

Parent Student Handbook



California Virtual Academy

2025 - 2026

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WELCOME

Welcome to California Virtual Academy (CAVA)

We're excited to welcome you to our school community. This handbook, created with input from students and families, serves as your guide to understanding the expectations and partnerships that make our school successful. CAVA represents a unique model of public charter education, where strong, two-way communication is essential. Since much of our collaboration occurs remotely, students, families, and teachers must actively engage together to ensure success. Through years of experience, we've learned that consistent interaction, clear expectations, and shared accountability create the foundation for both academic achievement and a thriving school community built on trust and respect. This handbook reflects those values and serves as your first step toward building meaningful connections, supporting learning, and becoming part of our welcoming community.

If you have any questions or need support during the school year, please don't hesitate to contact our school office. We'll be happy to direct your call to the appropriate member of our administrative team.

California Virtual Academy
50 Moreland Dr.
Simi Valley, California 93065
<https://cava.k12.com/>
Tel: (805) 581-0202
Fax: (805) 581-0330

California Virtual Academy does not discriminate based on age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry, or marital status, in any of its policies, procedures, or practices. Concerns or questions can be directed to April Warren, Head of School.

For the purposes of this handbook, the term 'parents' includes the legal guardians and individuals with educational decision-making rights.

The California Virtual Academy: An Overview

CAVA is a network of nine public charter schools serving students across California. Each school provides tuition-free education for students in grades TK–12, and serves students residing in the county in which its charter is authorized and students in neighboring counties. As of today, CAVA supports students in 45 of California's 58 counties, and we look forward to the day when we can serve families in every county across the state. All CAVA schools are public charter schools, funded by state tax dollars and governed by California charter school law, independent study regulations, and applicable federal education laws.

A Board of Directors oversees each school, and it is made up of parents and community members who are deeply committed to expanding educational opportunities for California students. The Board has entered into an agreement with K12, a Virginia-based educational services provider, to supply curriculum and related academic support services.

Parents can review our School Accountability Report Card by visiting the Public Notices section of our website: <https://cava.k12.com/about-our-school/public-notice/> Printed copies are available upon request through the CAVA office.

Our school office is located in Simi Valley, California. Some members of the administrative team work from this office, while others work remotely. Apart from our school office, we do not operate physical school sites. Teachers work from home and typically reside within driving distance of the students they serve, helping to foster a sense of local community and personal connection.

School Calendar for 2025 - 2026

First Day of School	August 14, 2025
Labor Day	September 1, 2025
Columbus Day	October 13, 2025
End of Quarter 1	October 17, 2025
Veteran's Day	November 11, 2025
Thanksgiving Break	November 21 – 28, 2025
Winter Break	December 22, 2025 – January 2, 2026
School Resumes	January 5, 2026
End of Quarter 2/Semester 1	January 16, 2026
Martin Luther King's Day	January 19, 2026
Teacher In-Service Days (<i>non student instruction</i>)	January 20 – 23, 2026
First Day of Semester 2	January 26, 2026
End of Quarter 3	March 27, 2026
Spring Break	April 3 – 10, 2026
CAASPP Testing (State Testing)	April 27 – May 29, 2026
Memorial Day	May 25, 2026
Last Day of School	June 5, 2026

SCHOOL MISSION AND VISION

Our Mission Statement

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Our Vision Statement

We offer students an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

Our School Priorities

Our school-wide purpose centers on three interconnected priorities: Engage, Connect, and Grow. Engagement leads to meaningful connections among students, families, teachers, and staff. These relationships strengthen our community, create a positive learning environment, and establish the foundation for academic growth and achievement.

Our B.E.A.R. Behavior Expectations

Our B.E.A.R. behavior expectations help your child succeed by showing them exactly what positive behaviors look like. These shared school-wide expectations create consistency across classrooms, allow teachers to focus on supportive guidance rather than just correction, and ensure that classroom rules connect to our school's core values. At our school, we believe that clear behavior expectations and strong connections are the foundation for student success. Our expectations include: ***B**e Responsible, **E**ngage in Your Learning, **A**im for Success, and **R**espect All.*

Our Staff Collective Commitments

Our staff is collectively committed to:

- Facilitate meaningful connections & partnerships between students, parents, and all California Virtual Academies staff to achieve academic goals and foster social and emotional growth
- Engage in professional learning through collaborative practices
- Empower our students to become critical thinkers and take responsibility for their learning
- Develop and implement innovative teaching practices and strategies for learning
- Honor and celebrate the diversity in our schools

CAVA School-Wide Learner Outcomes

California Virtual Academies are schools where we Engage, Connect, and Grow.

CAVA Students are Engaged Learners who:

- Grow academically in the areas of Mathematics, Reading, Language Arts, and Writing;
- Integrate effective technology and multimedia resources to expand their knowledge base and enhance their commitment to lifelong learning;
- Take an active role in their education and decision-making to increase self-sufficiency by developing lifelong learning skills.

CAVA Students are Critical Thinkers who:

- Are exposed to grade-level curriculum and master essential standards;
- Express concepts and ideas in a variety of forms, demonstrating a depth of knowledge and understanding;
- Graduate on time, are college/vocational ready, and prepared to be contributing members of society.

CAVA Students are Global Citizens who:

- Appreciate the value of diversity;
- Demonstrate an awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century.

EXPECTATIONS

Enrollment

Our student enrollment process is designed to help families fully understand our mission and the unique aspects of virtual learning. We encourage prospective families to attend an online parent information session to learn more about our program before enrolling. During the enrollment process, families also have the option to speak with a member of the enrollment team to gain a deeper understanding of our virtual learning environment, school programs, and student-teacher interactions. To connect with a staff member or to view a list of live online or on-demand parent information sessions, please visit <https://cava.k12.com>, call us at (805) 581-0202, or email us at

info@caliva.org.

California Virtual Academy does not discriminate based on a student's actual or perceived: race or ethnicity, color, national origin, citizenship status, immigration status, ancestry, religion, gender, gender identity, gender expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, or any other protected characteristic under federal or state law. We are committed to providing a free and appropriate public education (FAPE) to all enrolled students.

To enroll, students must meet the enrollment requirements. Additionally, all students under the age of 18 must have a designated adult, known as a "Learning Coach," who supports and supervises them throughout the school day. Learning Coaches play an essential role by partnering with teaching staff and ensuring the student meets all academic requirements. Fluency in English is not a requirement for Learning Coaches.

Questions regarding the status of your enrollment should be directed to the school office. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act. However, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure the proper placement of your student in our program.

Concurrent and dual enrollment in another public or private school is prohibited and will result in withdrawal. This does not include school-approved college-level coursework. Please refer to the enrollment requirements and the Concurrent Enrollment Policy.

Fees

The Governing Board of California Virtual Academy recognizes its responsibility to ensure that all students have access to the materials, instructional equipment, and resources necessary to fully participate in the educational program. This includes items such as computer peripherals, assistive technologies, and course-related supplies, with the exception of commonly available household or home office items.

Students will not be required to pay any fees, deposits, or other charges for participating in educational activities that are essential to the instructional program. If a student or parent believes that an impermissible fee or charge is required, they may contact the school administration or file a complaint through the school's Uniform Complaint Procedures.

Enrollment Requirements

We are a full-time independent study program serving students in grades TK–12 who reside within the counties CAVA supports. We utilize the K12 curriculum to deliver a high-quality, standards-based education in a virtual environment.

Enrollment is completed online and is not finalized until the Independent Study Master Agreement (ISMA) is signed by the parent, teacher, and student. For support during the enrollment process, please visit <https://cava.k12.com>, call us at (805) 581-0202, or email info@caliva.org.

To enroll a child in CAVA the parent must:

- Complete the online application and provide the required documents to the office within 30 days.
- All information on the application must be true and correct. If misrepresentations are made, or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Ensure the student is only enrolled in CAVA and not concurrently enrolled in another school, public or private. College-level coursework requires pre-approval. Refer to the concurrent enrollment policy.
- Provide a responsible adult as the learning coach who agrees to continuously supervise and engage in the academic support of the student during regular school hours.
- Have a working phone number, email account, and internet access at all times while enrolled.
- Ensure that the student is in good standing with the previous school district.
- Understand and agree that students will be enrolled in their age-appropriate grade level unless the previous school has officially approved retention or double promotion.
- Understand and agree that the student's educational program will be at the direction of the assigned teacher(s), and lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.

To maintain enrollment, the parent agrees to:

- Be responsible for ensuring that the child is attending school (actively engaged and completing assigned lessons) for 4-6 hours per day (varies by grade level) including attending required live instructional sessions and in-person assessments, as assigned, and abides by all enrollment requirements.
- Inform school of any changes in contact information within 48 hours (email, phone, and physical address)
- Attend all scheduled meetings (phone, in-person, and online) with teachers or staff; meeting requirements vary in manner, frequency, and duration based on the grade and student's needs.
- Ensure students participate in face-to-face conferences with teachers and school staff, via in-person meetings or two-way video conferencing, which requires a webcam.
- Be available during regular school hours 8:30-4:00 M-F, to meet with teachers and staff.
- When work is completed offline, maintain a learning log that will be provided to the teacher upon request, adhering to the attendance policy.
- Abide by the official school calendar.
- Ensure the student resides in California and request and receive approval for a travel plan from the teacher two (2) weeks before any extended family travel out of the state (more than one week/5 school days).
 - Voluntary travel will not be considered as a reasonable excuse to justify missed assignments and/or lack of satisfactory progress. If it is determined that a student is traveling outside of the state without informing the school, any synchronous instructional opportunities that are limited by credential, license, and/or certification will immediately cease and a meeting will be held to determine whether it is in the best interest of the pupil to remain enrolled.
 - CAVA reserves the right to investigate any student residency when it appears that a student is enrolled who is not a resident of the county that the charter school serves.
- Submit completed assignments and work samples to the teacher by the assigned due dates.
- Ensure the child is participating appropriately in the instructional program which may include:
 - Completing and submitting all assigned work.
 - Participating in live Class Connect sessions.
 - Attending and completing all assigned assessments (in-person and virtual).
- High school students must maintain a course load of at least 6 content courses and the Online Learning course per term. Students who will graduate in the current school year (not including summer) can be

approved to take a minimum of 4 content courses and the Online Learning course per term if additional courses are not needed to meet graduation requirements.

- Work in partnership with the assigned teacher(s) to identify and support the student when academic issues arise.
- Make the student available for federal and state testing as assigned.
- Respond to all calls and emails from the teacher or staff within 48 hours via phone or email and complete all documents as requested.
- Treat teachers and staff with respect. This includes but is not limited to:
 - Refrain from using rude language (including profanity, yelling, or badgering).
 - Refrain from threatening teachers and staff.

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the California Virtual Academy for the remainder of the current academic year and one academic year following.

Parents retain all rights under CA education code 60615: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to testingquestions@caliva.org.

Admission

Age Requirements for Transitional Kindergarten (TK), Kindergarten, and First Grade

- Transitional Kindergarten (TK) Enrollment: Children who turn 4 years old before September 1 are eligible to enroll in Transitional Kindergarten.
- Kindergarten Enrollment: State law requires that children must be 5 years old on or before September 1 to enroll in Kindergarten.
- 1st Grade Enrollment: To enter 1st grade, a child must be 6 years old on or before September 1 or must have successfully completed one year of Kindergarten.

Grade-level Placement

Students will be admitted into the grade level based on their age or previous public school records. CAVA does not retroactively retain or double-promote students upon enrollment.

Admission of Students Who Qualify for Special Education Services

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his or her Individual Education Plan (IEP).

Attendance

Attending school is critical to student success. Attendance is documented by completing assigned lessons daily in the online school platform, attending required live Class Connect sessions, or submitting an offline work log for any work completed offline on each school day.

Each day, students are expected to log into the online school using their student account to complete lessons and attend live Class Connect sessions as assigned by the teacher. This activity is documented automatically in the

system and indicates engagement in school for that day. Days with zero (0) activity minutes recorded are the same as notifying us that your child was absent that day.

When the student completes work offline, the parent/learning coach must complete a school-supplied attendance log survey as specifically directed by their assigned teacher, for each day of pre-approved offline work without accompanying online work. Attendance Advocates will email a request for an attendance log survey for any date on which the system has recorded zero (0) minutes of activity. The assigned teacher may request that the offline work notated on the attendance log survey be submitted to him/her. If an attendance log survey is not submitted, the teacher will not credit the student with attendance for that school day.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, and/or attend their assigned live instruction sessions, the teacher may reduce the number of attendance days the student is credited. The teacher will notify the parents if attendance is removed. Parents and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

- Student illness – no more than three consecutive days. A doctor's note is required if the student is absent for more than three consecutive days.
- Religious reasons
- Funeral – Attending funeral services for a member of a student's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

Should the student not attend school for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor for the absence to be excused. Unexcused absences may result in the student's non-compliance with the school's enrollment requirements. Refer to the non-compliance policy for details concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, students with excused absences will not have their grade reduced or lose academic credit if assignments and tests that can reasonably be provided are completed within a reasonable period of time. Excused absences include, but are not limited to: illness, medical appointments, quarantine, funeral services for immediate family, court appearances, and other justifiable personal reasons approved in advance. (Education Code 48205) Students must work with their assigned teacher to complete and submit make-up work during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three or more school days in an attendance period, or five or more cumulative days, or have missed two assignments (as defined in the non-compliance policy below) are subject to an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the administration may deem that enrollment is not in the best interest of the student, and the student may be subject to withdrawal.

Non-Compliance Policy

We partner with families to support the education of every student enrolled in our school. For this partnership to be effective, students and their families must actively participate and consistently meet our enrollment requirements.

Indications that a student is not actively participating in our program include non-attendance (three or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the online school daily, not attending live sessions as assigned, not maintaining satisfactory educational progress and not meeting additional enrollment requirements. For purposes of this policy, a student missing the equivalent of

three or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and will be evaluated as to whether it is in the student's best interest to remain in independent study. Parents will be informed of this policy as part of the Independent Study Master Agreement signed annually. A student missing two school appointments will be considered to have "missed two assignments" and will be evaluated as to whether it is in the student's best interest to remain in independent study. Parents will be informed of this policy as part of the Independent Study Master Agreement signed annually.

For this policy, satisfactory educational progress is defined as attending live class sessions, completing assignments/assessments on time, passing courses, and progressing towards successfully completing courses or standards, as determined by the supervising teacher.

The evaluation shall occur during an evaluation conference, which the principal or designee shall conduct. The principal or designee shall notify the parent or adult student of the evaluation conference. A school appointment may include conferences, classes, tutoring, testing appointments, special education meetings, etc.

In these instances, the school will:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts will be made to contact the family again by phone, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, the administration is notified, and a letter is emailed and sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process in detail and with accuracy. This includes the date and time of attempted contact, the phone number and email used, and the reason for contact.

Withdrawals

If a parent (or an 18-year-old student) chooses to withdraw from the school, they must notify the student's assigned teacher. The teacher may schedule a final conference to ensure that academic and attendance credits are properly recorded. During this meeting, the parent must submit all completed student work since the last conference.

An exit survey must also be completed to inform the school of the students' next educational placement. Return shipping labels for all loaned materials, including computer hardware, will be sent within 2–3 weeks of the withdrawal notice.

Independent Study Master Agreement (ISMA)

California independent study regulations require that any student enrolled have a signed Independent Study Master Agreement (ISMA) on file each year of enrollment. The student, parent, and assigned teacher(s) must sign the ISMA. If a learning coach other than the parent is responsible for instruction, they must also sign the ISMA. Please work with your teacher(s) to ensure the ISMA is signed promptly. Failure to submit a signed ISMA before the start of each school year will result in withdrawal from the program, in accordance with state requirements.

K12 Curriculum

Students use the K12 curriculum as their core academic program. Developed and maintained by K12, this curriculum has been selected for its high quality and alignment with, often exceeding, the Common Core State Standards. For grades TK–8, the curriculum includes six core subjects: Math, Language Arts, Science, History, Art, World Language (2nd - 8th), and Music, with over 600 lessons available per grade level. Additional subjects and a

broader range of course offerings are available at the high school level. Instruction combines online lessons with offline materials such as math textbooks, manipulatives, and workbooks. To learn more about the K12 curriculum, please visit www.k12.com.

Online School Platform

The online school platform is an essential part of our program. It serves as a portal for parents and students to:

- Access daily assignments and course materials
- Track student progress and grades
- Communicate with teachers via email
- Submit student work
- Participate in live and recorded instructional sessions
 - Teachers will assign sessions that are required, which will be noted on the student's quarterly assignment path.

Access Requirements:

- An internet connection via an Internet Service Provider (ISP) is needed
- New families create login credentials during enrollment
- Returning users continue with their existing username and password

Learning Coach/Observer Account Set-up

Our school refers to the trusted adult who works alongside students during the school day as their Learning Coach. However, you may see the term "observer" in the online school. Please be aware that those terms mean the same thing. Once a student is approved for enrollment, the Learning Coach (LC) will receive a registration email from registration@k12.com to complete the account set up process. This email is usually received within 48 hours after a student has been approved and includes all the information needed to complete the account set up process. For support please visit <https://www.help.k12.com/>

Student Account Set-up

Immediately after setting up the Learning Coach account, you will be prompted to create your student account. This step is extremely important, as schoolwork can only be completed in the student account. All students, regardless of grade level, are required to have an online student account. For support please visit <https://www.help.k12.com/>

Classroom Teacher Assignments

We make every effort to honor parent requests for classroom teacher assignments. If you have a special request or circumstance, please reach out to your principal.

