



CHALLENGING STUDENTS TO BECOME THE INNOVATORS AND EXPLORERS OF
TOMORROW

REDDING COLLEGIATE ACADEMY

3200 Adams Lane, Redding, CA 96002 • (530) 224-4240 • Chuck Seligman, Principal

Welcome to Redding Collegiate Academy (RCA), where we challenge students to become the innovators and explorers of tomorrow. We customize your child's learning experience by providing a personalized educational plan in an environment where children thrive. RCA's commitment to building a strong partnership with families is bound to our core belief, that when "we work as a team, we can focus on the most important elements of each child's success."

RCA is a high-performing preparatory school that blends best practices of traditional instruction with e-learning, and real world experiences to equip K-12 students for life.

Becoming part of the RCA family makes you part of a wonderful educational experience that not only propels your child toward reaching their academic potential, but also fosters their development of ideals, values, and the pursuit of interests.

RCA believes that by working together, we can cultivate students' knowledge through many rigorous, interest-based, relevant, and high quality learning experiences.

RCA helps students to identify their character strengths and continue to build them each year. We know that when students become aware of their strengths and then infuse them into educational experiences, the benefits will continue through college and into adulthood.

We are excited that you will be joining us for a year filled with learning adventures. Sincerely,





VISION

RCA is a high-performing preparatory school that blends best practices of traditional instruction with e-learning and real world experiences in order to equip K-12 students for life.

MISSION

Challenging students to become the innovators and explorers of tomorrow.

Redding collegiate academy is an excellent choice for:

- High achieving students who like to set their own pace, master concepts quickly, and conduct in-depth explorations in their areas of interest.
- Students who need additional time to master concepts in a caring and supportive environment.
- Families who want their child's education to support and nurture their intellectual and character strengths.
- Families and students recognize the importance of regular communication and feedback.
- Online (video conferencing) tutoring from your teacher as well as on-site tutoring and small group instruction.
- Students who enjoy a variety of instructional methods. We offer project based learning, technology infused blended learning, complete online learning options, and on-site learning labs.
- Students and families who want easy access to a variety of curriculum resources designed to support student learning.
- Students who have been managing health related issues. Attending RCA supports families as they schedule medical appointments by adjusting meeting times so that students do not fall behind.
- Students who may have experienced bullying. RCA gives your child a fresh start where students can focus on their learning again.
- Families who would like a combination of at-home and on-site education from specialized teachers who have a talent for individualizing instruction for students.



ENROLLMENT PROCESS

A Redding Collegiate Academy enrollment packet may be picked up from our office or downloaded from our website. The following documents are required along with the completed enrollment form:

- One legible copy of the birth certificate or passport
- One legible copy of immunization records or signed medical exemption
- Pre-enrollment survey (included in packet)

If your child has an Individual Education Plan (IEP) or has been on an IEP in the past, please include a copy of the student's most recent IEP. (If the student has been exited from special education, please include a copy of the exit IEP).

Once we have received completed enrollment forms and required attachments, Redding Collegiate Academy will contact you to set up an initial orientation meeting. During this meeting our program requirements will be reviewed and we will answer any questions you may have. Providing all parties are in agreement, enrollment will be finalized.

A master agreement will be completed at the time of enrollment. This document is a state requirement for all independent study students.



MASTER AGREEMENT

The Master Agreement outlines how the teacher, student and parent will work together and how the student's educational program will be structured. It states the maximum interval between meetings, parent, student, and teacher participation requirements at the meetings and documents the location and time of meetings. It also specifies methods of study and evaluation and lists the responsibilities of the student, parent, and teacher as participants in the school.

No enrollment is considered complete until the Master Agreement is filled out and signed by all parties. As a legal document, the terms of the master agreement are not subject to negotiation.

For all re-enrolling or new students, the Master Agreement must be completed prior to the student's first day of instruction.

PARENT ROLES AND RESPONSIBILITIES

Redding Collegiate Academy's model of education is a collaborative effort between the student, parent, and teacher. During our initial meeting, your child's teacher will discuss in detail the elements of the Master Agreement that define roles, policies, and procedures that relate to enrollment.



