opportunities for live interaction each school day between 8:30 AM and 4:00 PM.

Definitions:

"Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by a teacher or teachers of record for that pupil pursuant to Section 51747.5 or the certificated employee of the local educational agency providing instruction for course-based independent study."

"Live interaction" means interaction between the pupil and LEA classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.



Communication

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

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

“ParentSquare” Intra School Information System – <https://www.parentsquare.com/schools/5358/>. Our school uses this online program to provide a safe way for school administration, teachers, and staff to connect via email or text. This program will be used to keep families updated regarding important information, dates, and to sign up for field trips and school activities. Default notifications are set to be delivered instantly. If you prefer to have all of the notifications sent at one time at the end of the day, you can change the delivery options from instant to daily digest notifications. You also have the ability to set the notifications to arrive via text or email. Both adjustments to the program can be made in settings. You will receive a welcome email once the student(s) are fully enrolled.

School Website – www.shastaview.org has helpful information about our school program, the Enrichment Partner list, forms, calendar, a mathematics page, a writing program page, High School program information, Board of Director information, School Board and Advisory Council information.

The links below take you to helpful pages found on the school website:

Calendar: <https://www.shastaview.org/Calendar/>

Resources (Math Page, Mental Health, Online Supplementary Resources, Parent Forms, Parent Resources, Standards and Testing Resources: <https://www.shastaview.org/Current-Families/index.html>)

Events/Activities (Field Trips/Community Opportunities/Student Showcase): <https://www.shastaview.org/Current-Families/EventsActivities/index.html>

High School: <https://www.shastaview.org/High-School/>

Enrichment Partners: <https://www.shastaview.org/Current-Families/Enrichment-Partners/index.html>



Coursework/Classes

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

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



Student Assessment

State Assessment

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

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

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

The following tests are required by the State of California:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Administered Assessments

Our school is committed to student achievement and progress. The following assessments have been chosen to give school staff and parents valuable information that will be used to create and implement a personalized learning plan designed to meet student needs. Students grades TK-11 will be assessed a minimum of two times each year, preferably in September and again in March. Results will be used to track student progress and may be used to generate lessons that address gaps in skills and understanding.

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

Transitional Kindergarten

TK students will be screened using a checklist aligned to the California Learning Preschool Transitional Kindergarten Learning Foundations. The checklist will be completed collaboratively between the parent, SVA Teacher and Reading Specialist. It includes skills and knowledge that students typically

acquire between 3 and 5 1/2 in an early learning environment. Students will meet with the SVA Reading Specialist twice a year to review the foundations and complete the checklist.

Kindergarten

Students will complete a beginning of the year and an end of the year standards based activity to provide a baseline and demonstrate mastery of grade level Language Arts and Math skills. This is a pencil and paper activity that will be administered twice a year by the Reading Specialist or the SVA Teacher.

Kindergarten - 2nd Grade:

Students will complete a state approved universal screener by Multitudes at least once per year. It will be administered in person with the SVA Reading Specialist or the assigned SVA Teacher. The screener is used to identify students that could be at risk for reading difficulties so that early intervention can be provided. It is a 1:1 in person, digital screener.

Grades 1-11

Students will be assessed using the online i-Ready Assessment Program to identify a student's reading and math skill level. This assessment is an online diagnostic program and will be administered a minimum of two times per year at home or by school staff.

Grade 12

12th grade High School students will also be evaluated internally by their SVA Teacher using the work that is completed and the assessments included in their assigned curriculum.

i-Ready Assessment for Grades 1-11

i-Ready® Diagnostic & Instruction was chosen for students grades 1-11 because it provides our students with an innovative diagnostic assessment and engaging instruction. The focus of this online program is reading and math. Students grades 9-11 will be assessed at the start of the year to establish a reading and math level to help determine curriculum level and needs. After the first assessment, high school students testing at or above grade level will not be required to complete a second i-Ready assessment.