- Parent-Teacher Assignments: Children will not be assigned to a classroom where their parent is the teacher unless no other qualified teacher is available.
- Teacher Assignments Across Schools: In some cases, a student may receive instruction from a teacher at a different CAVA school than their school of enrollment.

Virtual Classroom

Class Connect (CC) Sessions

The virtual classroom connects students and teachers in real time, creating an interactive learning environment that extends beyond the physical classroom. It engages students of all ability levels and supports collaboration and instruction aligned with K12 curriculum and Common Core standards.

Teachers lead a variety of instructional sessions and hold office hours to support students and learning coaches. Refer to the Code of Conduct and Digital Citizenship Guidelines for behavior expectations. Class Connect sessions are recorded for educational use, such as lesson review, test preparation, and teacher development.

Safety and Monitoring

In compliance with Children's Internet Protection Act (CIPA), the school will:

- Use internet filters to block inappropriate content (obscene material, child pornography, harmful content).
- Supervise online activities to prevent unauthorized access and unlawful online behavior.
- Prevent unauthorized disclosure of students' personal identification information.
- Technology protection measures may be disabled by authorized staff for bona fide educational purposes.

Special Education

A full continuum of special education supports and services in accordance with federal and state laws. Services are delivered based on each student's Individualized Education Program (IEP) and may include general education placement with added support, alternative curriculum, or specialized placements such as Special Day Classes, Non-Public Schools (NPS), or Residential Treatment Centers (RTC), as outlined in the IEP.

The school identifies and serves eligible students under the Individuals with Disabilities Education Improvement Act and the California Education Code. Parents who suspect their child may have a disability should speak with the child's general education teacher. For students already receiving special education services, concerns should be directed to the child's special education case manager.

Child Find

We diligently strive to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in the Individuals with Disabilities Disability Act (IDEA), includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. To comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated, including students with disabilities who are homeless or students who are wards of the state. (California Education Codes 56300-56304, 34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Related Services Transportation

Every student's Individualized Education Program (IEP) team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. Also, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

For further support, contact:

Director of Special Education

Cassandra Marietta

camarietta@caliva.org

50 Moreland Rd.

Simi Valley, CA 93065

State Testing

Students participate in the following state standardized tests:

CAASPP: Grades 3-8 and 11

PFT: Grades 5, 7, and 9

CAST: Grades 5, 8, and 11/12

ELPAC: Annual testing for English Learners

Students in grades 5, 8, and 11/12 complete the California Science Test. High school students must be in their second year of science for the test. The ELPAC assesses the English proficiency of non-English speaking students until they are reclassified as Fluent English Proficient.

Testing is conducted virtually (if allowed) for most students. For some students, where the testing accommodations do not allow virtual testing, it will be conducted in person. The testing schedule is shared in the school calendar, and parents must ensure students are available for testing. Travel plans during the testing window will not be approved. The state testing online platform cannot be accessed outside of California, thus it is critical that all students reside in California during the school year. Traveling outside of California for any length of time should be approved by your student's teacher, but will not be permitted during the state testing period.

Federal and state laws mandate a 95% participation rate in testing, and failure to meet this rate may result in penalties for our school. Test results are distributed promptly to parents and teachers.

For students with disabilities or English learners, accessibility resources such as universal tools, designated supports, and accommodations are provided as needed.

There are four different categories of student accessibility resources:

- Universal tools are available to *all* students based on student preference and selection.
- Designated supports are available to *all* students when determined for use by an educator or team of educators (with parent and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- Accommodations must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.
- Unlisted resources are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).

For further details, visit the California Department of Education (CDE) at [CDE Assessment Support](#). For testing support, contact testingquestions@caliva.org

English Language Development

The English Language Development (ELD) Department supports English Learners (ELs) in gaining English proficiency and meeting academic standards through a high-quality instructional program. The school's ELD program is a Structured English Immersion (SEI) program - a language acquisition program for English learners in which all classroom instruction is provided in English, with a curriculum designed for students who are learning English.

All ELs receive both Integrated and Designated ELD instruction.

- Integrated ELD is embedded throughout the school day and across all subjects, focusing on helping students access academic content while supporting language development.
- Designated ELD is provided during a dedicated time and targets English language skills, reading, writing, listening, and speaking, based on each student's proficiency level.

Designated ELD classes are small, goal-focused, offered online for K–12th grade, and aligned with California ELD standards. Attendance in these classes is required. English Learners are expected to meet state priorities and progress through the proficiency levels of the ELD standards and Summative ELPAC assessment until each student reaches the board-approved Reclassification to Fluent English Proficient (RFEP) requirements.

Multi-Tiered System of Supports (MTSS)

The Multi-Tiered System of Supports (MTSS) is a school-wide, data-driven framework designed to support the whole child; academically, behaviorally, socially, and emotionally. It ensures all students have equitable access to learning by using a structured approach to identify needs and deliver the right support at the right time.

At its core, MTSS includes:

- Tier 1: High-quality instruction and support for all students.
- Tier 2: Targeted interventions for students needing additional support.
- Tier 3: Intensive, individualized interventions for students needing significant support.

Key components of MTSS include the use of universal screeners to identify students needing different levels of support, a multi-level intervention system, data-based decision-making, and regular progress monitoring to assess student growth and the effectiveness of interventions.

Each grade-level department has a dedicated MTSS team responsible for identifying students who need intensive support, diagnosing the causes of academic or behavioral struggles, selecting appropriate interventions, and tracking progress. These teams adjust support plans as needed to help students succeed.

Student Study Team

The Student Study Team (SST) is also available to families and staff to address academic or behavioral concerns. The SST brings together parents, teachers, and support staff in a collaborative meeting (via web or phone) to develop interventions, supports and strategies tailored to a student's individual needs. This process helps ensure students are supported in the general education setting whenever possible. Parents with concerns about their child's academic progress or behavior should contact their child's teacher to begin the process.

Code of Conduct

The Code of Conduct sets expectations for student behavior, digital citizenship, and appropriate use of school technology. It also outlines procedures for addressing misconduct in accordance with California law (Ed Code 32282, 35291, 35291.5, and 48980). Students are responsible for following these guidelines whenever participating in school activities or using school-issued resources.

The school prohibits discrimination, harassment, intimidation, and bullying in all school activities, including online interactions, in accordance with the Safe Place to Learn Act (Ed Code 234.1). As a diverse community of learners, students are expected to work together with civility, tolerance, and respect, creating an environment that fosters academic inquiry without distractions.

A "classroom" in the virtual school context includes, but is not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- School outings or other in-person events
- Any school community spaces

Digital Citizenship and Virtual Classroom Guidelines

Students are expected to follow these guidelines:

- Use kind and respectful words at all times; profanity, vulgar language, and derogatory remarks are prohibited. See the Non-Discrimination and Bullying Prevention, Intervention, and Reporting Policies.
- Avoid sarcasm, jargon, slang, typing in ALL CAPS, or using language that could be misinterpreted as rude or unkind.
- Focus discussions on the issue, not the individual. Be constructive, not hurtful, in critiques.
- Review messages before sending to check for clarity, accuracy, and respectful tone.
- Respect others' privacy: never share personal contact information, email addresses, or broadcast/repost private discussions.
- Do not post anonymous messages unless authorized by a teacher.
- Follow all school and classroom rules during virtual sessions.
- When using webcams, follow the Dress Code Policy and ensure backgrounds are free from inappropriate content (e.g., offensive images, drug paraphernalia).

Student Computer Use Guidelines

Students are granted use of school-issued equipment and platforms solely for educational purposes while enrolled. The following rules apply:

- The network may not be used for private business, political, or religious purposes.
- Illegal activities are prohibited.
- Online games, unrelated chats, and non-school browsing are prohibited.
- Accessing obscene, pornographic, hateful, or inappropriate material is prohibited.
- Sending offensive or objectionable material is prohibited.
- Programs that harass users or damage systems are prohibited (e.g. hacking software).
- Respect others' rights; do not improperly access or misuse others' data.
- Keep accounts and passwords confidential.
- Do not install unauthorized software or files.
- Recording or sharing recorded sessions without authorization is prohibited.
- Do not use school systems to sell or purchase illegal items or substances.

The school reserves the right to review and remove stored material. Violations may result in disciplinary action up to and including withdrawal from the school. School devices must be returned upon withdrawal.

The school may require students to use online educational programs for educational purposes, such as Google Classroom. For students to access these programs, limited student information must be shared with the program providers, including the student's name, school name, and school identification number. The school abides by FERPA and exercises caution in selecting the online educational programs it will utilize.

In-Person Events

All in-person events are considered official school sites during participation, in accordance with section 626.81 of the California Penal Code. Alcohol, drugs, tobacco, vaping, and pets (with the exception of service animals) are strictly prohibited at all in-person school events.

Consequences of Violations

The school uses progressive discipline to address misconduct. Any activity violating local, state, or federal law is also considered a Code of Conduct violation. Disciplinary measures may include:

- First warning
- Certified letter notification
- Administrator phone conference
- Temporary removal of access to virtual tools
- Referral to law enforcement if required

- Withdrawal from the program

Students with disabilities have the same disciplinary standards as other students but receive additional legal protections under Section 504, IDEA, and ADA, with CAVA following special required procedures in discipline cases to protect their rights. If you have questions about disciplinary policies for students with disabilities, please contact our Special Education Department.

Violations of this policy may result in disciplinary action, including consequences outlined under the school's Suspension and Expulsion Policy (Ed Code 48900). This Code of Conduct is adopted pursuant to Ed Code 35291 and 35291.5 and reviewed annually as part of the Comprehensive School Safety Plan.

Suspension and Expulsion

Students may be suspended or expelled only for serious violations, as defined by law. Suspension is used after other corrective measures have been tried, unless there is immediate danger. Expulsion requires Board approval. Parents are notified of all disciplinary actions, and due process is ensured.

[For full details, refer to the Suspension and Expulsion Policy in the Appendix of this handbook.](#)

Dress Code

Students must dress appropriately for all virtual and in-person school activities. Clothing and accessories should support a safe, respectful academic environment and must not include inappropriate, obscene, or disruptive content. Attire must not promote drugs, alcohol, hate speech, or gang affiliation. The school may take disciplinary action for dress code violations.

[For full details, refer to the Dress Code Policy in the Appendix of this handbook.](#)

Roles and Responsibilities

The following outlines key roles and responsibilities. This is not an exhaustive list, but rather a summary of essential expectations.

Parent/Legal Guardian

Parents and legal guardians hold educational rights and are responsible for academic oversight.

Key responsibilities include:

- Sign the Independent Study Master Agreement (ISMA) before school starts.
- Provide and update contact information within 48 hours of any changes.
- Ensure continued enrollment eligibility.
- Ensure student has constant internet and online school access.
- Complete the Back to School Packet (BTSP) each year.
- Attend all academic and IEP meetings.
- Act as or appoint a Learning Coach.
- Respond to school communication within 48 hours.
- Ensure student participation in state testing.

Learning Coach

A Learning Coach is a responsible adult (parent or designated) who supports the student's day-to-day academic progress. A learning coach should expect to spend an average of 4 to 6 hours per day supporting your student (depending on the student's grade level). This time commitment includes direct instruction in the TK-8 grade levels, with some additional time needed for daily or weekly lesson preparation. A student's

success in our program depends on the daily commitment and active involvement of a learning coach to maintain the discipline and organization needed to keep the student engaged, connected, and growing.

As a Learning Coach, you agree to the following responsibilities:

- I accept the responsibility to supervise the student in using K12 curriculum or as he/she participates in live instructional sessions.
- I understand that I am expected to become knowledgeable about online systems and the curriculum.
- I expect to have the guidance and support of a credentialed teacher in implementing the K12 curriculum with the student.
- I understand that adequate and continuing student progress (completing assignments) is an expected part of the program, in addition to attending live instructional sessions.
- I understand that I am to participate in regular phone, virtual (with the camera on), and in-person conferences with the student's teacher.
- I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments to evaluate the student's mastery of standards and to assist with instructional decisions. I agree to ensure the student is available and participates.
- I understand that the teacher will provide research-based instructional interventions and enrichment as deemed appropriate for my student's academic success, and I agree to ensure the student is available and participates.
- I understand that any related services for a student with an IEP shall be scheduled by the parent/adult student. Related services may not be listed on the student's schedule.
- I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant's privacy by recording the session on a personal device.

Students

Students are expected to be active participants in their education.

Responsibilities include:

- Attend all required live instructional sessions.
- Complete all assigned lessons and projects.
- Submit work on time.
- Follow the Code of Conduct and network guidelines.
- Show respect to all peers and staff.
- Be present by being on camera during live sessions, assessments, and conferences.
- Practice self-advocacy and seek help when needed.
- Contribute ideas and engage in the school community.

Administrators

Administrators ensure a supportive, standards-aligned educational environment for all stakeholders. Their responsibilities include:

- Communicate policies to staff, students, and families.
- Monitor student progress, attendance, and compliance.
- Collaborate on strategic planning with community and staff.
- Return communication within 24 hours.
- Support students and learning coaches in meeting academic goals.
- Ensure standards-based instruction and student engagement.
- Connect with families via calls, emails, and school events.

Change of Contact Information

If your contact information changes, please notify your teacher and provide proof of residence for any new address within 10 days. Your teacher will inform the school office, and records will be updated accordingly. Accurate contact information ensures that curriculum materials and important school notices are sent to the correct address. Additionally, parents should update their email address and phone number directly in the online school.

Internet Service Provider (ISP), Materials and Computer Policy

Students must have a reliable internet connection. It is the parents' responsibility to establish and maintain this connection, as it is essential for accessing lessons, submitting work, and communicating with teachers. Maintaining internet service is a required condition of enrollment. To help offset the cost of internet service, enrolled families receive a monthly stipend of \$40. This reimbursement is distributed semi-annually via mailed checks. To qualify, families must complete the income section of the Reg-online Parent Portal and confirm their mailing address through a required survey. For families continuing into the next school year, reimbursement for the summer months will be included in the first-semester payment. Additionally, students who participate in Extended School Year (ESY) are eligible for summer reimbursement, even if they are not returning for the following academic year. Families with questions about ISP reimbursement should email btsp@caliva.org.

All enrolled students are provided access to a computer necessary for participating in the program. If additional technology is needed, requests must be initiated by the student's assigned teacher and will be reviewed by school administration on a case-by-case basis.

All instructional materials, including computers and hardware, are loaned and must be returned in good condition upon withdrawal. Free return shipping labels are provided, and families are encouraged to keep the original boxes for easier returns. Families are responsible for properly caring for school property and maintaining an accurate inventory of all items received.

School-issued computers are for educational use only and may not be used for entertainment or personal purposes. No funds or items may be provided to students or families that a public school district would be legally prohibited from offering to similarly situated students or their parents.

Support Matrix

Daily Work and Attendance	
Online School Login	Daily schedule and lessons - Log in using student's username and password for all schoolwork
Attendance Survey	Complete each day that your student does not work in the online school
Attendance Help	Contact your teacher, or email CMScompliance@caliva.org
Academic Calendar	Attendance and vacation days
School Information and Connections	
Parent Square	School announcements, events, and important information

<u>K12 Phone App</u>	Enrollment information, document submission, grades, overdue assignments, LC Community
<u>CAVA Website</u>	Public Notices, FAQ, School Calendar
<u>Elementary Website</u>	PE Log
<u>Middle School Website</u>	Helpful links and information for grades 6 th -8 th grades
<u>HS Guidance Counselors Website</u>	Calendars, course information, college planning, and helpful information for 9 th -12 th grades
<u>Compass Website</u>	Orientations, homeless/foster support information, SEL support
<u>Enrollment Portal</u>	School Enrollment, Re-Registration, Document Submission
Technical Support	
<u>K12 Support</u>	FAQs about the OLS, materials, returns, return labels, web & chat support, tech tickets
Tech Support	Call 866-512-2273
<u>Tech Support Survey</u>	Report missing, lost, or damaged materials; request technical help from K12
<u>btsp@caliva.org</u>	Request help to complete REG-Online/BTSP or access unofficial progress reports, report cards, and test scores
Frequently Requested Resources	
Address Changes	Email updated proof of residency to <u>studentinfochanges@caliva.org</u>
<u>Care Solace</u>	Mental health resources and community providers. You can also call 888-515-0595. For emergencies, call 911.
<u>Internet Assistance</u>	Low-cost internet resources
<u>Internet Subsidy Flyer</u>	Help Request: email <u>btsp@caliva.org</u>
<u>Phone/Email Changes</u>	You can update your phone or email address from the Learning Coach account
Student Records	Official transcripts and document requests Email <u>recordsdepartment@caliva.org</u>
Work Permits	Email questions to <u>workpermit@caliva.org</u>

School Information and Updates

There are many ways for families to stay informed and connected.

