



CALIFORNIA
VIRTUAL
ACADEMIES™

California Virtual Academies
Parent/Student Handbook
2021-2022

California Virtual Academies
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<https://cava.k12.com/>

Policies and procedures listed in this handbook may be changed at the discretion of CAVA without prior notice. Any alterations to this document will be communicated to affected parties via email. A copy of this handbook will be posted on the Parent Portal on School Pathways. This copy will be updated as needed.

This Parent-Student Handbook and all policies herein were reviewed and approved by the charter school board in June 2021.

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WELCOME TO THE CALIFORNIA VIRTUAL ACADEMY

Welcome to the California Virtual Academy (or CAVA as we like to say!). This handbook is designed to help you begin and continue your relationship with our school. Members of the CAVA faculty and administration developed this handbook with input from students and their families. Its purpose is to clarify expectations; something we believe is an important step at the beginning of any new relationship.

California Virtual Academy is a unique form of public charter schools. Thus, for a good part of the time, we will work together remotely. Over the many years of successfully collaborating with our dedicated students and families, we have discovered that two-way regular communication, a shared understanding of expectations for all, and standing by our mutual commitments, ensure academic achievement for our students and builds trust within our school and community. We compiled this handbook in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact the California Virtual Academies offices in Simi Valley, and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

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50 Moreland Dr.
Simi Valley, California 93065
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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.

THE CALIFORNIA VIRTUAL ACADEMY: AN OVERVIEW

The California Virtual Academies are a network of public charter schools. As of May 2021, we have nine schools in the state of California. CAVA serves students in grades TK-12. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. Today we serve students in forty-five of California's fifty-eight counties. We hope to one day serve students in every county in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter schools, independent study, and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors has entered into an educational products and services contract with K12, Inc., a Virginia-based education curriculum company.

Parents can access School Accountability Report Card by visiting the website:

<http://cava.k12.com/who-we-are/school-accountability-report-card>. Hard copies are available upon request through the CAVA office.

Our school office is in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the faculty work from their homes and live within driving distance of the students in their class whenever possible, thus enabling them to build a local school community in their area.

OUR MISSION STATEMENTS

CALIFORNIA VIRTUAL ACADEMY @ FRESNO:

California Virtual Academy @ Fresno will support our students with a culture that provides a positive and encouraging environment allowing each individual student to thrive and achieve their maximum academic success. All educational stakeholders, ensuring accountability for success now and beyond graduation, will continue to communicate and support students and learning coaches in our CAVA @ Fresno program.

CALIFORNIA VIRTUAL ACADEMY @ KINGS:

California Virtual Academy at Kings provides individualized standards-based education for students. The commitment of CAVA @ Kings is to provide a team of highly qualified staff who partner with students, parents, and learning coaches to provide students the skills necessary for success through an innovative and challenging educational environment. We empower students to be life-long learners, critical thinkers and inspire a passion for learning as we teach them to persevere through life's challenges and prepare them for an ever-changing global culture. We thrive on our students demonstrating respect, honesty, integrity, creativity and empowering them to be team workers within the community and with one another. It is important for CAVA @ Kings staff to incorporate the whole child by molding them into strong citizens and positive contributors to society.

CALIFORNIA VIRTUAL ACADEMY @ LOS ANGELES:

California Virtual Academy at Los Angeles is an online, public charter school with a mission to provide a comprehensive standards-based program to diverse student learners who seek an individualized, engaging educational setting. In partnership with parents and Learning Coaches, our dedicated teachers affirm and inspire students to become life-long learners. We model and instill independence, self-advocacy, and critical thinking to educate the whole child. Our goal is to develop a self-disciplined and accountable individual who is prepared to enter the workforce or higher education and be a contributing member of the community.

CALIFORNIA VIRTUAL ACADEMY @ MARICOPA:

Our mission at California Virtual Academy @ Maricopa is to develop a sense of community where our students, their families, and Learning Coaches feel supported in their pursuit of academic success within an alternative model. Our emphasis is on the development of the whole child and we accomplish this through actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, taking the time to get to know each child as an individual, and providing a positive environment which prepares our students for success beyond the classroom.

CALIFORNIA VIRTUAL ACADEMY @ SAN DIEGO:

California Virtual Academy at San Diego recognizes each child as an individual. Our mission is to provide a high-quality education using dynamic common core aligned curriculum. Our team of highly qualified educators partner with students, parents, and the community, to foster academic achievement and a love for lifelong learning. CAVA @ San Diego provides a safe learning environment through the combination of live online sessions, small group academic support, and in-person interactions with a desire to support students' physical, emotional, social, and intellectual needs.

Our online teaching platform allows families to choose an educational environment that reflects their values while providing the structure and support students need to be well-rounded individuals to lead the next generation. We are committed to providing a work environment for our educators that supports employee networking and developing a professional learning community on the cutting edge of educational concepts.