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

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

Reading

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

Math

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

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

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

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

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

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

i-Ready Website is accessed through the student's Clever portal:
<https://clever.com/in/shasta-view-academy>

Writing Assessment for Grades 1-12

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

Evaluation and Grading

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

Letter Grade Scale for Grades TK-12

A+	97-100
A	93-96
A-	90-92
B+	87-89

B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Optional Grading Scale for TK-2

O	Outstanding
S	Satisfactory
N	Needs Improvement



Support for Students Performing Below Grade Level

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

1. Students will complete the internal assessments at the beginning of the year using the following programs: Pencil and paper reading and math screener (TK), Multitudes Reading Screener (grades K-2), i-Ready (grades 1-11), and writing assessments (grades 1-12).
2. If student assessment scores for grades 1-11 are one or more grades below their assigned grade, the SVA Teacher, and Academic Specialists (if appropriate) will create an Academic Growth Plan (AGP) in cooperation with the parent.
3. The plan will be signed by the parent and the SVA Teacher.
4. The AGP plan for students scoring one grade level below their designated grade will consist of one strategy per subject area of need (English Language Arts and/or Mathematics).
5. The AGP plan for students scoring two or more grade levels below the student's designated grade will consist of two or more strategies per subject area of need (English Language Arts and/or Mathematics).
6. High School Students working below their grade level will receive support for their assigned courses which may include tutoring with SVA Academic Specialists and the assigned SVA Teacher.
7. The following are options that may be included in the plan:

- Extra tutoring/instruction with assigned SVA Teacher
 - Extra tutoring/instruction with Academic Specialists (reading, writing, math)
 - Use of i-Ready diagnostic lessons
 - Use of i-Ready diagnostic workbooks
 - Use of prescribed online programs and/or applications
 - Attending supplementary writing and/or math classes
 - Selection of curriculum appropriate for intervention and supplementation
8. SVA Teachers will discuss student progress with intervention strategies at each learning period meeting with the parent/guardian. Parents will have an AGP log to track time spent each learning period on intervention. The log will be turned in to the SVA Teacher each learning period to verify compliance with the plan.
 9. If students are making academic progress and can demonstrate grade level standards mastery, the AGP plan can be revised to better serve the student or the student may exit the plan.
 10. If students are not making progress with the assistance of staff and interventions, the support team may call a Student Success Team (SST) meeting to discuss other strategies and the option of assessment for special education services.

Student Success Team

If a student is having difficulty learning and does not have an active IEP, our school has a Student Success Team (SST) process to help determine what the issues might be, if there are intervention strategies that can be implemented to help with academic growth, and finally, to determine if a student may need to be tested for Special Education eligibility.

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

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

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

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

- Provides valuable information and another viewpoint for planning an effective educational program.

- Share the child's strengths and concerns with the school staff.
- Participates in the development of a positive intervention plan for their child.
- Oversees student engagement in the prescribed SST intervention activities.



Special Education Services

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

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

By law, our school is required to provide Special Education Services the first day of enrollment and hold an Interim/30-day placement meeting within 30 days of that enrollment date. Our online enrollment process asks if a student has a current IEP or has received IEP services in the past. If your student has an active IEP we ask that you provide a copy of that document so we can be prepared to properly serve your student the first day of school attendance. 504 Plans follow the same requirements and procedures.

SVA offers a full range of services for students with special needs with the following service providers: Special Education Teachers, School Psychologist, Speech and Language Pathologist, Occupational Therapist, Adaptive PE Instructor, and an Assistive Technology Specialist. Our independent study model requires that students receive most of their academic instruction at home with their parent(s) on a daily basis and receive support, guidance and direct instruction from our qualified special education staff and specialists. If you have questions regarding our program or the Special Education process, you may contact Greg Bailey, Special Education Coordinator at gregb@shastaview.org or David House, SVA Director at davidh@shastaview.org.