- Parent Square: This is the main communication platform. Parents are automatically enrolled upon student registration. Users can adjust their communication preferences by logging in at ParentSquare.
- LC Community: A social platform where Learning Coaches and parents can connect with peers for support, resources, and encouragement.
- Email: For general inquiries, parents can contact their student's teacher or send an email to info@caliva.org.
- Social Media: Families can follow @CaliforniaVirtualAcademies on Facebook and @CAVAk12 on Instagram for school news and updates.
- Family Teacher Organization (FTO): The Family Teacher Organization offers parents and Learning Coaches opportunities to get more involved in their student's education. The FTO operates through three key initiatives:
 - Get Connected

- Get Informed - School Advocacy
- Get Involved - Schoolwide & Community Initiatives

Engagement in School Policy: We value parent and family involvement not only in student learning but also in shaping school priorities and policies. Parents have a voice in school decision-making through a variety of engagement opportunities. A Parent Advisory Committee, made up of both parents and students, meets twice a year to review and provide feedback on the Local Control and Accountability Plan (LCAP) directly to the Head of School.

Educational Partner Engagement sessions are held throughout the school year, and surveys are distributed to gather input from teachers, staff, parents, and students. This collaborative and inclusive process ensures that all voices are considered in the development and annual update of the LCAP, reinforcing a shared commitment to continuous school improvement. These efforts aim to foster stronger collaboration between parents and school staff to better support student learning and growth.

School Communication

Regular communication with school staff is crucial for student success, especially in a virtual setting. If a student, parent, or learning coach will be unavailable (e.g., out of state or on vacation), it is the parent's responsibility to inform the student's teacher so appropriate arrangements can be made.

If the school is unable to contact the parent or learning coach for an extended period, the Non-Compliance Policy will be followed. If contact still cannot be made, the school will assume the student has enrolled elsewhere and proceed with withdrawal.

Migrant Education Program

A student is considered a Migrant if the parent is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on their own for the same reasons. The eligibility period is three years from the date of the last move.

For more information or support, please contact the Migrant Education Program Liaison:
Krista Mount, kmount@caliva.org

Parent and Family Engagement

We believe that strong partnerships between schools and families significantly enhance student success. In compliance with the Every Student Succeeds Act (ESSA), CAVA actively reaches out to parents and family members to involve them in meaningful ways through various programs, activities, and procedures. Families can access the "Parent and Family Engagement Policy" on the Public Notices section of the [CAVA website](#).

Compass Program Overview

Compass Support Program

The Compass Program helps students and families by giving them support, information, and resources. The goal is to help students come to school every day, do well in their classes, and feel connected to the school community.

Compass provides direct support to:

- New students and families.

- Students and Learning Coaches who need help to develop school skills or healthy study habits.
- Students who have trouble coming to school every day.
- Students without stable homes or in foster care.
- Students who need help managing their emotions to help them focus on school.

Compass support is aligned with the CAVA Social-Emotional Learning Benchmarks and Learning Targets. To learn more about Compass programs, please visit <https://www.compass-connection.org/>.

Accessing Compass Support

Students who need help from the Compass Program will be invited to targeted class connect sessions in the online school system. If you think your student needs support from Compass, talk to their General Education or Homeroom Teacher. Each student gets the help that is right for them, based on their own needs.

*The support provided by the Compass Program does not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodation, please reach out to your assigned Special Education case manager.

Notice of Language Assistance Services for Parents

Free language assistance services are provided to help families access information about school programs and activities. Parents may request translation services at any time. Families are entitled to receive information about school programs and activities in a language they understand.

Requesting an Interpreter

An over-the-phone interpreting service is available to support clear communication between staff and families in their preferred language. When interpretation or translation services are needed, staff will arrange these services promptly, ensuring parents can engage effectively in their child's education.

School Activities

A variety of student in-person and virtual student activities are offered throughout the year, including outings, clubs, assemblies, and other events. When possible, events are held in person and facilitated by teachers in local areas, giving students, parents, and teachers a chance to connect outside of academic sessions. Attendance is encouraged but not required, and families are responsible for any related costs such as transportation, entrance fees, or meals.

A parent must accompany their child to all in-person activities, and non-enrolled siblings may attend if supervised at all times. Students can earn attendance credit for participating in outings, and academic credit may be granted if the activity is educational. Event registration is required and families must complete a Release of Liability (ROL) form for each child each school year, which is included in the Back to School Packet (BTSP).

Students with disabilities are encouraged to attend events, and families should contact the organizing teacher or the special education department with any accessibility concerns. For events when a parent or learning coach (LC) is not present, medical conditions must be disclosed in advance. If a student requires medication, an Authorization for Medications form completed by a healthcare provider must be on file; otherwise, a parent must remain on-site to administer the medication. For support, please reach out to lfellows@caliva.org.

The K12 Zone is a safe, interactive virtual campus where students can connect with peers, join clubs, take part in activities, and access learning resources. Organized by grade level, it offers secure ways for students to socialize, collaborate, and build a sense of community beyond the virtual classroom. Access may vary by grade.

Student-led clubs are also available, with teacher advisors assigned to support and monitor the sessions. To join, students must be in good academic standing, attend required sessions, submit work on time, and follow school behavior guidelines.

All in-person events are considered official school sites during participation, in accordance with section 626.81 of the California Penal Code. Alcohol, drugs, tobacco, vaping, and pets (with the exception of service animals) are strictly prohibited at all in-person school events.

SAFE LEARNING ENVIRONMENT

Confidentiality

Our school prioritizes the privacy and security of all student information, requiring parental permission before publicly displaying any student's name or image and using encryption technology for all confidential information transferred online. We protect your child's privacy by limiting access to student records to only relevant staff members. We recommend that you keep your K12® Online School username and password private, change them immediately if you suspect unauthorized access, and consider using just your child's first initial rather than their full name when communicating via email to maintain privacy.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of your child's education records while giving you specific rights to access and review those records. As a parent or eligible student (age 18 or older), you have the right to inspect your child's education records within (5) business days of requesting access, ask the school to correct records you believe are inaccurate, provide written permission before the school shares personally identifiable information, and file a complaint with the U.S. Department of Education if you believe your rights have been violated. California Virtual Academy may share directory information (such as your child's name, grade level, and contact information) for school-related purposes unless you specifically request in writing to admin@caliva.org that this information not be disclosed. If you have concerns about FERPA compliance, contact the Family Policy Compliance Office at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

[For full details, refer to the Family Educational Rights and Privacy Act \(FERPA\) in the Appendix of this handbook.](#)

Protection of Pupil Rights Amendment (PPRA)

As a parent, you have the right to know about and control certain types of information schools collect from your child. Schools must get your permission before giving your child a federally-funded survey about sensitive topics like family beliefs, mental health, sexual attitudes, illegal behaviors, or income. You can say no to other sensitive surveys, unnecessary physical exams, and activities that collect personal information for marketing. You can also ask to see these materials before your child participates. We'll notify you about these activities and give you the chance to opt out. When your child turns 18, these rights transfer to them. If you have concerns, you can contact the U.S. Department of Education's Family Policy Compliance Office.

[For full details, refer to the Protection of Pupil Rights Amendment \(PPRA\) in the Appendix of this handbook.](#)

Student Records

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under the Federal Education Rights and Privacy Act (FERPA). Please

review the FERPA Notice in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled.

Students who transfer into the California Virtual Academy will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt to obtain your student's records. It is the responsibility of your previous school to mail the records to the CAVA office at that time. Should the parent decide to withdraw and transfer to a new school, the new school will contact the CAVA office to request the student's records. The school will mail the records to the requesting school.

Should the parent decide to withdraw and teach in the home, the parent should contact the CAVA office to request that a copy of the student's records be mailed to the parent and provide the proper paperwork as outlined by the California Department of Education.

Grievance Policy and Procedure

The California Virtual Academy is committed to achieving and fostering both employee and student/family satisfaction. The following procedure was developed to ensure that employee, student, and family grievances are addressed fairly and promptly. Discrimination, harassment, intimidation, or bullying is prohibited based on a student's actual or perceived: race or ethnicity, color, national origin, citizenship status, immigration status, ancestry, religion, gender, gender identity, gender expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, or any other protected characteristic under federal or state law.

- The parent/guardian will address in writing any concern or grievance initially with the student's teacher and Lead. The Lead will respond within ten (10) school days.
- If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with a principal to discuss the concern or grievance. The principal will investigate and respond within ten (10) school days.
- If the concern or grievance is not resolved by the principal, the parent/guardian may, within ten (10) school days, request a meeting with the Director to discuss the concern or grievance. The Director will investigate and respond within ten (10) school days.
- If the concern or grievance is not resolved by the Director the parent/guardian may, within ten (10) school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond within ten (10) school days.
- A written letter will be sent to the family that will address the concern and outcome.

Uniform Complaint Procedures

The school has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and violations of laws governing educational programs. Complaints are investigated and resolved through the Uniform Complaint Procedures (UCP) adopted by the Board.

Complaints must be submitted in writing to the following Compliance Officer:

Director of Categorical Programs

Krista Mount

50 Moreland Dr.

Simi Valley, CA 93065

In accordance with Education Code 35186, complaints may also be filed regarding deficiencies related to instructional materials, facility conditions, or teacher vacancy or misassignment.

The Board-approved UCP Policy and complaint form can be found on the school's website.
<https://cava.k12.com/about-our-school/public-notices/>

[For full details, refer to the Uniform Complaint Procedure \(UCP\) in the Appendix of this handbook.](#)

Title IX - Gender Discrimination and Sexual Harassment

Title IX of the Civil Rights Act prohibits sex-based discrimination in federally funded educational programs, protecting all participants from sexual discrimination and harassment. California Education Code further reinforces these protections at the state level.

The Title IX Coordinator oversees nondiscrimination policies, provides training, and monitors responses to gender discrimination allegations. For complete information about complaint procedures, please review the Title IX Policy in the Public Notices section of the school website or contact the Title IX Coordinator directly:

Melisse Burns
TitleIX@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

[For full details, refer to the Title IX Grievance Procedure in the Appendix of this handbook.](#)

Nondiscrimination and Harassment Policy

Discrimination, harassment, intimidation, or bullying based on a student's actual or perceived race or ethnicity, color, national origin, citizenship status, immigration status, ancestry, religion, gender, gender identity or expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, or any other characteristic protected under federal or state law is strictly prohibited. This policy applies to all educational programs, activities, services, and school-sponsored events. Acts by students, staff, or third parties that violate this policy will not be tolerated and will be promptly addressed.

Complaints may be filed under the Uniform Complaint Procedures or Title IX Grievance Procedure, as appropriate.

[For full details, refer to the UCP Annual Notice and Title IX Grievance Procedure in the Appendix of this handbook.](#)

Bullying Prevention, Intervention, and Reporting

Bullying, harassment, intimidation, and cyberbullying are strictly prohibited. Students are encouraged to report any incidents, and staff are required to intervene when it is safe to do so. Complaints may be submitted verbally, in writing, or electronically and will be promptly investigated. Retaliation against anyone who reports or participates in an investigation is not allowed.

[For full details, refer to the Bullying Prevention, Intervention, and Reporting Policy in the Appendix of this handbook.](#)

Prevention of Sexual Misconduct and Abuse

Sexual misconduct and inappropriate staff-student interactions are strictly prohibited. All adults, including employees and volunteers, must maintain professional boundaries in both in-person and electronic communication. Annual training is provided to staff, and any suspected misconduct must be reported. The Prevention of Sexual Misconduct and Abuse Policy can be found on the school's [website](#).

Seclusion and Behavioral Restraint

Physical restraint or seclusion is not to be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion will be avoided to the greatest extent possible without endangering the safety of students and staff. Staff will never use mechanical restraints to restrict a child's freedom of movement. Teachers, administrators, and staff understand that students' social behavior can affect their academic learning.

Special Education administrators, and staff are offered Nonviolent Crisis Prevention Intervention (NCPI) training and certification. NCPI provides the school staff with the skills to safely recognize and respond to everyday crises. NCPI training complies with all current legislation and is evidence-based and fully accredited. California Ed Code 49005.2. Pupil's right to be free from the use of seclusion and behavioral restraints.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. California Virtual Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. [Click here for a link to federal Section 504 information](#) related to Section 504 of the Rehabilitation Act of 1973.

Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request.

If you have questions about Section 504 or if you believe that the school is not in compliance with the regulations of Section 504, contact the Student Success Coordinator for the California Virtual Academies at (805) 581-0202.

Gender Identity and Expression

Our school provides a safe, supportive environment for all students, complying with California law prohibiting discrimination based on sex, sexual orientation, or gender identity. Students or parents can request gender-related support anytime, or school staff may identify when support is needed. Our Director of Social-Emotional Learning, Prevention, and Intervention will coordinate appropriate help, which may include developing a Gender Support Plan with the student and/or parent. No formal meeting or written plan is required for students to receive support.

For more information or support, please contact:

Director SEL, Prevention & Intervention

Victoria Nelson

vnelson@caliva.org

(949)354-3455

Homeless Students and the McKinney-Vento Act

Support is provided to students without stable housing through the McKinney-Vento Act, which defines homeless students as those lacking fixed, regular, and adequate nighttime residence. These students receive enrollment assistance, supplementary academic support, transportation help, case management, and community referrals. To learn more about available resources, see the <https://www.compass-connection.org/> website.

For more information and support, please contact:

Homeless & Foster Youth Liaison

Melisse Burns

meburns@caliva.org

(530) 421-8165

50 Moreland Rd.

Simi Valley, CA 93065

[For full details, refer to the McKinney-Vento Rights in the Appendix of this handbook.](#)

Students in Foster Care

We recognize the importance of educational stability for children in foster care. Through close collaboration with child welfare agencies and educational rights holders, we ensure foster youth have equal opportunities to succeed. Foster students have the right to immediate enrollment, credit for completed coursework, and full access to school programs. These rights are protected by law and may be enforced through the school's Uniform Complaint Procedures (UCP).

To request support, please contact:

Homeless & Foster Youth Liaison

Melisse Burns

meburns@caliva.org

(530) 421-8165

50 Moreland Rd.

Simi Valley, CA 93065

[The full Foster Youth Support Policy, which includes the rights and educational protections afforded to foster youth, can be found in the Appendix of this handbook.](#)

Rights of Married, Pregnant, and Parenting Students

Pregnant and parenting students have equal access to all virtual educational programs, with pregnancy treated as any medical condition; accommodation includes flexible scheduling, extended deadlines, and excused absences for medical needs. Students can take necessary breaks during live sessions, receive appropriate curriculum modifications, and may enroll for a fifth year to complete graduation requirements if needed. All pregnancy/parenting information remains confidential except in cases of suspected abuse or danger. The Married, Pregnant, and Parenting Students Policy can be found on the school's [website](#).

Title I School

In accordance with the Every Student Succeeds Act (ESSA), Title I is a federally funded program that supports all students in receiving a high-quality education and meeting state academic standards. As a schoolwide Title I program, funds are used to improve overall student performance through effective, evidence-based strategies. Families are encouraged to participate in school planning and decision-making through parent engagement opportunities. Parents have the right to request information about the professional qualifications of their child's teachers and paraprofessionals. For more information, see the "Rights to Know Your Teacher's Qualifications" in the Public Notices section of the [CAVA website](#).

Immigration Enforcement and Student's Rights

All students are entitled to a safe and welcoming school environment, regardless of immigration status. In compliance with AB 699 and Education Code 234.7, the school does not collect or share immigration status information and will not assist immigration enforcement without legal obligation. Students are guaranteed equal rights and protection from discrimination, harassment, or bullying (Ed. Code 200, 220, 234.1).

[For full details, refer to the Response to Immigration Enforcement Policy in the Appendix of this handbook.](#)

Comprehensive School Safety Plan

Comprehensive School Safety Plans are maintained, reviewed annually, and updated as needed by the Board. It can be accessed upon request by emailing info@caliva.org.

Objectionable Materials

If you find any lesson, book, or material uncomfortable or inappropriate for your child, please contact your child's teacher immediately. Your teacher will work with you to find alternative lessons that meet the same educational objectives. You can also share feedback directly with K12 using the feedback button in the Online School if needed.

Immunizations

California law requires that an immunization record be provided before a child can be enrolled in school. We require written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox)

- TDAP (pertussis) *The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.*

We verify immunizations through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- Under current California law, students may enroll in CAVA even if they do not have complete immunizations. However, we are still required to collect and report immunization records for all newly enrolled students and those entering 7th grade. These records will be requested during the enrollment process and again when a student reaches 7th grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of TB exposure (such as Mexico, the Philippines, India, or Southeast Asia) **MUST** call the County Tuberculosis Clinic, for a TB Screening upon return. Questions about immunizations can be directed to immunizations@caliva.org.

Physical Examinations

All students are required to complete a health screening examination—including hearing and vision screenings—on or before the 90th day after entering first grade, unless a waiver is obtained under Health and Safety Code Section 124085. This examination may be conducted by your family physician or, in some cases, through services offered by your County Health Department. Information and necessary forms are provided to students enrolled in Kindergarten. Failure to provide proof of this examination or an approved waiver will result in denial of enrollment. It is recommended that children receive annual speech, hearing, and vision examinations to support their overall health and academic success. Please submit your health screening to immunizations@caliva.org.

Safe Storage of Firearms

The school annually notifies families of students in grades 6–12 about California's safe firearm storage laws, as required by Education Code 48986. Parents and guardians are reminded to securely store firearms to prevent unauthorized access by minors, in compliance with state law. For the full notice required by SB 906 refer to the Annual Notices section of the school [website](#).

Program Information

Course Level Placement

Students are offered the opportunity to participate in an independent study program individualized to meet their needs. All students are placed in their age-appropriate grade level and courses, with remediation or enrichment support provided as determined appropriate by the assigned teacher.