Parents shall, through specific enrollment and procedural contracts, accept responsibility for their children's daily education. They agree to:

- Be involved and responsible for daily teaching and monitoring the day-to-day student work.
- Collaborate with the teacher to personalize their child's instruction or elect to have their teacher choose their student's curriculum.
- Implement the instructional program under the guidance of the independent study teacher.
- Correct and grade daily work.
- Collaborate with the independent study teacher to review their child's academic achievement.
- Be present at ALL meetings between the independent study teacher and student at a mutually agreed upon location.
- Insure that the student has adequate space and materials needed to complete their school work.
- Insure student attends and has transportation to required state and school-mandated testing.
- Insure student attends and has transportation to services and assessments required by IEP (for special education students).

Parents agree to meet with the independent study teacher at least every 20 school days or as required by student learning needs. The parent or the independent study teacher may request additional meetings.

Parents agree to have their student's progress assessed through current state- and school-mandated tests

In addition to state- and school-mandated assessments, parents agree that their student's progress may be assessed using a variety of the following:

- Parent/teacher observations
- Review of student work at scheduled meetings, during tutoring, and instructional workshops
- E-Learning assessments
- Portfolios
- Student sharing of project-based learning, demonstrations, and presentations
- Unit, chapter, and other summative tests



Curriculum, materials, and classes used by the student shall support the California State Frameworks and Content Standards.

Students may be disenrolled from the program for failing to meet the terms of the policies and procedures laid forth in the Student-Parent Handbook, Master Agreement, Board Policies, and Administrative Regulations.

TEACHER ROLES AND RESPONSIBILITIES

Parents can expect that their Independent Study Teacher will:

- Facilitate the overall educational program of the student.
- Collaborate with parent in choosing curriculum appropriate for their child.
- Collaborate with the parent in developing written assignments for daily work.
- Select and evaluate the required work samples per subject per learning period.
- Meet with student AND parent face-to-face for at least one hour at least every 20 school days. This meeting time may be spent evaluating student work, giving instruction, consulting with parents, observing student activities, issuing assignments, or other. Note: Parent and student communication will be weekly via telephone, email, videoconferencing, during school site events (workshops, labs, and enrichment) to support student success. The frequency of student meetings may be increased based on the needs of the student.
- Review student progress with student and parent at every meeting.
- Consult with parent on student's progress toward meeting grade level standards throughout the year.
- Inform parents of school events and programs.

TEACHER COMMUNICATION

It is our goal to provide exceptional service to each family and as we work together to meet independent study requirements. Parents should expect the following standards to be met:

Your teacher will be available during normal business hours. However, much of an independent study teacher's job involves meeting face-to-face with students and their families. Therefore, all teachers have access to voicemail, fax machines, and computers (for email, videoconferencing, and collaboration). You can expect your teacher to return your calls and emails within one business day. Teachers are not required to work evenings, weekends, or school holidays. Enterprise Elementary School District's board policy requires a minimum of one face-to-face meeting between the independent study teacher, parent and students every twenty school days. Parents have the right to request meetings up to the frequency of one hour per week. Families should also respect the teacher's time and refrain from rescheduling meetings. When it does become necessary to reschedule a meeting, please give your teacher at least 24 hours advance notice. The meeting location will be at Redding Collegiate Academy. However, if your educational program has an online component, then it may be possible to hold meetings through video conferencing.

TEACHER VISITS

RCA cares about their students and we want to help each family support and coach their children. RCA teacher's primary responsibility is to help each child learn by overseeing student progress, making new assignments, individualizing instruction to support learning goals. Teachers appreciate when their families are on time and prepared for the visit. We provide a quiet location with minimal distractions.



K-8 EVALUATION OF STUDENT LEARNING

Your supervising teacher will want to see and hear about your child's progress in each subject. Your teacher will want to look at all the work that your child has completed during the learning period. He/she will ask you for specifics about student lessons, activities, and projects completed during the assignment period. If you have concerns or questions about your child's learning, you may ask your teacher. You can expect your teacher to ask questions about how your son/daughter did on major assignments and give suggestions for upcoming assignments.

HIGH SCHOOL EVALUATION OF STUDENT LEARNING

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

RCA's high school academic counselor will evaluate all transcripts and support the development of 4 year plans for all students.

Each student has a responsibility to communicate their interests, be open and contribute toward making learning enjoyable, team with the teacher and parent(s) to determine assignments, follow through on educational commitments, and complete all assignments.