The Referral Process for Special Education Services

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

SVA works with the student's family to implement all options available within the general education model before a referral to special education is made. Options may include accommodations, research-based instruction and materials, consultation with academic specialists, education specialists,

school nurse, school psychologist or other appropriate staff. When general education options have been exhausted and the student has not shown sufficient progress, then referral to special education may be appropriate.

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

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

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



Student Non-Compliance with SVA Program Requirements

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

Non-Compliance Notification

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

Non-compliance notifications are issued for the following:

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

Students who establish a pattern of not meeting their obligations may not be appropriate for SVA's Independent Study Program. A student may have a gap in time between non-compliant occurrences, or they may go through the three occurrences consecutively. For the student's sake, it is best to determine, as quickly as possible, if they are appropriate for our program and capable of working on their own. If a student has three Non-Compliance occurrences in a year, the school will conduct a "Best Interest Evaluation" to determine if it is in the best interest of the student to remain enrolled in the school's independent study program.

First Occurrence:

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

- The SVA Teacher, parent, and student sign the NCN and it is placed in the student's file.
- A copy of the NCN is emailed to the School Director.

Follow-Up Meeting in one week:

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

Second Occurrence – SVA Teacher will:

- Fill out a second Non-Compliance Notification. (Distribute as directed above, amend attendance to reflect lack of compliance during the current five-day period).
- Schedule a meeting with the parent/student/teacher and the School Director or designee.
- The group discusses the student's ability to be successful in an independent study model and may suggest disenrollment from the program if progress isn't made toward compliance.
- Corrective actions outlined in the NCN are due within five school days.
- The Student's Enrichment Partner and monthly subscription privileges will be suspended until the student is in compliance for 2 learning periods.

Follow-Up Meeting in one week:

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

Third Occurrence – SVA Teacher will:

- Fill out a third Non-Compliance Notification. (Distribute as directed above)
- Schedule a meeting with the parent, student, and the School Director.
- Corrective actions outlined in the NCN are due within five school days.
- The Student's Enrichment Partner and monthly subscription privileges will be suspended until the student is in compliance for 2 learning periods.
- The School Director will initiate a Best Interests Evaluation to determine if it is in the best interests of the pupil to remain enrolled in the SVA Independent Study Program.

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

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

The **third occurrence** requires a meeting with the SVA Director, SVA Teacher, parent/legal guardian and triggers a Best Interest Evaluation to determine if it is in the best interests of the pupil to remain enrolled in the school's independent study program. Once the Best Interests Evaluation is complete, a determination is made. If it is determined that our program is not an appropriate placement, notification will be given to the parent/guardian in writing. Upon receipt of the notification, parents/guardians may request a hearing that follows SVA's disciplinary hearing protocols to discuss the school's findings.

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

Student Name: _____ Grade: _____

SVA Teacher Name: _____ Date: _____

Learning period start date: _____ Learning period end date: _____

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

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

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

Non-compliance:

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

Subject area(s): _____ Percent of work completed: _____

Days of attendance possible: _____ Days of attendance earned: _____

- ☐ Parent/Student missed a scheduled meeting.

Date(s): _____

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

Date(s): _____

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

Subject area(s): _____

Percentage Completed: _____ Description: _____

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

☐ Student missed scheduled assessment session(s).

Type of assessment: _____ Date(s): _____

Plan for Improvement:

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

Date(s) when action(s) will be complete: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

SVA Teacher Signature: _____ Date: _____



Educational Materials

There are three ways that a parent can receive core curriculum and educational materials:

- SVA Teachers order core curriculum and materials and arrange for pick up or delivery to families. Parents, with assistance from their SVA Teacher, choose which materials their child(ren) will use. The parents review the appropriate catalogs, talk with their SVA Teacher, and decide on the appropriate curriculum for each course of study. SVA has many approved educational materials and curricula choices available for parent selection.
- Parents can visit SVA's Redding or Alturas school libraries and are welcome to check out supplemental materials during their visit. Parents should speak with their SVA Teacher before checking out new core curriculum options. (Core curriculum can be reviewed at the library but must be checked out through your SVA Teacher.)
- Request materials via the SVA Online Library, which is stocked with a variety of educational materials and curriculum.