Elementary Courses

The courses listed below are the age-appropriate grade-level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned to take Physical Education. Students in grades 2nd-5th may choose to participate in the World Language program in place of Music.

Offerings include Spanish and Chinese. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

K12 Skills Arcade is assigned in Math and ELA for grades K-5, along with Science for grades 3-5. TK utilizes Reading Seeds and Math Seeds.

Grade	Math	Language Arts	History	Science	Electives
Transitional Kindergarten	Embark Math	Embark Language Arts <ul style="list-style-type: none"> • Free Reading • Tools Exploration • Circle Time 	Embark Social Studies	Embark Science	Embark Art Embark Music
Kindergarten	Math K E1	ELA K E1 Phonics K E1	Social Studies K Summit ED CA	Science K E1	Art K E1 Music K ED
1st Grade	Math 1 E1	ELA 1 E1 Phonics 1 E1	Social Studies 1 Summit ED CA	Science 1 E1	Art 1 E1 Music 1 ED
2nd Grade	Summit Math 2	Summit ELA 2	Social Studies 2 Summit ED CA	Science 2 E1	Art 2 E1 Music 2 ED
3rd Grade	Summit Math 3	Summit ELA 3	Social Studies 3 Summit ED CA	Science 3 E1	Art 3 E1 Music 3 ED
4th Grade	Summit Math 4	Summit ELA 4	Social Studies 4 Summit ED CA	Science 4 E1	Art 4 E1 Music 4 ED
5th Grade	Summit Math 5	Summit ELA 5 CA	Early American History 5 Summit ED CA	Science 5 E1	Early American Art E1 Music 5 ED

Middle School Courses

All middle school students are assigned math, language arts, science, history, physical education, art, and either careers, music (6th grade only), or world language¹.

	6 th Grade	7 th Grade	8 th Grade
Math	Sem 1: MTH06AE4 Math 6 Sem 2: MTH06BE4 Math 6	Sem 1: MTH07AE4 Math 7 Sem 2: MTH07BE4 Math 7	Sem 1: MTH08AE4 Math 8 Sem 2: MTH08BE4 Math 8
English	Sem 1: ENG06AD Language Arts 6 Sem 2: ENG06BD Language Arts 6	Sem 1: ENG07AD Language Arts 7 Sem 2: ENG07BD Language Arts 7	Sem 1: ENG08AD Language Arts 8 Sem 2: ENG08BD Language Arts 8
History	Sem 1: HIST06A MS Summit World Hist I CA Sem 2: HIST06B MS Summit World Hist I CA	Sem 1: HIST07A MS Summit World Hist II CA Sem 2: HIST07B MS Summit World Hist II CA	Sem 1: HIST07A MS Summit World Hist III CA Sem 2: HIST07B MS Summit World Hist III CA
Science	Sem 1: SCI06ADE3 Summit Earth Science Sem 2: SCI06BDE3 Summit Earth Science	Sem 1: SCI07A Summit Integrated Sci 7 CA Sem 2: SCI07B Summit Integrated Sci 7 CA	Sem 1: SCI08A Summit Integrated Sci 8 CA Sem 2: SCI08B Summit Integrated Sci 8 CA
PE	OTH06 Summit Physical Fitness 6	OTH07 Summit Physical Fitness 7	OTH08 Summit Physical Fitness 8
Online Learning	ORN010E6 Online Learning: Middle & High School	ORN010E6 Online Learning: Middle & High School	ORN010E6 Online Learning: Middle & High School

¹ World Language (WLG) is a program that is offered to students; however, it is not a teacher-directed course, and students will **not earn** a letter grade or pass/fail. [World Language parent letter](#)

Electives	<i>Elective Options - Choice of One</i>	<i>Elective Options - Choice of One</i>	<i>Elective Options - Choice of One</i>
	<u>Option 1</u> Sem 1: ART07A Summit Intermediate World Art I Sem 2: MS Music <u>Option 2 – full year</u> CAR005-PBL Middle School Career Explorations 1 <u>Option 3– full year</u> WLG MS Spanish I	<u>Option 1 – full year</u> 2D Art <u>Option 2 – full year</u> CAR007-PBL Middle School Career Explorations 2 <u>Option 3– full year</u> WLG MS Spanish I or II <i>If completed CAR005 course in 6th grade, along with teacher recommendation, choice of 1:</i> <u>Option 1.1</u> Sem 1: TCH220 Computer Science Principles Sem 2: TCH109 Foundations of Digital Literacy (Semester 2 - Cert Course)	<u>Option 1 – full year</u> ARTD MS Animation I <u>Option 2 – full year</u> CAR007-PBL Middle School Career Explorations 2 <u>Option 3– full year</u> WLG MS Spanish I or II <i>If completed CAR007 course in 7th grade, choice of 1:</i> <u>Option 1.1</u> Sem 1: TCH220 Computer Science Principles Sem 2: TCH125 Computing Fundamentals (Cert Course) <u>Option 1.2 – full year</u> CAR017 – Business and Marketing <u>Option 1.3 – full year HS Course</u> CAR015 - CAR 015 PBL AV, Art, Communications Explorations

Summit Integrated Science CA A or B will include the required comprehensive sexual health and HIV prevention curriculum. Please see the California Healthy Youth Act below.

Art courses are offered out of K12 grade-level order, to comply with California education standards.

Careers Technical Education (CTE) in Middle School

CTE courses are offered as an elective to middle school students who plan to transition into the Career and College Prep program at CAVA when they are high school students. 7th and 8th grade students who completed CAR005 or CAR007 – MS Careers Explorations 1 or 2 may choose to enroll in a high school Career Technical Education (CTE) course, such as AV, Art, Communications Explorations, or Business and Marketing, and earn 10 high school credits for one year of coursework.

High School Graduation Requirements

To prepare students for a rigorous post-secondary education, students will be prepared to meet entrance requirements for the University of California system by providing a course of study that aligns with the state's academic standards and meets local district and state requirements.

Students in grades 9-12 must enroll in at least 30 credits per semester, which includes six high school courses plus Online Learning². Students must remain on track to graduate with their cohort and meet all subject-specific graduation requirements.

Students who will graduate in the current school year (not including summer) can be approved to take a minimum of 4 content courses and Online Learning as the 5th course per term if additional courses are not needed to meet graduation requirements. Students who have not yet completed the minimum graduation math requirements must be enrolled in a math course. If the student is not on track to graduate in their cohort year, all coursework must meet graduation requirements.

² Online Learning courses count toward overall graduation elective credits but is not applied toward the 30-credit minimum enrollment requirement each semester.

Students must obtain 210 credits as detailed below to meet graduation requirements. (California State University and University of California A-G Requirement notes included)

- A. History/Social Science (30 Credits)
 - Modern World Studies
 - Modern US History
 - US Government and Politics (1 semester)
 - US and Global Economics (1 semester)
- B. English (40 Credits)
 - English 9
 - English 10
 - American Literature
 - British and World Literature (A-G option) or Grammar and Composition
- C. Math (30 Credits) (3 years required/ 4 recommended for 4-year college entrance) (20 credits in Algebra 1 and Geometry are required)
 - Algebra 1³
 - Geometry
 - Algebra 2
 - Pre-Calculus/ Trigonometry
 - Statistics
 - Calculus
 - Consumer Math⁴
- D. Lab Science (20 Credits) (2 years required/ 3 recommended for 4-year college entrance)
2 of the following (1-year Life/1 year Physical)
 - Biology
 - Astronomy, Physics, and/ or Chemistry
- E. World Language or
- F. Visual and Performing Art (20 credits) – 2 years of a World Language or Visual and Performing Art or a combination of both or for 4-year college entrance, 1 year of a Visual and Performing Art and 2 years of a World Language (3 years recommended)
 - Spanish I, Spanish II, Spanish III, Spanish IV
 - French I, French II, French III
 - Modeling 1 (1 semester), Modeling 2 (1 semester)
 - Animation
 - Fine Art
 - Art Appreciation (1 semester), Art in World Cultures (1 semester)
 - Music Appreciation
 - Digital Arts 1, Digital Arts 2
 - Image Design and Editing
- G. Electives (40 credits) – must include the courses listed below, additional credits can include overages in any category listed above
 - Health (5 credits)
 - PE (20 credits)
 - Career Education (5 credits)
 - Career Planning Course

³ Students who complete the two-year Algebra 1 program will earn 10 credits in Algebra 1 and 10 math elective credits to count toward graduation requirements in math.

⁴ Students who have completed Algebra I and Geometry are eligible to take Consumer Math. Exceptions will be reviewed by the administration on a case-by-case basis.

- Career Pathway Introduction course
- Career Explorations course

Courses may vary from year to year depending on the offerings available. Please contact your Counselor for additional information on Honors, Advanced Placement, Credit Recovery, and Dual Enrollment courses.

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

Students with disabilities are entitled to a free, appropriate public education (FAPE) and may require individualized modifications to meet graduation requirements. In accordance with the law, each student's individualized education program (IEP) team determines appropriate academic goals, accommodations, and the method for measuring performance on state and schoolwide assessments.

Certificate of Educational Achievement/Completion

In place of a high school diploma, a Certificate of Educational Achievement or Completion may be awarded if the student meets one of the following criteria: (Education Code 56390)

1. Successfully completed an alternative course of study outlined in their IEP and approved by the Governing Board;
2. Successfully met IEP goals and objectives during high school;
3. Satisfactorily attended high school, participated in instruction per their IEP, and met transition service objectives.

Students who meet the above criteria are eligible to participate in graduation ceremonies and related school activities alongside their peers without disabilities (Education Code 56391).

Transcript Policy for High School

The Transcript Policy outlines how high school courses are recorded on student transcripts, including procedures for early withdrawals, transfers, homeschool and international records, dual and concurrent enrollment, World Language placement, and repeated courses. It ensures accurate credit assignment and compliance with state graduation requirements.

[For full details, refer to the Transcript Policy in the Appendix of this handbook.](#)

Math Placement Policy for High School

In alignment with the California Mathematics Placement Act of 2015, a fair, objective, and transparent process is followed for placing incoming 9th-grade students in appropriate math courses. Placement decisions are based on multiple academic measures such as standardized assessments, report card grades, teacher recommendations, and in-class performance. Each student's placement is reviewed during the first month of the school year to ensure accuracy, and adjustments may be made as needed.

Parents/guardians may request information on their child's placement, ask for retesting, or request reconsideration of placement. If a parent disagrees with the final placement recommendation, they may sign a voluntary waiver requesting a different placement.

[For full details, refer to the Mathematics Placement Policy in the Appendix of this handbook.](#)

Career and College Prep in High School

The Career and College Prep program offers students a robust blend of traditional academic coursework and career-focused electives within recognized Career and Technical Education (CTE) pathways. Students progress through a structured program, Introductory, Concentration, and Capstone years, designed to build workforce readiness and college preparedness. All pathway courses are taught by CTE-credentialed teachers, and many incorporate project-based learning to give students hands-on, real-world experiences. Students also complete career exploration lessons, participate in small-group college and career readiness activities, and have the opportunity to earn college credit through dual enrollment, provided they meet all program and eligibility requirements.

Pathway options span several industry sectors, including Business and Finance, Information Technology, Arts and Media, Health Science, and Public Service. Students may pursue certification opportunities and participate in Work-Based Learning or internships if they complete the required program stages. Enrichment opportunities include industry-related outings and optional involvement in Career and Technical Student Organizations (CTSOs), some of which may require in-person participation. Students are expected to uphold professional conduct both in virtual and in-person settings as they represent the Career and College Prep program.

Concurrent Enrollment Policy and CAVA2College Dual Enrollment

Eligible middle school and high school students may take community college courses for academic enrichment through concurrent enrollment. Students must have a minimum 2.5 GPA, complete a concurrent enrollment form each semester, and receive approval from their guidance counselor. Up to two college courses may be taken per semester, and students must remain enrolled in at least four CAVA high school courses unless an exception is granted (such as through an IEP or administrative approval). Credit may be granted on the high school transcript if the course was pre-approved, and a final transcript is received. Students must adhere to all community college rules and are not supervised by CAVA or the college outside of the classroom.

The CAVA2College Dual Enrollment Program, offered in partnership with select California colleges, allows qualified students (10th grade or higher) to earn dual credit in approved virtual college courses that count toward both high school graduation and college transfer or degree requirements. Students must maintain a minimum GPA of 2.5 and comply with all attendance and communication expectations. While tuition, health, and enrollment fees are waived, families are responsible for textbooks and supplies. Students must continue to take at least four CAVA courses in addition to Online Learning, and time spent on college coursework does not count toward attendance. College course schedules may not align with the CAVA semester calendar.

[For full details, refer to the Concurrent Enrollment Policy in the Appendix of this handbook.](#)

Course Changes in High School

Students may request course changes within the first ten (10) school days of each semester for reasons such as course misplacement, repetition of a previously passed course, transcript delays, parent request, IEP team decision on placement, or a level change (standard, honors, AP). No new course change requests will be accepted after the tenth school day, with the exception of credit recovery courses (see Credit Recovery Courses process below). Exceptions may be reviewed on a case-by-case basis by the administration. Students are responsible for making up all missed work upon entry into a new course.

Students must maintain a full course load, including six courses plus Online Learning, and stay on track for graduation. Requests to change or drop a Math, English, Science, or History course must result in enrollment in another course that fulfills graduation requirements.

Mid-Year Enrollment Elementary & Middle School

Elementary and middle school students enrolling mid-year will begin all assigned courses based on the expected progress point according to his/her date of enrollment and the course pacing guide. Students will be provided with remediation and/or enrichment support to ensure mastery of all grade-level skills and concepts to promote a smooth and successful transition into our independent study program.

Physical Education

California law mandates physical education (PE) requirements (Education Code 51210 & 51222) for elementary and secondary students to promote lifelong fitness and well-being. Elementary students must complete a minimum of 200 minutes of physical education every ten school days. Middle school students must complete a minimum of 400 minutes of physical education every ten school days. Physical education is a required course for ninth and tenth-grade students or for those who have not yet met the physical education graduation requirement. Students enrolled in a PE course must complete a minimum of 400 minutes of physical education every ten school days.

California Healthy Youth Act

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the fall or spring semester as a part of the 8th-grade science course. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school.

“Comprehensive sexual health education” means education regarding human development and sexuality, including education on menstrual health, pregnancy, contraception, and sexually transmitted infections (EC 51931). “HIV prevention education” means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931). Information will be discussed about resources available to pupils related to adolescent relationship abuse and intimate partner violence (EC 51934).

Legal Guardians may choose to opt their child out of Health 8. Please get in touch with the Middle School Curriculum Specialist with any questions on how to opt out your student.

Online Learning Course in High School

High school students are enrolled in an Online Learning course each semester. This 2.5 credit course, taught by the assigned homeroom teacher, focuses on study skills, time management, and social interaction. Students use the course to track important school-related events and deadlines, such as required paperwork and CAASPP testing. Important updates will be communicated through the course, and weekly attendance is required. The course is graded on a Pass/Fail basis.

Class Connect

Students are provided with a variety of learning opportunities, including live instruction, which are called Class Connects sessions, led by credentialed teachers. Class Connects are assigned to students across all grade levels in addition to the support provided by their Learning Coach. Each student’s schedule may vary based on grade level, assessment scores, and teacher assignments. Class Connects adhere to California’s minimum daily instructional time requirements, though additional instructional time may be assigned to meet individual student needs. Per Ed Code Section 51747.5, students who fail to attend more than 50% of their required live instructional time within a school month will be required to attend a pupil-parent-educator conference to determine if independent study is the appropriate learning model.

If parents or students have concerns about their live instruction assignments, they should first contact their homeroom teacher. If concerns persist, they may request to speak with an administrator for further review. By maintaining consistent engagement in live instructional sessions, students can fully access the support and resources needed for academic success.

Elementary students are required to attend targeted instructional sessions weekly, which are determined based on multiple forms of data to support student growth and mastery of grade-level standards. At a minimum, students must participate in math and Language Arts sessions, social studies and Science as assigned, and daily homeroom sessions. Additional sessions may be required based on need to support remediation in Math and ELA.

Middle school students must attend live instructional sessions designed to ensure academic growth and mastery of core subjects. Required attendance includes **daily** core math and English/Language Arts sessions, two core science sessions per week, and daily homeroom sessions. Additional sessions such as student support, remediation, literary book clubs, and individual instruction as assigned. Participation in live instruction is mandatory and will be factored into each student's earned letter grade for core courses. Students are expected to have a working webcam and microphone to enhance engagement and build classroom community. All students and staff must adhere to the Dress Code and Code of Conduct when using webcams. Active engagement includes the use of a microphone, camera on, chat, exit tickets, and other interactive tools.

High school students are required to attend live instructional sessions, with the number and frequency determined by individual student data to ensure appropriate support in core subjects. Students must attend at least one live session per course per week, as well as a weekly homeroom session, and are expected to actively engage in discussions and activities with teachers and peers.

Participation in scheduled Class Connect sessions is critical for academic progress. Students are expected to have a working webcam and microphone to enhance engagement and build classroom community. All students and staff must adhere to the Dress Code and Code of Conduct when using webcams. If a student is unable to use a webcam during a session, they are expected to fully participate through other available tools such as chat, the whiteboard, and polling features.