The supervising teacher, parent(s) and student work together to determine grades. The supervising teacher will gather input from all teachers working with your student. The supervising teacher is the "teacher of record" and they are responsible for assigning grades.

COLLECTION OF STUDENT ATTENDANCE SUMMARY LOG

The teacher with the assistance of the parent document student daily attendance by documenting the assignments completed with the assignments written into the personalized learning plan.

The parent with the assistance of the teacher documents student daily attendance by documenting an assignment or learning activity for each day of the learning period.

UPCOMING RCA EVENTS

Your teacher will share any information about upcoming RCA events. You will also receive a monthly calendar of school events. You have the option to receive text messages that link you to online forms where you can sign

up for school events and activities. You may also synchronize the RCA Google Calendar with your computer or phone.



ASSIGNING LESSONS AND PROJECTS

Your teacher will work with you to assign work in all subjects for the coming assignment period. Your teacher will leave an assignment sheet with the agreed upon assignments listed. The teacher will use this list to confirm completion of the assignments at the subsequent meeting. Families may choose to substitute different assignments during the assignment period as long as the new work is comparable to the original assignment.

COLLECTION OF WORK SAMPLES

Student work samples are the evidence of student attendance for audit purposes and become a portfolio of an individual student's progress. Your teacher will collect the following:

- A cover sheet signed by the parent, each attendance month for assigned subject areas. Work is required to be turned in at the designated appointment time, or no attendance credit may be given. If parents are unable to attend the conference due to an emergency, work may be submitted by a third party, by email, or by fax.
- Grades K-12: Two samples from core subjects per month (language arts, math, science or social studies). Physical Education will require an activity log which documents the completion of the required number of minutes. The parent signature will be on the cover sheet to verify the completion of the required number of Physical Education minutes.
 - Elementary school districts grades 1-8, not less than 200 minutes each 10 schooldays
 - High School grades 9-12, not less than 400 minutes each 10 schooldays
- The teacher will review, provide feedback, and assign attendance credit for all student assignments. They will then collect work samples for each subject from the work. These representative samples will be those that reflect the total scope of work assignments. All work samples will be kept in the student's file. The number of work samples that will be collected will be determined by the district. Work that is not designated as a work sample will subsequently be returned to the student.

Students participate in state testing. The tests are administered on the Redding Collegiate Academy campus.



REPORTING STUDENT PROGRESS

RCA recognizes and honors that each child is unique with individual strengths, talents, and areas of need. Student progress may be assessed by but not limited to a combination of the following:

- Review of monthly work samples
- Parent/guardian and teacher observations
- Formal chapter tests
- Student presentations, projects, and demonstrations
- E-Learning assessments
- Reports visible to parents and teachers within our online curriculum
- Standardized assessments

K-8 Standards-Based Report Cards

Students are evaluated on their progress toward meeting selected grade level standards. The report card will provide information to you that clearly display your child's strengths and areas needing improvement.

High School Report Cards and Transcripts

Grade reports will be given each semester. Transcripts will be available upon request.

High School Diploma

Redding Collegiate Academy (RCA) works with students and families to help determine, based on student goals, the educational options that will work best for each student. Many students will want a public high school diploma. This will require meeting certain requirements listed under "Graduation Requirements." There are many options and methods leading to a diploma that meet the requirements of the California Department of Education.

Graduation Requirements

Course requirements and credits for a diploma are listed as follows: 5 credits is equal to one semester of coursework and on a regular schedule of courses, students will complete approximately 60 credits in one school year. The course requirements listed below meet the requirements for admission into the CSU/UC system. Students not attending a CSU or UC must meet the “State Minimum Course Requirements” and complete 230 credits to receive a diploma.

| <u>Courses</u> | <u>Credits</u> |
|----------------------------------|----------------|
| English | 40 |
| Geography | 5 |
| Health | 5 |
| World History | 10 |
| US History | 10 |
| Economics | 5 |
| American Government | 5 |
| Math | 30 |
| Earth/Physical Science | 10 |
| Biological Science | 10 |
| Physical Education | 20 |
| Visual and Performing Arts | 10 |
| World Languages | 20 |
| <u>Electives/World Languages</u> | <u>50</u> |
| Total Credits: | 230 |

RCA staff will help you to plan how and when to take your courses, complete the above graduation requirements, and demonstrate proficiencies throughout high school. Students planning to attend a CSU/UC school will take two years of a category “D” lab science.