Library

The school has onsite libraries in Alturas and Redding. Both locations are open daily during school hours and parents and teachers are encouraged to use these sites.

Our library is also available online at: <https://shastaviewacademy.follettdestiny.com>

- Parents, students, and SVA Teachers can go on the website to find materials they wish to put on hold for checkout.
- Parents can place a hold using the student account.
- When items are available, they can be placed on hold and picked up from the school site or parents can arrange for delivery during LP meetings with the SVA Teacher.

Note: All non-consumable materials provided to the student are the property of the school. Families must return the materials to the SVA Teacher or a school site at the end of each school year. Exceptions include functioning Chromebooks, math manipulatives and large musical instruments. If materials are not accounted for at the end of the school year, the SVA Teacher will inform the Librarian and families will be held responsible for the cost or replacement of missing items. The school reserves the right to withhold files and transcripts if a student disenrolled with an outstanding bill (e.g., materials are not returned or have been destroyed). If materials are not returned at the end of a school year, new materials will not be ordered or delivered to the student until outstanding items have been returned or the school has been reimbursed for missing curriculum.

Chromebooks for Student Use

SVA promotes the use of computer technology in its instructional program in order to facilitate learning and teaching. The SVA library has Chromebooks available for students to check out for home use. Parents may request a Chromebook using a form located on the school website. The parent must fill out the Technology Acceptable Use Agreement on the form which includes the rules for Chromebook use. The technology device is for school use only and may not be used by the parent or the student for personal business or entertainment. Parents are responsible for notifying the school if the technology device is damaged and may be responsible for repair costs or replacement.

SVA is using SECURLY, a web filtering application on all school laptops and Chromebooks. The program was chosen to help provide a safe, more productive digital experience for our students. SECURLY provides web filtering, device management, self-harm detection, and a parent application that is easy to use while adhering to data privacy and management laws. Parents will receive a welcome email from SECURLY upon enrollment. The email will include directions for setting up a username and password on the application.

Parents are encouraged to download the Home App to monitor student activity.

SECURLY- <https://www.securly.com/home-parent>

The following items MAY be purchased by the school for student use:

Textbooks

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

Full Curricula

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

Audio/Visual Materials

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

Online High School Courses

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

Computer Software

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

Instructional Kits

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

Manipulative Materials

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

Art Materials

- Students may order art supplies valued at \$60 or less per year.
- The student Master Agreement must include a subject or course of study related to art.

- Orders will be placed after October.
- All materials must be an instructional resource (i.e. brushes, paints, clay, colored art pencils).

The following items may NOT be purchased for student use:

Religious Curriculum or Materials

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

Physical Education

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

Miscellaneous Materials

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



Field Trips and Events

SVA offers a wide array of field trips and events throughout the school year for our families. Our effort is to have one field trip per month throughout the school year. Opportunities are shared with parents through our ParentSquare communication system and the SVA Teachers. These trips are an excellent opportunity to meet other families while giving your children hands-on educational experiences in our communities.