Progress in Coursework

Students are supported in mastering grade-level standards through a flexible, standards-aligned curriculum that may include remediation, enrichment, and extension opportunities. Students in independent study are expected to engage daily with their assigned curriculum, complete and submit coursework on time, and participate in required instructional sessions. To stay on track, elementary students must complete all work within the quarter, middle school students must meet quarterly deadlines, and high school students are expected to make consistent progress in each course, participate actively in live sessions, and follow all submission guidelines. Students must remain academically engaged during any extended travel, with a travel plan in place if away for more than one week. Failure to meet participation and progress expectations may result in withdrawal from the program.

Assessments

Academic assessment is a vital component of every student's educational journey, providing valuable support to the learning coach, student, and teacher(s). Assessments help establish appropriate academic goals, track progress toward those goals, and measure student growth and achievement throughout each quarter, semester, and school year.

In elementary, assessments may be formal or informal in nature, they may be administered in- person, via a virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the

teacher to appropriately evaluate student achievement levels, which will support the student's academic growth while enrolled in our program.

In middle school and high school, assessments can be formal or informal in nature and include (but are not limited to): beginning and middle of the year universal diagnostic and end of year growth assessment in reading and mathematics (BOY, MOY, EOY), Common Formative Assessments (CFAs) and Common Summative Assessments (CSAs) in English/Language Arts and Math, lesson quizzes, weekly standards-based mastery quizzes, teacher-created assessments, and CAASPP Summative Assessments, state testing. Assessments are proctored by teachers during live sessions, and students are required to use webcams.

Grading

Elementary Grading

In the Elementary Program, standards-based grading measures student proficiency in grade-level learning outcomes based on the California state standards. Student grade marks are determined by quarterly assignment plans and assessed using the following rubric.

Standard Mastery Indicator	Description
4	The student consistently demonstrates exceptional proficiency in the grade-level standard being measured, with in-depth inferences and applications.
3	The student consistently demonstrates proficiency in the grade-level standard being measured. This is the expected level of performance for all students.
2	The student is approaching proficiency in the grade-level standard being measured but has some errors/omissions.
1	The student demonstrates little or no understanding of the grade-level standard being measured.
Not Measured (X)	The standard was not assessed during the grading period.

Non-academic factors, including work and study habits, responsibility for learning, effort, and citizenship, will be evaluated upon the following rubric:

Indicator	Description
Exceeds Expectations (EE)	The student exceeds expectations in classroom and coursework requirements.

Meets Expectations (ME)	The student meets expectations in classroom and coursework requirements.
Approaching Expectations (AE)	The student is approaching expectations in classroom and coursework requirements.
Below Expectations (BE)	The student is below expectations in classroom and coursework requirements.

Middle School Grading

The Middle School Program ensures that each student has access to a grade-level guaranteed and viable curriculum and completes the school year with exposure to high-priority grade-level standards. As teachers assign work in each core course, they follow the Student Achievement Plans and course Curriculum Maps.

Middle school uses the traditional percentages earned for letter grades assigned for each subject: Math, English/Language Arts, History, and Science. Grade Point Average (GPA) is based on the letter grades earned in the core courses of English, Math, History, and Science. The minimum GPA for the Principal's Honor Roll and National Junior Honor Society is 3.0. Students who receive below 70% in Math and/or ELA on their final semester grade may be required to attend summer school for additional academic support.

Percentage Earned	Letter Grade Assigned
100 – 90%	A
89 – 80%	B
79 - 70%	C
69 – 60%	D
59% or below	F

To pass a course, a student must achieve a minimum score of 60%. If a student earns 59% or below, the course will be marked as “Failed”.

World Language is not teacher-led and does not appear on the report card or receive a grade. Music, Art, Careers, Physical Education, and the Online Learning (OLL) course will receive a Pass or Fail grade and are not included in the total Grade Point Average (GPA) for report cards. Letter grades will be determined based on the following weighted components for Math, English Language Arts (ELA), History, and Science.

- Course and Live Session Work
- Teacher Graded Assignments

- Assessments
- Opportunities for Extra Credit

Grade Category	Math	ELA	History	Science
Course and Live Sessions (40%)	Quizzes Notes K12 Skills Arcade Live Session work	Quizzes Notes Stride Skills Arcade Live Session work	Quizzes Notes	Quizzes Notes Stride Skills Arcade Live Session work (including participation in Labs)
TGAs (30%)	Unit Test Part 2(s) Projects/presentations	Teacher Graded Assignments Writing Assignments	Unit Test Part 2(s) Writing Assignments	Teacher Graded Assignments Unit Tests Part 2(s) Lab Write-up
Assessments (20%)	Star360 Math Unit Test Part 1(s) Common Summative Assessments (CSAs)	Star360 Reading Unit Test Part 1(s) Unit Test Part 2(s) Common Summative Assessments (CSAs)	Unit Test Part 1(s)	Unit Test Part 1(s) Common Summative Assessments (CSAs)
Engagement (10%)	Live Session work (including participation) Exit Tickets Notes Common Formative Assessments (CFAs) Notes Star360 Math Participation (BOY, MOY, EOY) - 5 points	Live Session work (including participation) Exit Tickets Notes Common Formative Assessments (CFAs) Notes Star360 Math Participation (BOY, MOY, EOY) - 5 points	Notes	Live Session work (including participation) Exit Tickets Notes Lab Participation Common Formative Assessments (CFAs)
Extra Credit (5%)	Teachers have the discretion to offer up to 5% extra credit in each course.			

Mid-Semester Progress Reports will be finalized and distributed at the end of the 1st and 3rd quarters, while End-of-Semester Report Cards will be prepared and issued after the 1st and 2nd semesters.

Late Work in Middle School

The belief and expectation of our faculty and school board is that our students will work to exceed their goals and personal expectations. The faculty strives to support all students in this endeavor. The homeroom and partner teacher will work to support students with missing and/or late assignments. All missing assignments must be made up within the assigned quarter. Teachers will provide specified days for make-up work to be turned in before the end of each semester.

High School Grading

Student grades will be determined based on how the student performs on assignments within each course. Teacher-graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Research Papers
- Participation
- Project Based Learning (PBL)

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester, students and parents can view grades in the grade book. Teachers, administrators, and parents also have access to grade information.

Grading scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Late Work in High School

The belief and expectation of our faculty and school governance structure are that our students will work to exceed their goals and personal expectations. The faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Make-up work for students in grades 9-12 shall be designated by the individual classroom teachers following the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

Grade Appeal Policy for Grades TK-12

Parents and students may request a grade change within 30 school days of report cards being emailed, but only under specific circumstances: mistake, fraud, bad faith, or incompetence. The appeal process begins with the teacher, then may escalate to the principal and, if unresolved, to the Director. Each level includes written documentation and a formal review process.

[The full Grade Appeal Policy can be found in the Appendix of this handbook.](#)

Student Work Portfolios

To meet California independent-study guidelines, student work must be submitted to your assigned teacher. In elementary school, student assignments are collected on a frequent and regular basis during each learning period. In middle school, teachers will assign and collect Teacher-Graded Assignments during each learning period. Teachers may request assignments to be submitted in various formats. It is imperative that you and your teacher work together to collect and evaluate the student's work on a regular, ongoing basis. A small sample of the collected coursework is stored as part of your student's file and is maintained at the school's office, as required by the state of California.

Below are the qualifications for acceptable student coursework:

- Original student work, in the student's handwriting
- Student work is neat and organized (age-appropriate)

- Includes student's name, date, unit, and lesson number or assignment description
- Is reflective of work as assigned on the quarterly assignment plan and completed within the appropriate learning period/quarter
- Student work is evaluated and scored by the parent/learning coach using the provided answer keys, which can be found within the Online School lesson content or as supplied by your student's teacher
- Is submitted according to the deadlines established by the teacher

Failure to provide the student's work regularly as requested by staff may indicate that independent study is not the appropriate placement for your student.

Academic Conferences

Throughout the school year, both you and your student(s) will regularly meet with their teacher(s) via phone, online video conferencing, and/or in person. Meetings provide a structured time for teachers to observe student progress, review completed work and assessment results, discuss academic strengths and areas for improvement, and assign upcoming coursework. Additionally, conferences help strengthen the partnership between the teacher, student, and parent/guardian through meaningful dialogue, observation, and feedback.

Scheduling & Attendance

Your teacher will coordinate with you to arrange the date, time, and location of all meetings. If an in-person conference is required, it will be held at a mutually agreed-upon location. Both parents/guardians and teachers are responsible for providing at least 24 hours' notice if they are unable to attend a scheduled meeting. If a conference is canceled, the teacher will reach out to reschedule within the same learning period.

- Elementary academic conferences will take place at least three times per school year: upon enrollment and during each semester.
- Middle school academic conferences may occur at least once every 20 days, but additional meetings may be required based on student needs.
- High school students have an Enduring Connection call with their Homeroom Teacher at least once every 20 school days and meet with their counselor at least once per quarter.
- Failure to attend scheduled meetings may indicate that independent study is not an appropriate placement for your student and could result in withdrawal from the program.

Academic Support

As part of our Multi-Tiered System of Support (MTSS), students identified through assessment data and teacher input may be required to participate in this supplemental program. This supplemental intervention targets foundational skills and provides ongoing, multi-day-per-week support, with continuous progress monitoring to ensure effectiveness.

Math and English Lab Courses: High School

The Math and English Lab Program provides targeted support for students with significant learning gaps, identified through state tests, benchmark assessments, and teacher recommendations. Math and Literacy Lab courses help students master content aligned with English 9 and the two-year Algebra 1 sequence. Instruction is primarily delivered through live sessions, and courses are content electives toward graduation. Students may exit the program based on demonstrated mastery and teacher recommendation in the spring semester.

Credit Recovery Courses: High School

The Credit Recovery Program helps high school students catch up and stay on track for graduation. Courses are

self-paced, individualized, and mastery-based, focusing on essential skills in core subjects (math, English, history, science, and PE). Courses do not meet A–G requirements but fulfill graduation credits.

Students begin each unit with an assessment. If they pass with 70% or higher, the unit is complete. If not, they complete the lessons and may retake the assessment. After two failed attempts, a teacher provides remediation before a final attempt. Grading is additive; students earn points for completed work, encouraging multiple attempts. All coursework must be finished by the end of the semester; no extensions allowed.

PE courses require at least 30 hours of physical activity over six weeks in addition to course assignments.

Courses are taught by credentialed teachers available via email, phone, and office hours. Students who are not making progress may be required to meet with their teacher.

To enroll in a credit recovery course, students must have previously attempted the course. Enrollment is available during the first quarter of each semester. Students who finish a course early may enroll in another, if eligible. Students enrolled in two credit recovery courses may reduce their standard course load. If a student completes a credit recovery course during the first half of a term, they may enroll in an additional course, pending eligibility.

Individualized Learning Plans (ILPs) Elementary and Middle School

Individualized Learning Plans (ILPs) are an integral component to ensure that each student is successful in their educational path. The ILPs for Elementary include quarterly assignments via the standards-based assignment paths, report card standards, and course overviews. Students are provided with their ILP within two weeks of enrollment and if any changes are needed throughout the year, updated ILPs are then required. The ILPs for Middle School students include course lessons assigned by their teacher through the Online Middle School (OLMS), required (and optional) live instructional sessions, progress towards individualized goals, and student participation expectations. Teachers provide updated ILPs within the first week of each quarter.

Academic Integrity Policy

Academic integrity is essential to a fair and effective learning environment. All students are expected to complete their work and cite sources properly. Acts of dishonesty, including plagiarism, cheating, or using AI-generated content without citation, are taken seriously and result in escalating consequences. These range from resubmission opportunities to course failure or withdrawal from the school. Students and parents are encouraged to seek support and guidance when unsure about proper academic practices.

[For full details, refer to the Academic Integrity Policy \(Grades TK-8\) and the High School Academic Integrity Policy in the Appendix of this handbook.](#)

Promotion, Acceleration, Retention

Student promotion in grades K-8 is based on multiple academic measures, including assessments, grades, and teacher evaluations, to ensure readiness for the next grade. Retention decisions are made when students are not meeting grade-level standards, with timely interventions and parent involvement. In rare cases, academically advanced students may qualify for mid-year promotion. All decisions consider the student's academic progress, social-emotional development, and, when applicable, special education needs as outlined in their IEP.

[For full details, refer to the Promotion, Acceleration, Retention Policy in the Appendix of this handbook.](#)

Accelerated Course Level Changes for Elementary and Middle School

A mastery-based curriculum supports student learning by building essential skills through lessons that are

differentiated, goal-driven, and informed by assessment data. Parents, Learning Coaches, and teachers collaborate to ensure students engage in rigorous academic work, including projects and individualized assignments.

Mid-year course-level changes are evaluated individually. If enrichment or honors options within the current grade level are insufficient, an advanced course placement may be considered.

Students must demonstrate:

- Proficiency in grade-level Common Core Standards
- Ability to solve complex, multi-step problems
- Initiative, imagination, and effective communication
- Constructive learning practices
- Responsiveness to feedback
- Accountability and reflection in coursework

Students meeting these expectations and demonstrating exceptional skill mastery through portfolios or assessments may be recommended for advanced placement within the year.

Advanced Learners Program (ALP) Elementary & Middle School

The Advanced Learners Program (ALP) is an opportunity to provide accelerated elementary and middle school learners with enrichment activities, including interest projects, etc., to deepen and extend their learning in a variety of areas. ALP students may develop inquiry-based projects around their passions, research more about a topic, or create a presentation.

To participate in the Advanced Learner Program, students must be identified and recommended by their general education teacher. Students will be evaluated for placement in the Advanced Learner Program based on the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above-grade-level skills
- Completing all assignments as indicated on the quarterly assignment plan, including honors projects, other custom assignments, etc.
- Demonstrating mastery of most or all grade-level state standards through teacher-evaluated course assignments and assessments
- Has a genuine interest in, and shows a love for learning
- Attending and participating in all assigned live instructional sessions

Middle School Honors Program & High School Advanced Placement/Honors Courses

The Middle School Honors Program offers a rigorous, enriched curriculum designed to deepen students' understanding across all subjects. Through project-based and cross-curricular learning experiences, students engage in challenging content beyond grade-level standards.

Placement in the Middle School Honors Program prepares students for Advanced Placement (AP) courses and college-level work by fostering critical skills such as time management, organization, and analytical thinking. Honors courses emphasize in-depth projects and writing assignments. Successful students are typically self-motivated, strong readers, and supported at home. Eligibility is based on universal assessment scores (Star 360 Math and Reading), a minimum GPA of 3.0 from the previous term, and teacher and parent recommendations.

The High School offers several Advanced Placement (AP) and Honors-level courses. All honors and AP courses are weighted with an additional point on the student's GPA (A=5, B=4, etc.). These courses adhere to strict due dates and overdue policies. Students complete honors and AP contracts upon entering the course, which detail each

course's requirements. Honors and AP course offerings are provided in the course catalog, updated annually, and are offered at a minimum in math, English, history, and science each year.

For High School Honors and AP courses, students and Parents/ Guardians are required to examine the course syllabus and notify the teacher within the first five (5) days of school for potential conflicts with course materials. Reasonable alternative options will be considered on an individual basis, and students may be placed in an alternative course if necessary. Students and Learning Coaches are responsible for arranging in advance to make up alternative work or material in a timely manner.

School Achievements and Awards in High School

Student achievement is celebrated through a variety of awards and recognitions.

Valedictorian Achievement: The student with the highest overall GPA in the graduating class of each CAVA school as of the end of the fall term for that school year will be awarded a Valedictorian Medal. Students are notified of their valedictorian status prior to graduation ceremonies in the spring term.

Summa Cum Laude: A graduating student that receives a 4.0 or above overall GPA receives a summa cum laude honor at graduation.

National Technical Honors Society Achievement: Per National Technical Honors Society (NTHS) standards, NTHS students are given an NTHS achievement award at graduation if they have met eligibility requirements and participated in NTHS for two semesters before graduation.

National Honors Society Achievement: Per the National Honors Society (NHS) bylaws, an NHS student is given an NHS achievement award at graduation if they have participated in NHS for three semesters before graduation.

Honor List: At the end of each term, students who have earned a GPA of 3.0-3.49 for that term will receive notification of placement on the honor list via email and the opportunity to request a certificate via mail.

High Honor List: At the end of each term, students who have earned a GPA of 3.5 or higher for that term will receive notification of placement on the high honor list via email and the opportunity to request a certificate via mail.

Golden State Seal Merit Diploma: Students may be eligible to receive a seal on their high school diploma and have demonstrated mastery of the curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student.

State Seal of Biliteracy and Global Seal of Biliteracy: This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

English Learner Reclassification: English Learners who successfully meet reclassification criteria during high school will receive an honor at graduation.

CTE Pathway Completion: Students who have completed career technical education elective concentration and capstone courses in a specific pathway within an industry sector will receive an honor at graduation.

Link Crew Leaders: Students who serve as leaders of Link Crew to provide support to students as they enter high school as freshmen will receive an honor at graduation.

Student Government: Students who serve as an ASB (Associated Student Body) officer during their graduating year

will receive an honor at graduation.

Esports Participants: Students who participate on the Esports team during their graduating year will receive an honor at graduation.

College Admission Information

High school students are offered a variety of course options to meet the admission requirements for the California State University (CSU) and University of California (UC) systems.

Information about CSU and UC admission requirements is provided to parents and guardians of students in grades 9-12. Students receive access to a list of CSU and UC-approved courses via internal email. For assistance with selecting courses that meet college admission requirements, students are encouraged to contact their assigned high school guidance counselor. Additional information is available through external resources such as www.csumentor.edu and www.universityofcalifornia.edu/admissions/.