Student Options

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

The admission policies to some four year colleges and universities allow for applications from students in non-traditional educational settings. Early information on precise requirements is essential if a student choosing not to complete high school graduation requirements in specific subjects wants to apply for college.

Career and Technical Education

Student can also take virtual CTE classes on Edgenuity, one of RCA's online learning platforms.

Shasta College

Students at RCA may take up to 11 units per semester at Shasta College, in accordance with college regulations. High school credits will be awarded at the rate of 3½ high school credits for each college credit. For each semester a student wishes to take a class at the college, the following procedure must be followed to enroll at the college:

- Make an appointment with Mr. Seligman or the Academic Counselor to determine eligibility, appropriate class level, educational goals, etc.
 - Get from Mr. Seligman or the Academic Counselor:
 - Concurrent enrollment form, signed by Mr. Seligman. This must also be signed by the student's parent or guardian. NOTE: When RCA signs a Shasta College concurrent enrollment form we are endorsing for Shasta College that the student can handle college level coursework. Students applying to take courses at the college must have shown exceptional ability in academics and dedication to learning.
 - For the College:
 - Complete an online application.
 - Take the assessment tests for reading, writing, math (first time students only).
 - Grades 9-12 may enroll on a date determined by the college. Check with the college or your supervising teacher and Academic Counselor for each semester enrollment date.
- Fees
 - Currently junior high and high school students taking classes at Shasta College only pay the Student Center fee and the Health Center fee. Per unit fees are waived.
- Textbooks
 - RCA does not purchase textbooks. Students may purchase or rent books at the college bookstore or online from a site like half.com, amazon.com, chegg.com or abebooks.com. If you order online, make sure to acquire the textbook immediately after you enroll in a course.
- Academic Progress
 - Students must pass Shasta College classes with at least a "C" in order to take classes at Shasta College the following semester.
 - If a student fails a Shasta College class, the student may be put on academic probation until RCA administration determines the student is adequately prepared to complete a college course.

- Credits from a community or other college can be counted for high school graduation under the following conditions:
 - Any credits taken during grades 9-12 can be used (at Shasta College remedial course numbers would be the 200 and 300 series courses).
 - The course must be completed with a passing grade.
 - Courses taken before the ninth grade may be used if they are academic in nature and qualify to be used toward a college AA or higher degree (at Shasta College these would be in the 1 to 199 numbered courses.)
 - GPA for college courses will be counted on a 5 point scale (Advanced Placement level) if the student achieves a B or A grade in the course and if the course is a transferable, academic university level course. The exception would be Shasta College courses numbered 200-300 which will be counted on a 4 point scale.
 - Credits that are used will be counted at 3 ½ times the credit issued by the college.

Academic Intervention Plans

These documents will be developed for students who are not making satisfactory progress towards the standards. We will work closely with families to explore strategies the school will use to help each child. It is important that parents support the school's effort to help their child. Some students may need additional instructional minutes to help improve his or her progress. Supervising teachers and parents will collaborate on the most appropriate means for intervention. Students needing additional time for academic support will have this added to their weekly assignment sheet.

Work Permit Procedure

1. Come into the office and pick up a work permit application. Fill out the student section and have a parent sign where indicated.
2. Take the application to the employer and have them fill out the employer portion.
3. Return completed work permit application to RCA office. We will issue a work permit. Work permits may take up to 24 hours to process.
4. Work permits for students not enrolled in Outside Work Experience will be written for no more than 4 hours per day and no more than 20 hours per week.



Our “Cyber Lounge”

RCA has a unique and relaxing study lounge where students can enjoy a comfortable and peaceful learning environment. Students can enjoy using the Cyber Lounge as a place to study, read books from our library, work on their online courses, collaborate on projects, wait for scheduled teacher meetings, and get additional tutoring from staff.



COMMUNICATION

Change of address or telephone number: If you move or change your phone number, please notify the office at 224-4240 immediately. We must keep accurate, up-to-date information on file in case of emergency situations.

Parent Conferences: Parent conferences are held weekly throughout the year.

Newsletter: Redding Collegiate Academy will create a monthly newsletter for students and families. The newsletter will be available online and will be emailed as well. Hard copies will be available upon request. Please be sure and read the newsletter. The newsletter contains important information, upcoming events, and a monthly calendar.