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

Field Trip Protocol:

In an effort to minimize field trip no-shows, the following field trip procedures will be implemented:

- All notices for SVA field trips will be sent to families via our ParentSquare communication application.
- Field Trip signups are sent out with an RSVP feature in ParentSquare or with a link to a SignUpGenius sign-up option. <https://www.signupgenius.com/> The sign up will be sent to parents at 6 p.m. on the date referenced in the notice announcing the field trip.
- Field trips are open to all Shasta View Academy families. Most trips include attendance by one parent and the SVA students. There is a disclaimer section of each field trip notification with specific parameters (i.e. appropriate grade levels, cost for additional family, non-SVA family members, etc.). It is important that families read this information.
- Most field trips are planned to span multiple grade levels in order to accommodate entire families. On occasion, a trip may be restricted to specific grade levels due to the trip vendor, the field trip location, or the nature of the activity.
- A reminder email will be sent to families who signed up for the trip through ParentSquare or SignUpGenius 1 week prior to the field trip date with details.
- If you have signed up for a trip and cannot attend it is important that you contact the field trip coordinator to cancel your reservation. Each trip has a waiting list and we will fill vacated spots with families on the waiting list.
- If you do not attend and do not contact the field trip coordinator you will be placed on a no-show list. Families who are placed on the no-show list will have to reimburse the school for the cost of the tickets and, if repeated, may lose field trip attendance privileges.

Contact Info:

Email: Fieldtrips@shastaview.org

Field Trip Calls/Voicemails/Texts: 530-727-8343

Current List of Field Trips: Most current list will be at this link. <http://bit.ly/SVAFieldTrips>

Opportunities: Non-field trip events.

<https://www.shastaview.org/Current-Families/EventsActivities/index.html>

Have Field Trip Ideas? <http://bit.ly/SVAFieldTripIdeas>

Field Trip Feedback Survey: <http://bit.ly/SVAFieldTripSurvey>

Field Trips and Events Supervised by SVA Staff:

In addition to field trips offered for all grade levels with parent attendance, SVA offers middle and high school trips away from home several times each year. It is important that students and parents understand the school's expectations for conduct and adhere to the standards outlined below when attending these school events. Students attending field trips will be required to have a parent fill out a permission slip. Students attending activities supervised by SVA staff will be required to sign the acknowledgement document below.

Shasta View Academy Student Conduct Requirements

SVA students attending school events or field trips must adhere to the following conduct requirements. Conduct that violates the requirements will initiate disciplinary action and may lead to a call to parents to pick up students, school suspension or expulsion. We appreciate your cooperation. Please read and sign below to confirm knowledge and agreement with the requirements.

While under school jurisdiction, students are required to conduct themselves at all times in a manner that is in the best interest of the school and community.

It is expected that students will:

- A. Conform to reasonable standards of speech, conduct, and dress and refrain from vulgar, obscene, and disrespectful conduct directed toward staff and other students.
- B. Refrain from violating or impairing the rights of others, including physical abuse, sexual harassment, hazing, and conduct considered "bullying" as defined in state law and prohibited under School policy.
- C. Refrain from conduct that deprives other students of an orderly atmosphere for learning.
- D. Refrain from knowingly possessing, handling, or transmitting any object that can reasonably be considered a weapon.
- E. Refrain from the use, transmission, or possession of alcoholic beverages, hallucinogens, narcotics, chemical inhalant substances, or drugs not prescribed by an appropriately licensed physician or medical professional; nor be on school premises when school is in session or at any school-related activity or event after having used or consumed or utilizing any quantity of the same.
- F. Refrain from the use, transmission, or possession of tobacco or vaping products, including matches, lighters, or any incendiary device, or electronic type smoking devices on school premises or at any school related activity or event.
- G. Refrain from malicious and willful damage, destruction, or theft of school or private property.
- H. Comply with the directions of administrators, teachers, or other authorized school personnel during any period of time when under the authority of school personnel.
- I. Refrain from any inappropriate physical display of affection while at school, on school property, or at any school related activity or event.
- J. Conduct by a student in any manner which interferes with activities or involves substantial disorder, or invasion of the rights of others, is a basis for disciplinary action including suspension or expulsion of the student.
- K. Students may use phones with permission from SVA Teachers or event leaders. While using a cell phone or other electronic device, students are not allowed to access any material that would be recognized as inappropriate.

I understand and agree to the SVA Student Conduct Requirements.