If a required A-G course is not available, students and parents will be provided with alternative options. Guidance counselors and the principal will assist families in selecting an appropriate course, and reimbursement for tuition, books, or testing fees will be available upon proof of satisfactory course completion.

Counselors annually review course selections with students in grades 9-12. In addition to the required quarterly conference, students may request a meeting with their counselor to receive support.

Free Application for Federal Student Aid (FAFSA)

Students are supported in accessing post-secondary opportunities by receiving assistance with the completion of state and federal financial aid applications. In accordance with Education Code 51225.7, all students are required to complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application, as applicable.

Financial aid resources and support are provided through CaliforniaColleges.edu, a free platform offering interest inventories, college and career exploration tools, and financial aid completion assistance. All students will register for an account and work with the counseling staff to complete the financial aid process. Additional assistance and referrals to outreach programs are available from your Guidance Counselor.

Information provided by parents, legal guardians, and students will be protected in compliance with FERPA and applicable state laws, regardless of immigration status or personal information, to ensure full confidentiality. Legal guardians or adult students over age 18 may opt out of the financial aid completion requirement. Families who are unable to complete an application will be exempt, and opting out will not affect a student's ability to graduate.

To ensure compliance with AB469, every student receives information about the requirement to complete the Free Application for Federal Student Aid or the California Dream Act Application. Counselors organize workshops and informational sessions that simplify the application process, helping students gather the necessary documents and fill out forms accurately. By fostering a culture of college readiness and offering this critical support, students are empowered to pursue higher education without the burden of financial barriers.

High School In-Person Event Dress Standards

Clothing worn to Career Prep Academy @ CAVA events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific CAREER AND COLLEGE PREP experience. It is expected that students will adhere to the school dress code and wear clothing that is appropriate for the event and

consistent with their health, safety, and welfare.

Specifically, shoes must be worn at all times, and special events will require closed-toed shoes for the safety of the student. CAREER AND COLLEGE PREP students participating in events or activities as school representatives must follow any additional dress code and public health and safety requirements put forth by the organizer or employer (i.e., professional dress that includes a blazer).

HS Graduation Attire Expectations:

- Attire must adhere to the school Dress Code Policy and be suitable for the occasion (business casual/formal or professional).
- Graduates must wear a cap and fully zipped gown in the designated color.
- Medallions and cords earned through California Virtual Academies for board-approved honors and program participation may be worn with the graduation gown.
- Leis, stoles, and cap decorations are allowed if they do not distract, obstruct view, create a mess, or feature inappropriate content. In addition to the cap and gown, a maximum of 2 personal items may be worn (leis, stoles, stashes).

Work Permits

In the state of California, students under the age of 18 must have a work permit in order to be employed during the school year. The work permit verified that the minor meets school attendance requirements and academic standards. Work permits also help to ensure that employers are aware of restrictions on the type of tasks and hours minors are permitted to work.

Students and families may contact the [CAVA College and Career Center](#) to obtain information on workplace safety, workers rights, school issued work permits, and entertainment work permits.

Parent-Student Handbook Acknowledgement

The Parent-Student Handbook contains important information regarding school policies, student expectations, academic standards, and student/family rights and responsibilities. It is essential that all students and parents/guardians review the handbook together to understand the school's procedures and expectations. As part of the Back to School Packet, you will sign your digital acknowledgment for the Parent-Student Handbook. With your digital signature, you acknowledge the following:

- You have received access to the Parent-Student Handbook.
- You understand it is your responsibility to read and review the contents of the handbook.
- You agree to abide by the policies, procedures, and expectations outlined in the handbook.
- You understand that questions about the handbook or school policies may be directed to school administration.

APPENDIX

Academic Integrity Policy: Grades TK-8

Academic Integrity Policy: High School

Bullying Prevention, Intervention, and Reporting Policy

Concurrent Enrollment Policy

Dress Code Policy

Family Educational Rights and Privacy Act (FERPA)

Foster Youth Support Policy

Grade Appeal Policy

Mathematics Placement Policy

McKinney-Vento Rights

Promotion, Acceleration, Retention Policy

Protection of Pupil Rights Amendment (PPRA)

Response To Immigration Enforcement Policy

Suspension and Expulsion Policy

Title IX Grievance Procedure

Transcript Policy

Uniform Complaint Procedure (UCP) Annual Notice

Academic Integrity Policy (Grades TK-8)

Academic integrity is the foundation of a fair and successful learning environment. All students are expected to complete their work, use sources appropriately, and uphold honesty in all academic matters. Cheating, plagiarism, any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means, and any form of misrepresentation or deception in academic work are considered serious offenses and are not tolerated at any grade level.

Examples of Academic Dishonesty Include (but are not limited to):

- Submitting the same assignment in more than one course without permission
- Copying from textbooks, websites, or answer keys without proper citation
- Using unauthorized materials, tools, or notes during assignments or exams
- Buying, commissioning, or hiring someone to complete a paper or project
- Sharing or distributing files that contain completed schoolwork
- Copying work from another student
- Submitting work completed by someone else, including a parent, tutor, or Learning Coach
- Requesting or sharing answers in chat rooms, forums, or threaded discussions
- Using online translators or dictionaries during language exams without approval
- Bypassing or manipulating online assessments to receive a passing score without learning the material
- Marking lessons as completed when they have not been completed by the student and reviewed by the Learning Coach, if required
- Posting schoolwork or assessments online to let others copy or complete them
- Taking credit for group work when you did not contribute equally
- Giving someone access to your online account or using someone else's account to complete work
- Submitting work created entirely or mostly by AI and presenting it as your own without citation

As students progress through grade levels, the expectations for independent and ethical work increase, but the standard remains consistent: all academic work must be your own. Plagiarism is the presentation of someone else's ideas or works as one's own. This constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty or plagiarism on the part of a student, the instructor may exercise one or more of the following consequences, depending on the severity of the offense.

Consequences

1st Offense

- The teacher will remove credit for any assignment related to the offense.
- The teacher will confer with the parent and student regarding the offense and discuss the repercussions of additional offenses.
- The teacher will provide resources and support to help the student succeed while maintaining academic integrity.
- The student will be required to resubmit assignment(s) directly to the teacher within one week to receive credit.

2nd Offense

- The student will receive zero points for the assignment, and will not be able to resubmit it, which will result in a lower overall course grade on the grounds of academic dishonesty.
- The teacher will notify the student and parent via email and the school administration. Included in this mailing will be a copy of evidence of plagiarism or cheating.
- The parents and student will be required to meet with the principal to discuss the Academic Integrity Policy and the consequences of additional infractions. A letter will be placed in the student's file regarding the offense.
- The student may be required to have additional supervision (for example, complete assessments in the online classroom) to help the student become successful in the future.

3rd offense

- The student may be withdrawn and placed back in their school of residence. The incidents will be noted in the student's permanent file.

Avoiding Plagiarism

Students must always give credit when using information that is not their original work or is not considered common knowledge. For example, if a student uses someone else's opinion or explanation, such as an author's view on the importance of the Emancipation Proclamation during the Civil War, they must credit that source. On the other hand, widely known facts like the dates of the Civil War are considered common knowledge and do not need to be cited.

When using someone else's ideas, students must name the source in the body of their work and list it on a reference page. If a student uses the exact words from a source, those words must be placed in quotation marks and the source must be cited. If students are unsure whether a source needs to be cited, they are encouraged to cite it or ask their teacher for guidance. Learning how to use sources properly is an important academic skill.

For help with writing and citations, students may refer to trusted guides such as *The Essential Little Brown Handbook*, *The MLA Handbook* (for humanities), *The APA Manual* (for social sciences and business), or *The CBE Style Manual* (for science topics).

The student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook*, and for formatting, questions refer to manuals such as *The MLA Handbook* for the Humanities, *The Publication Manual of the APA* for social sciences and business, and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to the course.

Board Approved: June 2025

Annually reviewed as part of the Parent Student Handbook



High School Academic Integrity Policy

High School Academic Integrity Policy

The Academic Integrity Policy includes all forms of academic dishonesty, including plagiarism and cheating. Academic dishonesty in any form is a grave offense and will not be tolerated. Examples of academic dishonesty include:

- Cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.
- Using another's work and claiming it as one's own including work produced by generative AI
- Submitting the same assignment to more than one course
- Copying from text, web site, or other course material without crediting to the source
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Hiring someone to write a paper, buying a paper or project, or using AI to generate assignments on your behalf
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chatroom or threaded discussion
- Using an online translator or foreign language dictionary during examinations Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

Please note: All work submitted to the Online High School is automatically scanned by plagiarism software that cross-references with the internet and work submitted to other schools.

Consequences

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor will exercise one or more of the following consequences, depending on the student's history of academic dishonesty:

1. First Infraction

Students will receive an official warning and be required to watch a tutorial recording. Students will be allowed to resubmit the assignment after signing a behavior contract. The student will receive a zero on the assignment until the behavior contract and revised assignment are submitted.

2. Second Infraction

Students will receive a zero on the assignment and will not be allowed to resubmit it. An administrator will contact the parent and student to discuss the Academic Integrity Policy and the consequences of additional infractions.

3. Third Infraction

Students will be withdrawn from the course, and an "F" grade will be placed on the student's permanent transcript. The principal will contact the parent and student to discuss the Academic Integrity Policy, the consequences of another infraction, and options for credit recovery.

4. Fourth Infraction

Students may be withdrawn and placed back in the school of residence. The incident will be noted in the student's permanent file.

Students with documented disabilities who require academic accommodations under Section 504 or IDEA will be provided with appropriate supports to ensure equitable access to assignments and assessments. The school will consider whether the integrity violation was connected to a disability-related need or misunderstanding and determine whether disciplinary actions should be modified accordingly.

Records of academic integrity violations will be retained in the student's file for the duration of their enrollment. The school will not report academic dishonesty to colleges or third parties unless required by law or unless it results in a formal disciplinary record under Ed Code 48918.

What is Academic Dishonesty?

Cheating: Students must complete their own work. Students who obtain answers to their work from an outside source are cheating. This includes translators (both online and in-person), websites that solve equations, websites that provide questions and answers, copies of other students' work, using unauthorized notes during tests, sharing answers with other students, searching for answers online, and submitting any work that is not the student's original and independent effort.

Plagiarism: Students must give credit for any information that is not either their own original work or common knowledge.

- **AI:** Students are expected to uphold academic honesty standards when using generative AI tools. Users must disclose when AI tools have been utilized in their work, including but not limited to assignments, research, and creative projects. Attribution must be given for any AI-generated content or ideas that significantly influence the final work. Just as plagiarism is unacceptable, using AI tools to generate content without proper attribution or passing off AI-generated work as one's own is equally considered a breach of academic honesty.
- **What is considered common knowledge?** Major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to an author. However, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.
- **Acceptable Use Guidelines:** Students who borrow ideas or information from another author or produce work through generative AI must acknowledge the original creator in the body of the text and on the reference page. Students are encouraged to ask instructors for guidance if they are unsure whether to cite a source. Students might also consult formatting manuals such as The MLA Handbook for English, arts, and humanities, The Publication Manual of the APA for social sciences and business, and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to the course(s).

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Annually reviewed as part of the Parent Student Handbook.

Bullying Prevention, Intervention, and Reporting Policy

The school recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. This applies to all educational programs, activities, services, and school-sponsored events.

Records of all reported bullying incidents and related conduct will be maintained. Each year, bullying prevention efforts will be reviewed to evaluate effectiveness, enhance response protocols, and support ongoing school safety planning.

Examples of Prohibited Conduct

Bullying is aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

California Education Code § 48900(r):

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act¹, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with their academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

¹ Education Code section 48900(r) defines "electronic act" as the creation and transmission originated on or off the school site, by means of electronic device, of an electronic communication.



Examples of the types of conduct that may constitute bullying and are prohibited include, but are not limited to:

Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, websites, or fake profiles. Cyberbullying also includes breaking into another person's electronic account or stealing a person's online identity to damage that person's reputation.

Typically, bullying is a pattern of conduct or is conduct which is repeated over a period of time, but may, in some instances, take the form of one severe or egregious act.

Bullying Prevention

To the extent possible, the school shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective responses.

Virtual-specific prevention strategies, such as:

- Digital citizenship and media literacy lessons
- Safe online communication practices
- Positive virtual school culture-building
- Parent workshops/webinars on cyberbullying

This policy will be posted on the school's website and included in the parent/guardian student handbook annually, in compliance with Education Code 234.3. This policy will be translated into primary languages spoken by 15% or more of the student body in compliance with Education Code 48985.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1).

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes a student has been subjected to bullying or witnessed bullying may report the incident to any staff member either verbally, in writing, or through electronic communication, such as email. A report may also be made by completing the Bullying and Harassment Incident Reporting Form and submitting it to the principal or other staff members. Staff members must notify the principal of the complaint within one business day.

The student who is the alleged victim of the bullying shall be allowed to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

When the incident involves cyberbullying, individuals with information about the activity must save and print any electronic or digital messages that constitute cyberbullying.

If a report of bullying or cyberbullying is made to local law enforcement, the principal shall also notify the Head of School and the Director as required under Education Code § 48900.9.

Retaliation against any student or employee who reports or participates in the investigation of bullying is strictly prohibited and will result in disciplinary action.

Investigation and Resolution of Complaints

All reports of bullying, as defined by this policy, will be addressed using the procedures outlined below. Within fifteen (15) school days of receipt of the complaint, the principal shall complete the investigation and provide the complainant with notice of the decision.

If the investigation determines that the complaint involves bullying that is not based on a protected class, the principal must take appropriate steps to address and resolve the matter. Corrective measures for the student responsible may include counseling, behavioral intervention, and educational support. If the conduct is determined to be severe or pervasive, as defined in Education Code 48900, disciplinary action, up to and including suspension or expulsion, may be taken in accordance with school policies. Even if a reported incident does not meet the legal definition of bullying, any form of inappropriate or harmful behavior will be taken seriously and responded to promptly and appropriately.



If the principal determines the complaint involves alleged harassment, intimidation or bullying, based on a protected class², the appropriate compliance officer must be notified, and the Uniform Complaint Procedure will be followed.

Appeals Process

If a student or parent/guardian is dissatisfied with the resolution of a bullying complaint, they may file a grievance.

- The parent/guardian will address in writing any concern or grievance initially with the student's director. The director will respond within ten (10) school days.
- If the concern or grievance is not resolved by the Director the parent/guardian may, within ten (10) school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond within ten (10) school days.
- A written letter will be sent to the family that will address the concern and outcome.

Assessment, Alternative Consequences, and Progressive Responses

The director shall develop strategies to assess the needs of students who engage in bullying behavior and attempt to utilize alternative consequences and progressive disciplinary responses to address this. Additionally, the director or principal may provide support to these students to address the underlying causes of bullying behavior. Follow-up by the principals or director, with both the individual who was bullied and the person who bullied, should be conducted promptly to ensure that the bullying or harassing behavior does not continue, and that student safety is maintained.

The director shall also consider, even when discipline is not called for under school policies or the Education Code, whether other forms of interventions are appropriate to address the needs of the alleged victim(s) and the conduct of the alleged perpetrator(s).

If any student involved in bullying exhibits warning signs of self-harm or suicide, follow the Safety Risk Referral process.

The school shall maintain records of reported bullying incidents and conduct an annual review of bullying prevention efforts to improve response protocols and school safety planning.

Board Approved

June 2025 (Policy was rewritten.)

Reviewed annually as part of the Comprehensive School Safety Plan.

² Nondiscrimination Policy

Concurrent Enrollment Policy

Concurrent enrollment allows high school students to enroll in courses at a local community college or, when applicable, at a high school site. Under Education Code sections 48800 and 76002, this program is intended to offer enrichment opportunities to a limited number of eligible students. Assembly Bill 30 (AB 30) permits concurrent enrollment to function as dual enrollment, enabling students to earn both high school and college credit simultaneously. It also allows community college courses to be taught on the high school campus when a formal agreement, such as a Memorandum of Understanding (MOU) or a College and Career Access Pathways (CCAP) agreement, is in place. The dual enrollment policy offered is through the CAVA2College program.

The Intent - The intent of the Education Code in allowing dual enrollment is to provide high school students the opportunity to complete college courses while still in high school, helping them prepare for post-secondary education. Dual enrollment also offers financial benefits, as students do not pay tuition or associated college fees.

The Profile - Students who may benefit from accelerating their academic or vocational pathways are eligible and encouraged to participate. Students seeking to complete remedial coursework or make up credits for previously failed high school or middle school classes may be considered for approval on an individual basis, provided they meet the general eligibility requirements.

Policies and Requirements for Concurrent Enrollment

High school students interested in enrolling in community college courses must complete all required forms in coordination with their guidance counselor, who will assist in selecting courses aligned with the student's educational goals. A minimum GPA of 2.5 is required, unless the student meets alternative eligibility criteria set by the community college. Students may enroll in any course except Physical Education, Math, or English, unless an exception is approved by the administrative team. It is also recommended that students consult with a community college counselor to ensure their selected courses align with their academic or career objectives and to verify any campus-specific restrictions.