Email: All teachers have email and check their email daily. You can email them through the Redding Collegiate Academy web page.

School Messenger: The Enterprise Elementary School District uses School Messenger phone system which allows the superintendent or principals to send information that is time sensitive and relevant to the safety and education of students in our schools. During the school year, you will receive messages related to upcoming parent nights, academic events, and reminders such as early release days. If your phone number changes please let the office staff know of the change in a timely manner.

Remind: RCA uses an application called “Remind” to send text messages which may contain links to online forms, notifications of upcoming events or cancellations, and our newsletter, “The Archer.”



DRESS CODE AND GROOMING

It is the responsibility of the District to ensure an environment that promotes learning. Students must be neat, clean, well-groomed, and ready to learn. Clothing and hairstyles must be appropriate and not interfere with instruction. In the best interest of children and the school, students must adhere to the following:

- Clothing shall cover undergarments and torso at all times and may not have holes or rips above the mid-thigh.
- Garments may not be too tight or too revealing.
- Dresses and skirts shall be at least mid-thigh in length.
- Shorts must have a minimum 3” inseam.
- Pajamas are allowed only on designated spirit days or special events planned by school administration.
- Safe footwear must be worn at all times and allow for participation in PE. Flip flops, sandals without a back strap, and skate shoes are not permitted.
- Hats may be worn outdoors for sun protection or warmth.
- No low-hanging or sagging garments; undergarments must be covered.
- For safety reasons, hanging chains, spiked belts/wristbands, or sharp, heavy jewelry are not permitted.
- No clothing, jewelry or personal items that bear statements or pictures that are disrespectful, obscene or profane, advocate immoral, illegal, sexual, or violent behavior, or refer to death, alcohol, tobacco, or other drugs, violence, Satanism, racism, gang-related, or make sexual innuendos will be allowed.
- Face painting, unnatural hair coloring, or body piercing that cause a disruption or safety concern are not allowed. Hair may not be sprayed with any coloring that would drip when wet.

Administration will determine whether or not any of the above guidelines are being violated and ultimately a distraction or potential distraction to the learning environment at school.

Board Policy BP 5132

Educational Planning: Consultation is available for families and students for educational planning. Choices of courses and learning activities will depend on student goals that may include a high school diploma, the California High School Proficiency Exam, college or university, a multitude of interesting and valuable skills, and/or a particular job or career. Although ultimate responsibility and choices belong to students and parents, teachers are available during meetings to help while considering options. RCA staff will assist you in your educational planning.

College and Financial Aid Information: Your supervising teacher is your first, best resource for admittance to college. If a student needs additional information beyond the supervising teacher's experience, the teacher and/or family may consult with the school administrator. Families are also encouraged to contact College Options, a local non-profit organization dedicated to helping students to gain admittance to college.

Testing: There are many opportunities for students to improve their testing skills and take tests for college entrance, high school graduation, etc., through RCA.

CAASPP Testing: A standardized way of measuring student, and school growth, is administered each spring. The state uses CAASPP school-wide scores to determine how a school is serving its students. While we at RCA naturally tend toward more individualized ways of showing student growth, please note that student participation in the CAASPP is very important for our school. If you have any concerns regarding the test, please contact the school Director.

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

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

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

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

Chromebooks: Students attending RCA will receive a Chromebook for student use. Families complete our technology use agreement and are responsible for the proper use and care of the assigned device. In the event that the Chromebook is damaged, families are responsible for the replacement or repair costs.

Rules and Procedures Related to a Safe and Orderly Campus: The Enterprise Elementary School District's policies for dress code and other pertinent disciplinary policies can be found under BP 5040 Discipline; BP 5045 Discipline - Preschool Students; BP 5180 Dress Code and Grooming; BP/AR 5131.1. Character Education is an important component of our school. Redding Collegiate Academy surveys students to identify the abundance of 8 key character strengths (curiosity, gratitude, grit, optimism, purpose, self-control, social/emotional intelligence and zest). Over the course of the school year, school staff encourage the enhancement of these character strength by infusing them into school work/projects and communication with students and parents. Students are assessed for growth throughout the year. For more information about our strengths-based approach, visit <http://rca.eesd.net>.