Student Signature

Date

Parent/Guardian Signature

Date



Enrichment Partners (EPs)

Our school has agreements with Enrichment Partners (EPs) to offer enrichment and instruction in elective and core subject areas. Each student, with agreement from the SVA Teacher, has the opportunity to take advantage of the activities/lessons offered by the school's EPs. An appropriate and corresponding course must appear on the student Master Agreement and be part of their individualized learning plan.

Amount Allowable: The maximum amount the school can cover is \$120 per student per month. This may be a combination of multiple courses. If a student exceeds the \$120 per month limit, the parent is responsible for paying the EP the amount of the overage.

EP Enrollment Process: Enrollment opens at the beginning of each semester, and families have until the last day of LP2 (in the first semester) and LP7 (in the second semester) to submit their requests.

- Before a student can begin an EP activity or lesson, the parent must sign a "Family Enrichment Partner Policies Agreement Form" (Available on Parent Square, the school website, or from your SVA Teacher.)
- Parents review the list of EPs and contact the partner to let them know they are interested in using their services.
- After the EP is chosen, the parent needs to complete an "EP Request Form." The form is available on Parent Square, the SVA website, or it can be provided by your SVA Teacher.
- Once the "EP Request Form" has been completed, including all required signatures and the amount requested per month, the form can be turned in to the student's SVA Teacher or emailed/faxed to the main SVA office.
- Families will receive notification via email from the SVA office that the student may begin the EP activity or lesson. **Activities or Lessons attended before you receive written notification from the SVA administrative office will not be paid for by the school.**

Missed Lessons: SVA cannot pay for a missed EP lesson/session. If a student does not attend a scheduled activity or lesson, the parent will need to communicate with the EP and accommodate the EP's policy on absences.

Academic Standing: SVA students using EP services must be in good academic standing. SVA will suspend payment for Enrichment Partner activities if a student receives 2 non-compliance notifications from their SVA Teacher. The student must be in compliance with SVA's work production requirements for 2 learning periods before the school will reinstate payment for the student's EP activities (classes, gym memberships and monthly subscriptions).

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

Withdrawal from EP: Students who cancel an Enrichment Partner mid-semester will not be allowed to begin a new EP activity/lesson until the start of the next semester. Any time a student withdraws from an EP activity/lesson prior to the end of the school year, an EP Cancellation Form must be completed online. No EP cancellation form is needed at the end of the school year.

EP Contact Information:

<https://www.shastaview.org/Current-Families/Enrichment-Partners/index.html>. If you have additional questions regarding EP processing, contact your student's SVA Teacher or the EP Coordinator at enrichment@shastaview.org.



High School Information

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

<https://www.shastaview.org/High-School/>

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

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

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

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

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

Courses Needed for Graduation

The goal at the end of four years of high school is to earn a California High School diploma. To receive a high school diploma, a student must complete and pass the required SVA coursework of 230 credits, including Algebra I or higher and a College and Career Readiness course. Please see the course requirements worksheet on page 51.

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

Our school offers our high school students an opportunity to explore different college and career paths through the college and career readiness program. This program enables students to develop the knowledge, skills, and attitudes needed to successfully:

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

This college and career course is required for graduation from our school for all incoming high school students. Students will receive 5 credits for the course. The completion of the course includes online course work, weekly attendance and participation, and an end-of-semester presentation.

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

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

Career Technical Education

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

Each pathway requires a minimum of 300 hours of coursework. This equals a minimum of 3 courses of study, including an introductory course, a concentrator course, and a capstone course. Courses must be taken in sequential order. Please consult your SVA Teacher or High School Coordinator for the specific courses needed for any pathway completion.