Students under the age of 18 must obtain a parent or guardian's signature to authorize participation in the concurrent enrollment program. A completed Concurrent Enrollment application must be submitted to the student's guidance counselor prior to each semester of intended participation. Guidance counselors and the Dual Enrollment Specialist serve as the designated school officials authorized to review and approve the application and forward it to the appropriate community college. The Dual Enrollment Specialist will be copied on the communication and will retain a copy of the signed form for official records.

Students are limited to enrolling in no more than two courses per semester, regardless of unit value, provided their total enrollment does not exceed 11 units. Students seeking to take additional courses or exceed the 11-unit limit must obtain prior approval from both the Principal and the Dual Enrollment Specialist.

All completed coursework will appear on the student's community college transcript. If the course was pre-approved, high school credit will be added to their high school transcript upon receipt of an official college transcript verifying the grade and credits earned.

Community colleges are not responsible for supervising minor students outside of the classroom environment. The college faculty and staff are not expected to remain with students after class or ensure that transportation arrangements have been made. Additionally, students should be aware that classes may occasionally be dismissed early.

Students are required to follow all college policies, including those related to course requirements, attendance, deadlines, and the Code of Conduct. Specific policies can be found in the college's catalog or class schedule.

Please note: Some community colleges impose additional restrictions on the types of courses available to high school students through concurrent enrollment. Guidance counselors must adhere to each college's specific policies and, as a result, may not be able to approve certain course requests.

Steps for High School Concurrent Enrollment

1. Research the Community Colleges in your area to decide which college you would like to attend. Helpful link for finding a CC near you: <https://www.cccco.edu/Students/Find-a-College>
2. Review the community college class schedule and identify one or two courses that align with your academic or career goals.
3. Find the portion of the college website that covers Concurrent Enrollment. On most college websites, you can find this by typing in "high school enrollment" or just "high school" in the search box. (Colleges may also refer to concurrent enrollment as "special admission" or "dual enrollment.")
4. Complete an admissions application for the community college.
5. Follow the steps to fill out the High School Concurrent Enrollment Form (available on the college website). Be sure to include all student information and the name of the class you plan to take. Have your parents sign the form (if you are under 18).
6. Send the High School Concurrent Enrollment form to your guidance counselor via email to obtain a signature and discuss your course selection. Send it in PDF format if possible.
7. Follow the steps outlined by the college for submitting this form, completing the admissions process, and registering for courses.
8. To have credits from the community college course applied to your high school transcript, you must send an official college transcript to the main office showing completion of the course with grade and credits earned. The address for the main office is:

California Virtual Academy
Attn: Records Department- Transcript
50 Moreland Road
Simi Valley, CA 93065

Additional Notes

- Placement assessments may be required for enrollment in English, math, or ESL courses. Students must also meet any prerequisite requirements established by the community college.
- A separate high school concurrent enrollment form must be completed and submitted for each semester of participation.
- To receive dual credit, an official transcript from the community college must be mailed to the main office, showing the completed course, grade, and credits earned.

- Students who intend to apply community college courses toward high school graduation requirements must obtain prior approval from their guidance counselor.
- If you are using the community college course to meet a University of California (UC) or Cal State University (CSU) A-G freshman admission requirement, then the course must be listed on the community college's A-G Course List: <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>

College Credit Earned	High School Credits Awarded
1 unit/credit	3 credits
2 units/credits	6 credits
3 units/credits	10 credits
4 units/credits	13 credits
5 units/credits	16 credits

Board Approved: June 2025

Annually updated as part of the Parent Student Handbook

Dress Code Policy

In a virtual school environment, clothing worn during live class sessions, any time while using a webcam, or at an in-person event, should support a safe and respectful academic setting. The primary responsibility for student dress and appearance rests with the parent or legal guardian. The school expects that student attire will promote the learning process and appropriate behavior in all school-related settings.

Clothing must be appropriate for instruction. The following are not permitted in any school-related virtual or in-person activity:

- Clothing or accessories that display crude, vulgar, or obscene messages or images;
- Content that promotes or depicts drugs, alcohol, tobacco, or paraphernalia;
- Attire that includes hate speech, racial/ethnic slurs, sexually suggestive content, or profanity;
- Clothing that reveals undergarments, or attire that is inappropriately revealing;
- Unsafe or disruptive accessories.

In accordance with Education Code 35183, gang-related apparel that may cause disruption or safety concerns during virtual or in-person events is prohibited. The school will consult with law enforcement as needed, and no student will face disciplinary action unless the apparel has been specifically identified as gang-related by school administration.

Any violation of the dress code, including the wearing or display of prohibited or disruptive items during virtual sessions or school-sponsored events, may result in a referral for disciplinary action in accordance with school policy. Students and families will be informed of the dress code expectations annually.

Board Approved

Updated June 2025

Reviewed annually as part of the Comprehensive School Safety Plan.

Notification of Rights under FERPA for Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Insight Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Insight Schools to amend their child's or their education record should write the school principal clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist;

a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Insight Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35,

in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))
- California College Guidance Initiative (CCGI) is written into California Education Code (EC) Section 60900.5 as an authorized provider of an institutional service to all California School Districts and as part of the state’s efforts to make college-

going a more streamlined experience for students (EC Section 60900.5(a)). One service that the CCGI will provide is a set of college and career planning tools, including the CaliforniaColleges.edu tool, designed to help students plan for and apply to California public colleges and universities. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE). Data-sharing with the CCGI, includes the use of California Pupil Achievement Data System (CALPADS) data as outlined in EC 60900.5, and the use of the CaliforniaColleges.edu tool. The data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for purposes of admissions and academic placement.
2. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Foster Youth Support Policy

Our school strives to provide educational stability for children in foster care. We emphasize close collaboration with child welfare agencies and the educational rights holder to ensure that foster students have the opportunity to achieve academic success and to participate in the school community at the same high levels as their peers.

Foster Youth means a child who is subject to at least one of the following conditions:

- Has been removed from their home pursuant to Welfare and Institutions Code 309.
- Is the subject of a petition filed under Welfare and Institutions Code 300 or 602, whether or not the child has been removed from the home.
- A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
- A child subject to a voluntary placement agreement, as defined in subdivision (p) of Section 11400 of the Welfare and Institutions Code.
- A student under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria of EC 42238.01. (Education Code 48853.5, 42238.01)

Foster youth are entitled to specific educational rights and services designed to promote stability, access, and academic success. These include:

- Enrollment in their school of residence and/or remain in their school of origin while under the jurisdiction of the court, even if their placement changes, so long as continued enrollment at the school of origin is determined to be in the student's best interest in a collaborative discussion with the student's educational rights holder, foster care team, and school administrators.
- Immediate enrollment even if a student lacks the typically required documents, such as academic records, immunization records, or proof of residency. To ensure a student's appropriate school placement, we encourage that all relevant documents be provided at the time of enrollment.
- When transferring schools, foster youth will receive credit for full or partial coursework that is satisfactorily completed at their previous school. They shall not be forced to retake courses they have already completed successfully.
- Foster youth who transfer schools after their second year of high school may be eligible to graduate under state minimum requirements, even if they do not meet the school's graduation requirements. They also have the right to stay in high school for a fifth year to complete graduation requirements.
- If a foster child is faced with disciplinary actions that could lead to an involuntary school transfer, including disenrollment, suspension, expulsion, or manifestation determination notice, the school will first provide written notice of the concerns and notification of the student's rights to the educational rights holder, attorney, and county or tribal social worker no less than 5 days before the date of effective action. This is in accordance with CA Education Code § 48911(d); 48911(g); 48918.1(a); 48915.5(d); 48432.5(b); 47605(c).
- Foster youth have access to the same academic resources, services, and extracurricular and enrichment activities available to all students.

Foster Youth School Records

- A caregiver or foster parent may have access to their foster youth's online school platform and current school records to ensure that the student has access to educational services, supports and activities (e.g., to enroll the student in school; assist with homework, class assignments or college applications; enroll in extracurricular activities, tutoring, after school or summer enrichment activities). (CA Education Code 49076(a)(1)(O); 49069.3 (a), (b); 34 CFR 99.31(a)(8), 34 CFR 99.3).
- Education records for foster youth can be disclosed to an agency case worker or other representative of a state, local, or tribal child welfare agency that has legal responsibility, in accordance with state law, for the care and protection of the student. Student records can be provided to the above without written parental consent or under judicial order. The records, or identifiable information contained in those records, shall not otherwise be disclosed by that agency, except as provided under FERPA. CA Education Code § 49076(a)(1)(N); 20 USC 1232g(b)(1)(L).

These educational rights are protected under state and federal law, including the Every Student Succeeds Act (ESSA), and may be enforced through the school's Uniform Complaint Procedures (UCP). If you believe that a foster youth's educational rights have not been upheld, you may file a complaint through the UCP. The policy and complaint process are available upon request or on the school website.

For more information and support, please contact:

Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

Board Approved: March 2020

Updated June 2025

Annually reviewed as part of the Parent Student Handbook.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress consistently. Parents and students have constant access to view assignments and course progress through the Online School. If a concern arises about a specific grade on an assignment or progress report, the assigned teacher should be notified immediately via email.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the education rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

1. Notice of Process for Requesting a Grade Change

- a. The grade appeal policy shall be included in the Parent-Student Handbook.
- b. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

2. Teacher Level

- a. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
- b. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
- c. If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the principal at the same time as the decision is provided to the parent.
- d. If the teacher is no longer employed at the school, the parent may proceed directly to the principal.

3. Principal Level

- a. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the principal. A parent must make the written request to the principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
- b. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetence in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

- c. The principal shall schedule a meeting via phone with the parent and shall allow the teacher to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the principal received the parent's written appeal.
- d. Following the meeting with the parent/guardian/student, the principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be corrected within thirty (30) business days of the date the principal received the parent's written request for review.

4. Director Level

- a. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten (10) school days of the date of the principal's written notification of the site-level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
- b. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetence in assigning the final grade.
- c. The parent, student, and teacher shall have the right to submit relevant documentation.
- d. The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator, or panel shall allow the teacher to be present or to otherwise provide input.
- e. Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school, and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

Board Approved

Annually reviewed as part of the Parent Student Handbook

Approved June 2025

Mathematics Placement Policy 16-17

CALIFORNIA VIRTUAL ACADEMY

MATHEMATICS PLACEMENT POLICY

This policy of the California Virtual Academy (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. School and statewide mathematics assessments, including interim and summative assessments;
 - b. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
 - c. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - d. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:

- a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Head of School, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the diagnostic test, in which case the Head of School or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within ten (10) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this mathematics placement policy is posted on its website.
 6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.



MCKINNEY-VENTO RIGHTS

The school district shall provide an educational environment that treats all students with dignity and respect. Every student experiencing unstable housing shall have equal access to the same free and appropriate educational opportunities as students who are not experiencing homelessness. This commitment to the educational rights of homeless children, youth, and youth not living with a parent or guardian, applies to all services, programs, and activities provided or made available.

A student has unstable housing if he or she is presently living:

- **Temporarily Doubled Up:** A temporary residence where a student shares the housing of other persons due to the loss of housing, economic hardship, or other similar reasons.
- **Temporary Shelters:** A temporary residence provided for individuals who would otherwise sleep on the street, or one provided to individuals in emergency situations. This is also applicable to children who are in temporary residences awaiting permanent placement in foster care.
- **Temporarily Unsheltered:** A type of residence for individuals that is not meant for human habitation - such as cars, parks, sidewalks, abandoned buildings, campgrounds, trailer parks, bus and train stations, or persons abandoned in the hospital (on the street). A rule of thumb would be to see the dwelling as comparable to an automobile in that it shelters but is not adequate housing.
- **Hotels/motels:** A temporary residence for individuals usually requiring payment or vouchers for lodging and services on a daily, weekly, or monthly basis.

All McKinney-Vento Eligible Students Have Rights To:

- **Immediate school enrollment.** A school must immediately enroll students even if they lack health, immunization or school records, proof of guardianship, or proof of residency.
- **Enroll in:**
 - the school he/she attended when permanently housed (school of origin)
 - the school in which he/she was last enrolled (school of origin)
 - any school that a permanently housed student who lives in the same attendance area in which the homeless child or youth is living would be eligible to attend (school of residence or charter schools).
- **Remain** enrolled in his/her selected school for as long as he/she is experiencing unstable housing or, if the student becomes permanently housed, until the end of the academic year. **So long as he/she is attending school and complying with the enrollment requirements.*
- **Participate** in school support programs.
- **Obtain** information regarding local resources.

Homeless Liaison

Melisse Burns

Office (530) 421-8165

Fax (805) 581-0330

Email meburns@caliva.org



Promotion, Acceleration, Retention Policy (Grade K-8)

The Governing Board is committed to ensuring students meet grade-level academic standards before being promoted. Pursuant to Education Code 48070.5, the Board shall establish and implement a policy that identifies students at risk of retention and outlines criteria for promotion and remediation. By establishing this policy, the Board seeks to maintain high expectations for academic performance while providing timely support and equitable learning opportunities for all students, to foster both academic growth and social-emotional development.

Promotion

For students in grades K–8, promotion decisions shall be based on a comprehensive evaluation of academic performance using multiple measures, as outlined in Education Code 48070.5(b). These indicators include, but are not limited to, performance on statewide assessments, report card grades, benchmark and diagnostic assessments, teacher evaluations of academic readiness, and demonstrated progress toward mastery of grade-level standards in English Language Arts and Mathematics. The use of multiple academic measures ensures that promotion decisions are fair, data-informed, and reflective of each student’s overall achievement and preparedness for the next grade level.

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-Language Arts, and Mathematics pursuant to Education Code 48070.5(c).

Grade-Level Promotion Guidelines:

- Kindergarten to 1st Grade: A child who completes one year of kindergarten shall be promoted to first grade unless the parent/guardian and school mutually agree to continue in kindergarten for one additional year, with a Kindergarten Continuance Form on file.
- Grades 1 to 8: Students shall be promoted to the next grade upon completing one year of instruction and demonstrating the required minimum proficiency in English Language Arts and Mathematics, as determined by the multiple factors listed above.

Acceleration: Mid-Year Promotion

The Governing Board recognizes that, in exceptional cases, students may demonstrate academic achievement significantly above grade-level expectations. When appropriate academic placement is unavailable within the current grade, a student may be considered for mid-year grade-level acceleration, provided such a decision is in the student's academic best interest.

Mid-year promotions are reviewed and determined at the end of the first semester. A student promoted mid-year must demonstrate readiness to complete all coursework at the new grade level by the end of the school year. Kindergarten students, including transitional kindergarten, are not eligible for mid-year promotion unless they have completed one full year of kindergarten or will reach age six within the time frame established by Education Code 48000 for first-grade eligibility. No exceptions can be made.



To ensure sound decision-making, the following procedures apply:

1. **Parent Request:** Parents/guardians may request a mid-year promotion for students in grades 1-8 by submitting a written request to the teacher by the end of the first semester.
2. **Teacher Evaluation:** If the teacher supports the request, they will document the student's academic progress, including assessments and relevant work samples.
3. **Submission to Curriculum Specialist:** The teacher forwards the request to the Curriculum Specialist for further review. Requests must be received or postmarked by the stated deadline.

Evaluation Criteria, aligned with Education Code 48070.5(b), may include but are not limited to:

- Diagnostic and benchmark assessments showing advanced proficiency;
- Evidence of mastery at or above current grade level in all core subjects;
- Standardized test scores indicating proficient or advanced performance;
- Reading fluency and comprehension levels at least 1.5–2 grades above current placement;
- Teacher observation and recommendation;
- Consideration of age, social-emotional readiness, and prior retention history.

Note: Parents or Learning Coaches shall not assist students during assessments used for promotion evaluation.

If the student's performance does not meet the above criteria but promotion is still requested, a written justification must accompany the recommendation. The final decision rests with the Director, who may approve or return the request for further consideration. Parents may appeal the decision using the grievance process outlined in the Parent-Student Handbook.

Retention

Students, grades K-8¹, at risk of retention must be identified as early as possible during the school year through ongoing academic monitoring.

Indicators include, but are not limited to:

- Diagnostic, universal, and/or summative assessments (e.g., CAASPP, Star360) showing the student is two or more years below grade level;
- Below-standard course grades in core subjects;
- Lack of mastery in foundational math and reading concepts;
- Teacher observations and recommendations;
- Documentation of student progress within the Multi-Tiered System of Supports (MTSS) process;
- Insufficient academic performance to succeed in grade-level content or subsequent coursework.

The student's academic team, which may consist of one or more of the student's teachers, Curriculum Specialists, School Administrators, and the parent/guardian, shall review all data and determine whether retention is appropriate. Parent/guardian requests for retention must be submitted to the student's general education teacher in writing before the end of the third quarter.

¹ Transitional kindergarten (TK) students are not eligible for retention.



Upon identification of a student at risk of retention, the parent/guardian will be notified in writing. Intervention strategies will be implemented and documented in the student's academic record. Following review of all relevant data, the academic team will submit its recommendation along with supporting evidence to the Director or designee for final review. The Director may approve the retention, request additional information, or return the case to the team for reconsideration.

Retention in 8th grade shall also consider the student's readiness for high school coursework. If it is determined that the student is unlikely to succeed in the entry-level high school English or mathematics courses (e.g., Summit ELA 9 or Developmental Algebra), retention may be recommended.

Retention decisions shall not be made retroactively. Upon enrollment, all students are enrolled in their age-appropriate grade level unless an official retention has been documented by a prior school. Approved retentions become effective on the last day of the current school year. Course level is not equivalent to official grade level and shall not be used alone to determine retention or promotion eligibility.