SVA offers pathways in the following areas:

- Natural Resource Management
- Business Management

- Engineering Design
- Family and Human Services
- Food Service and Hospitality
- Emergency Response (Fire Science)
- Information Support and Services
- Patient Care
- Agricultural Science
- Animation
- Visual/Commercial Art
- Game Design
- International Business
- Child Development
- Cosmetology
- Biotechnology
- Mental and Public Health
- Networking
- Systems Programming
- Web and Social Media Programming
- Games and Simulations
- Marketing
- Entrepreneurship
- Public Safety
- Emergency Response
- Legal Practices

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

CIF High School Sports

SVA is a new member of the California Interscholastic Federation for High School Sports. In the 2025-2026 school year SVA plans to participate in the following individualized sports: co-ed cross country (fall), co-ed wrestling (winter), co-ed tennis (spring) and co-ed golf (spring). Our school is focusing on individualized sport opportunities because we do not have facilities to host team options at this time. We will need a minimum of six students interested in participating in each sport in order to compete as a team in the league. The school will provide a coach if the minimum number of students is met for each sport. Students must turn in a completed [Athletic Clearance Packet](#) before they can participate in practices and/or competitions. **Please note that parents/guardians are responsible for transportation to sport practices and events.**

Course Load

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

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

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

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

High School Students must be enrolled in our school for a minimum of one semester in order to receive a diploma from SVA.

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

Repeated Courses:

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

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

Or

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

Or

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

How Much Time Should Be Spent Studying Each Day?

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

Note: Rigorous A-G classes may take more time.

Grading in High School

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

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

A = 90 -100% mastery of content presented

B = 80 -89% mastery of content presented

C = 70-79% mastery of content presented

D = 60-69% mastery of content presented

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

Community College Coursework

We are very fortunate in California to have a Community College system that allows high school students

to take college classes and earn high school credits and college units at the same time. SVA encourages its students to take advantage of the opportunities a community college offers.

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

Please note the following: Students should be aware that course content for college courses is not altered for concurrently enrolled high school students, and is intended for adults. Therefore, if there is any question of the suitability of a course, please contact the Community College course instructor before registering for the course.

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

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

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

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

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

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

As questions arise, please feel free to contact the High School Coordinator, Amy Caples in the Redding area at amyc@shastaview.org or 530-351-5586.

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

The following chart outlines SVA course requirements for General Ed and A-G students.

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



Resource Center Use and Protocols

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

SVA's school library in Shasta County is located at 3070 Crossroads Drive in Redding. Families may come to the library to browse and check out curriculum and materials, to meet with their SVA Teachers and to attend workshops offered by SVA.

Cell Phone Policy

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

School Dress Code

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

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

Prohibited Misconduct at School Sites or Events

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

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

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

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

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

School Meal Plan Available at the Mtn. View Resource Center

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

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

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

The breakfast meal will consist of:

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

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



California Department of Education Requirements

Comprehensive Sexual Health and HIV Prevention Education Program

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

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

SVA has one online curriculum that meets the state's content requirements. This curriculum includes a middle and high school option. Since the law mandates certain content, this is the only curriculum choice that can be used at SVA to meet the requirement. High school students will receive 2.5 elective credits upon completion of the course.

Curriculum:

Heart Health Education and Relationship Training: <https://www.storylabs.online/heart>
www.californiayouthpartnership.org

The California Healthy Youth Act includes an opt-out clause that allows parents or guardians to excuse their child from comprehensive sexual health and HIV prevention education, using a passive consent or "opt-out" process. In order to opt-out, parents/guardians must submit a letter to SVA requesting that their child not complete the course. This opt-out request must be an original document that includes the

student's name, grade, the parent's signature and the date of the request. If a parent chooses to opt out their child, the request must be made once in 7-8th grade and once in 9-12th.

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



Opportunities for Parent Participation

Board of Directors:

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

Advisory Council:

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

The Director or designee;

- Two (2) SVA Staff Members;
- Three (2) parents of enrolled students;
- Two (2) high school students enrolled in the school; and
- One (1) community member.



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

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

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

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

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

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

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

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