Parents will be notified in writing of the final decision. If they disagree, they may appeal through the grievance procedure outlined in the Parent-Student Handbook. All retention determinations will be made promptly to ensure adequate planning and support for the following school year.

Considerations for Students with Disabilities

For students with disabilities, promotion, retention, and acceleration decisions shall be made in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA) and Education Code 48070.5(g). Such decisions must be aligned with the student's Individualized Education Program (IEP) and developed in collaboration with the IEP team. A student shall not be retained or accelerated solely based on their disability. Any academic support, modifications, or accommodations outlined in the IEP shall be fully considered in the determination of whether the student has demonstrated sufficient progress toward grade-level standards. The IEP team shall play a central role in reviewing relevant assessment data, academic performance, and the appropriateness of any proposed changes in grade placement.

Board Approved: June 2025

Annually reviewed as part of the Parent Student Handbook

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

California Virtual Academy will develop policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or

other distribution purposes. California Virtual Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Response To Immigration Enforcement Policy

The Governing Board is committed to the success of all students and believes that California Virtual Academy should be a safe and welcoming place for all students and their families, irrespective of their citizenship or immigration status.

School staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement, except as may be required by state and federal law. (Education Code section 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the school's programs and activities on the basis of his/her immigration status. (Education Code sections 200, 220, 234.1)

The head of school or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code section 234.7)

Consistent with requirements of the California Office of the Attorney General, the head of school or designee shall develop procedures for addressing any requests by a law enforcement officer for access to school records, school sites, or students for the purpose of immigration enforcement.

The head of school or designee shall report to the board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7)

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act ("FERPA") pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The head of school or designee shall annually notify parents/guardians that the school will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, school staff shall:

1. Notify the head of school or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the school or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the school shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code section 8310.3)

Responding to Requests for Access to Students or School Grounds

School staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code sections 627.2, 627.3)

School staff shall report the presence of any immigration enforcement officers to the Safe Schools office and other appropriate administrators.

As early as possible, school staff shall notify the head of school or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

The following are in place for schools that have a school site. If staff is at an in-person event with a student, school staff shall make every effort to adhere to take the following actions in response to an officer present, specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the head of school or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for at the event and document the response
4. Request that the officer produce any documentation that authorizes his/her access to the student
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the student, comply with the officer's orders and immediately contact the head of school or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, school staff shall inform the agent that they cannot consent to any request without first consulting with the school's legal counsel or other designated school official.

- b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, school staff shall promptly comply with the warrant. If feasible, school staff shall consult with the school's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, school staff shall inform the school's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the event without consent, school staff shall document the officer's actions.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. School staff's response to the officer's request
 - f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the school's legal counsel or other designated school official

The school's legal counsel or other designated official shall submit a timely report to the governing board regarding the officer's requests and actions and the school's responses. (Education Code section 234.7)

The head of school or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The head of school or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The head of school or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The head of school or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the head of school or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The head of school or designee shall only contact child protective services if school personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The head of school or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code section 48204.4)

The head of school or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Board Approved: June 2025

Reviewed annually as part of the Parent Student Handbook.

Suspension And Expulsion Policy

The school desires to provide district students with access to educational opportunities in an orderly environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and in this policy. Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance. School staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the school's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12", or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6) A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to suspension. No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910.

Definitions

Suspension means the removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days

Expulsion means the removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Grounds for Suspension and Expulsion (Education Code 48900): Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled

- substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
3. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
 4. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
 5. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
 6. Stole or attempted to steal school property or private property (Education Code 48900(g))
 7. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
 8. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(ii))
 9. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
 10. Knowingly received stolen school property or private property (Education Code 48900(l))
 11. Possessed an imitation firearm (Education Code 48900(m)) *Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
 12. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
 13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
 14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
 15. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)) *Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
 16. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet website, including, but not limited to, posting to or creating a credible impersonation for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Credible impersonation means knowingly and without consent impersonating a student for the purpose of bullying the student, such that the student would reasonably believe, or has reasonably believed, that the student being impersonated was or is the student who was impersonated. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

1. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
2. Made terrorist threats against school officials and/or school property (Education Code 48900.7)
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Virtual Class by a Teacher

In a virtual instructional setting where students are required to attend live online classes, a teacher may suspend a student from their virtual class session for behavior that violates the standards listed in Education Code section 48900. The suspension may apply for the remainder of the current session and the following scheduled session.

When such a suspension occurs, the teacher shall immediately report the incident to the principal or principal's designee and document the behavior. The student shall be removed from the virtual classroom environment by being logged out, placed in a waiting room, muted, or otherwise restricted from participation as appropriate to the platform used. The teacher shall promptly notify the parent or guardian of the reason for the removal.

The principal or designee shall make a reasonable effort to arrange a conference with the student, parent or guardian, and teacher as soon as possible, which may occur by phone, video conference, or other means.

During the period of removal, the student may be assigned to an alternative online learning space, asynchronous activities, or another form of instruction. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

In cases of repeated removals from virtual classes, the school will consider the development of a behavior intervention plan or other supportive strategies to address the behavior and support the student's successful participation in the virtual classroom environment.

Mandatory Immediate Suspension for Expellable Offenses (Ed Code 48915(c))

Any student who is found to have committed an act under Education Code section 48915(c) shall be immediately suspended by the Head of School, Director, or designee.

Education Code section 48915(c) includes:

- Possession of a firearm (Education Code 48900(b))
- Brandishing a knife at another person (Education Code 48900(b))
- Unlawful sale of a controlled substance (Education Code 48900(d))
- Committing or attempting to commit sexual assault or battery (Grades 4-12, Education Code 48900.2)
- Possession of an explosive (Education Code 48900(b))

This applies to violations occurring:

- During participation in a live virtual class or school-supervised online activity,
- While using school-issued devices or platforms,
- Or at any in-person school-related activity.

The suspension shall take effect upon confirmation of the offense and shall remain in place pending further investigation and a determination regarding a formal recommendation for expulsion, in accordance with applicable procedures and due process rights.

For all other offenses, a student may be suspended only when the Head of School or director has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5) When other means of correction are implemented prior to imposing suspension upon a student, the Head of School, director, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Head of School, or director, or designee may suspend a student from school for not more than five consecutive school days and not more than 20 school days in any school year. (Education Code 48911) These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Head of School, or director, or designee with the student and, whenever practicable, the teacher, lead, or principal who referred the student. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Head of School, or director, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

1. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
2. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or the student's representative in person, by email, or by telephone. Whenever a student is suspended, they shall also be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice shall state the date and time when the student may return to school.
3. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914) The student shall not be penalized for the failure of the parent/guardian, or representative, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)
4. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student, the Head of School, or director may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard
This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Head of School or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school would endanger persons or property or threaten to disrupt the instructional process
 - c. If the student involved is a foster youth or Indian child, the Head of School or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)
 - d. If the student involved is a child or youth experiencing homelessness, the Head of School or designee shall notify the district liaison for homeless students (Education Code 48918.1)

- e. In lieu of or in addition to suspending a student, the Head of School, director, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Head of School or director shall recommend expulsion, and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student has obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed, the Head of School or director shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order for up to one calendar year. This allows the student to attend under specific conditions, such as behavior contracts, counseling, or academic goals. The student must meet conditions set by the board. If the student meets the conditions, the expulsion may be revoked and the record cleared. If the student violates the terms, the board may enforce the original expulsion order without holding a new hearing. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Head of School or designee shall comply with procedures for notices, hearings, and appeals as specified in law. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Head of School or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required. The data is presented to the board as part of the School Accountability Report Card. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Board Approved: June 2025

Reviewed annually as part of the Parent Student Handbook

TITLE IX GRIEVANCE PROCEDURES:

California Virtual Academies

California Virtual Academies (CAVA) are committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. CAVA reserves the authority to address sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below. CAVA reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of CAVA or another entity. Furthermore, CAVA reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on CAVA's judgment that the alleged actions are contrary to any part of its code of conduct.

INFORMATION AND ASSISTANCE

Sex Discrimination and Sexual Harassment means conduct of a sexual nature that meets any of the following:

- Sex discrimination occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- 1) A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
- 2) Unwelcome conduct that a *reasonable person* would determine is so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to the school's education program or activity; or
- 3) Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Sexual harassment can be verbal, nonverbal or physical.

Any individual, who believes they may have experienced any form of sex discrimination or sexual harassment, or who believes that they have observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from any of the following:

1. **Title IX Coordinator:**

Melisse Burns
50 Moreland Rd.
Simi Valley, CA 93065
(530) 421-8165
Email: TitleIX@caliva.org

2. **GRIEVANCE PROCEDURE** Any student, parent/guardian, current or prospective employee or other individual within the school community who believes they have experienced and/or observed and/or is aware of sex discrimination or sexual harassment (“grievant”) should promptly report the matter to the school’s Title IX Coordinator, a school counselor, principal or other school administrator.

A “**formal complaint**” is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. A “**nonformal complaint**” is any notification regardless if by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant or by the Title IX Coordinator.

Response to a Formal Complaint

In response to a formal complaint, the school will follow the defined grievance process within this procedure. With or without a formal complaint, the school, if it has actual knowledge of sexual harassment against a person in an education program or activity, will take certain steps such as offering supportive measures to the complainant to address student safety and provide equal access to the education program or activity while preserving the recipient’s discretion to address facts or circumstances present by a particular situation.

Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

Privacy Protections

The school will never use or attempt to use questions or evidence that is protected by a legally recognized privilege, unless the person holding the privilege waives the privilege.

The school cannot unilaterally access or consider a party’s records, if those records are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with a party’s voluntary written consent.

During the grievance process, questions or evidence about the Complainant’s prior sexual behavior – even with the respondent accused of sexual harassment, and even in the cases where the respondent already possesses evidence about sexual history – are never deemed relevant, with only two narrow and limited exceptions.

The grievance procedures will be as follows:

1. It is the express policy of California Virtual Academy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has “actual knowledge” of

sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. “Actual knowledge” means notice or allegations received by Title IX coordinator, school official with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint. Further, it should be noted, there is no time limit or statute of limitations on a complainant’s decision to file a formal complaint.

2. At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures and a description of the supportive measures offered by the school. A formal complaint form for such purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer any questions anyone has. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student’s behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with CAVA’s policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.
5. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who it favors or disfavors. Where facts are in conflict, credibility determinations can be made. However, credibility determinations will not be based on a person’s status as a complainant,

respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.

6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties a copy of the evidence used to form the basis of the report, and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the school's investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
7. Finally, the school's identified decision-maker, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:
 - Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
 - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - Findings of fact supporting the determination;
 - Conclusions regarding the application of the recipient's code of conduct to the facts;
 - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
 - The recipient's procedures and permissible bases for the complainant and respondent to appeal.
8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, California Virtual Academies shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include, no contact orders,

academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate.

Determination

California Virtual Academy will consistently apply the same “standard of evidence” in all formal complaints, in making a determination of responsibility. Per Title IX regulations, there are two “standard of evidence” options,

- **Preponderance of evidence** – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence.
- **Clear and convincing evidence** – a heightened standard which requires more than a *preponderance of evidence* to prove a fact. One definition of *clear and convincing* evidence is something that is highly and substantially more probable than not.

CAVA will apply the following “standard of evidence” – Preponderance of evidence. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including but not limited to students, employees, and teachers.

Disciplinary Sanctions and Remedies

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions,

- support services may be warranted and may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate
- verbal or written warning
- altered schedules to eliminate interaction opportunities
- exclusions from certain school activities
- access to recorded class sessions in lieu of live participation
- suspension or expulsion

Appeal Process

Under § 106.45(b)(1)(viii), all parties have the right to appeal for specified reasons. Appeals must be submitted within 30 school days following the initial determination. This equal right amongst the accuser and accuse will promote a fair process that will benefit everyone and ensure parity between the parties. Thus, when a complainant or a respondent disagrees with a decision of responsibility, they have the right to appeal on the basis of the following conditions:

- (1) procedural irregularity that affected the outcome;
- (2) new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
- (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome

Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will

- notify the parties in writing and implement appeal procedures equally,
- provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal,
- identify a new and impartial decision-maker to review the original and newly submitted evidence, and
- after reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

The determination regarding responsibility becomes final either on the date that the investigator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause are permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Record Retention

The Title IX Coordinator shall make all records of Title IX complaints and their disposition for a period of seven years.

Retaliation

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and CAVA will take actions necessary to prevent such retaliation.

DISSEMINATION OF INFORMATION

CAVA must provide name, title, contact information of the identified Title IX Coordinator on the school's website. Further, the school shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or other professional organizations with a collective bargaining agreement with the institution that it does not discriminate on the basis of sex in

the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Transcript Policy

The Transcript Policy outlines how high school coursework is recorded and evaluated for graduation credit. It includes procedures for students who withdraw early, transfer from other schools, or submit homeschool or international transcripts. The policy also addresses credit for dual and concurrent enrollment, validated World Language placement, and repeated courses. All entries are subject to review to ensure accuracy, academic integrity, and compliance with state standards.

Transcripts for Courses

All high school coursework completed during enrollment is recorded on the student's official transcript. The following procedures govern the issuance of final grades and transcript entries, including for students who withdraw before the end of a term. High school courses are added to the transcript at the end of each term. Students who withdraw before the term concludes should work with campus leadership to ensure transfer grades are documented through a withdrawal progress report. If the student is near the end of the term, they may arrange an early finish plan to allow final grades to be issued. If a student withdraws without an early finish plan (Semester 1: after December 15; Semester 2: after May 25), any remaining assignments and applicable final exams will be marked as zero, and the final grade will reflect those scores.

Transfer Transcripts

To ensure accurate placement and timely credit recognition, students transferring from another school must submit prior academic records during the enrollment process. Official transcripts should be received no later than 10 school days after the start of the term. While an unofficial transcript or report card may be used temporarily to assist with course placement, an official transcript is required to finalize credit. If transcripts are received after the 10-day window, course adjustments may not be possible.

Homeschool Transcripts

Students who have completed coursework through a homeschool program may receive credit toward high school graduation if the submitted transcript and supporting documentation meet the school's requirements. Transcripts will be reviewed to ensure academic integrity, alignment with state standards, and compliance with school policy. Homeschool records may be accepted if they meet the following criteria:

- **Submission Timeline:** Transcripts should be submitted before the start of the school year, when possible, but no later than 10 school days after the start date.
- **Curriculum Documentation:** Families must provide contact information for the curriculum provider and at least one of the following:
 - Documentation showing the use of an accredited curriculum and a filed homeschool affidavit
 - Course descriptions, sequencing, rubrics, grading scales, and credit equivalencies
 - Parent verification that the courses meet California state standards
- **Transcript Format:** An official transcript must be submitted using a typed or digital template. Handwritten transcripts will not be accepted, and the school will not provide a template. The transcript must include:
 - Course name
 - Grade received
 - Credits earned
 - Term (semester, quarter, trimester, or full year)
 - Grade level per term
 - School year per term

- Indication of any courses that are A-G compliant
- Student DOB and full name
- Name for homeschool program
- Signature from program coordinator

International Transcript Translation Process

Students who have completed coursework outside of the United States may receive credit upon review and evaluation of their academic records. All international transcripts are submitted to a contracted evaluation service for translation and credit equivalency review, even if the documents are in English. This process helps determine appropriate credit and course category placement. Translation and evaluation may take one week or longer to complete. Students or families with questions regarding the interpretation of their transcript should contact their assigned guidance counselor for clarification.

Dual and Concurrent Enrollments

Students may earn high school credit for approved college coursework through dual or concurrent enrollment. To be eligible, the course must be pre-approved by a school guidance counselor or administrator. High school credit will be granted once an official college transcript is received and verified by the school. All college coursework completed through dual or concurrent enrollment will also appear on the student's permanent college transcript.

For concurrent enrollment, the student is responsible for requesting an official transcript from the college and ensuring it is sent to the school's main office:

Attn: Records Department – Transcript
50 Moreland Road, Simi Valley, CA 93065

For dual enrollment, the partner college will send final grades directly to the school. These must also be received at the main office for transcript credit to be awarded.

World Language Placement

Students may earn high school graduation credit for lower-level World Language courses through placement validation. If a student takes and passes the World Language Placement Test and subsequently earns a grade of C or higher in a higher-level World Language course, credit will be granted for the lower-level course(s). These validated courses will be listed on the transcript with a grade of "P" (Pass). The lower-level course(s) will be considered complete and will meet A-G requirements through validation.

Repeated Courses

Students have the opportunity to improve their academic performance by repeating courses in which they earned a grade of D or F. Repeated courses include the same content and standards as the original course. Both attempts will appear on the student's transcript, with an "r" modifier indicating that the course was repeated. The original course grade will be excluded from the grade point average (GPA) calculation, though the credits from the initial attempt will remain and count toward the elective credit category.

Board Approved: June 2025

Annually reviewed as part of the Parent Student Handbook

Uniform Complaint Procedures (UCP) Annual Notice

California Virtual Academy schools annually notify our students, employees, parents or guardians of its students, the advisory committees, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of California Virtual Academy

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Krista Mount
Director of Categorical Programs
California Virtual Academy
50 Moreland Road
Simi Valley, CA 93065
(805) 581-0202
kmount@caliva.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate at California Virtual Academy.