CALIFORNIA VIRTUAL ACADEMY @ SAN JOAQUIN:

California Virtual Academy @ San Joaquin strives to engage, foster growth, and lead students to personal and educational goals. We partner with learning coaches and parents to create a learning environment that helps shape our students' future and their attitudes towards school and learning. We develop strong connections with families through consistency and flexibility, which highlights our commitment to student success.

CALIFORNIA VIRTUAL ACADEMY @ SAN MATEO:

Our mission at the California Virtual Academy @ San Mateo is to provide our students with a high-quality, 21st-century education. Our mission is grounded in high academic standards and integrity, which fosters personal growth. Through a dedicated teaching and support staff, our students are provided with rigorous individualized instruction and high academic standards to achieve career and college readiness.

We believe the key to a successful education includes a partnership between students, teachers, involved parents, learning coaches, leadership, and surrounding community supports.

CALIFORNIA VIRTUAL ACADEMY @ SONOMA:

California Virtual Academy at Sonoma is a community of educators, students, parents, and learning coaches working together to create lifelong learners and responsible members of society. Our team works collaboratively to engage every student, every day, to ensure success in a standards-aligned curriculum.

CALIFORNIA VIRTUAL ACADEMY @ SUTTER:

The mission of California Virtual Academy at Sutter is to foster relationships and build a community of engaged learners through dynamic, high-quality instruction. Working in partnership with students, parents/learning coaches, teachers, and leaders, we will ensure instructional excellence and high standards for student achievement.

OUR VISION STATEMENT

Each California Virtual Academy envisions offering the students of California a charter school that uses innovative technology, a rigorous and award-winning curriculum, individualized learning plans for each student, and accommodations to foster different learning styles; and access to a top-quality education focusing on mastery of the California-adopted Common Core State Standards. California Virtual Academy envisions offering an educational support system that provides students with a learning partnership including the student's family and a California-credentialed teacher, and the ability to learn at their own pace, explore their interests, and achieve their highest academic potential.

Each California Virtual Academy believes parents are integral in the acquisition of knowledge. By co-investing in our students' learning, the school's support system works to strengthen family values, promote character, and provide skill mastery using technology and the K12 curriculum.

CAVA SCHOOL-WIDE LEARNER OUTCOMES

California Virtual Academies are schools where every student **grows** and **connects**.

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 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

SCHOOL PILLARS

The School Pillars are the driving force behind student success at CAVA, and beyond. They have been developed from the student's perspective and illustrate the importance of students being an integral part of their educational team.

Clear Sense of One's Purpose:

- The staff at my school take a personal interest in my success
- Someone at my school cares about me
- My school keeps me motivated to reach my potential

Holistic Plan for Success:

- My teachers and school staff help me build on my strengths and work with me to overcome my weaknesses
- My teachers and school staff know my interests and help me set future goals
- My school works with my family and me to create an Individualized Learning Plan

Responsive, Relevant Learning Experience:

- I know doing well in school matters for success in my future career
- My teachers and school staff make learning interesting and relevant to my future interests
- My school provides me with courses and instruction that will meet my graduation and post- graduation goals

Results-Driven Achievement:

- By measuring academic progress, my school is ensuring I have the skills I need for life after graduation
- By measuring academic progress, my school is ensuring I have the skills and core knowledge I need to graduate
- My school gives me the support I need to be successful on my standardized assessments

Committed Culture and Community:

- The staff at my school will not let me give up
- My personal successes and growth are celebrated at my school
- The staff at my school know, support, and care about me and my achievement

THE CAVA FACULTY

We believe that a collaborative relationship between you and your assigned California Virtual Academy teacher(s) is at the heart of a positive learning environment. Each of our teachers has a laptop computer, access to the K12 curriculum materials, and professional development on the

subjects of technology and the K12 curriculum. Your California credentialed teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. Your teacher has the following responsibilities:

- Maintain regular office hours
- Help students, learning coaches, and parents use the Online School
- Loan students necessary K12 curriculum materials as available/needed
- Help learning coaches with daily instruction for students using the K12 curriculum as appropriate
- Conduct regular conferences with parents and students to discuss academic progress
- Conduct regular in-person and virtual meetings with students, learning coaches, and parents
- Regularly collect and review student work, and provide constructive feedback
- Respond to all emails and telephone calls within 24 hours (during normal business hours)
- Provide at least 24 hours' notice if a conference must be canceled or rescheduled
- Inform students, learning coaches, and parents of school updates/information
- Host school outings or sponsor school enrichment opportunities
- Administer state-mandated assessments
- Provide encouragement and support in all areas of student learning and achievement
- Provide instruction via online classroom for individuals, small groups, or large groups based on student instructional needs
- Administer various academic assessments as part of the ongoing evaluation of progress and content mastery
- Model best practices to support daily student instruction
- Provide individualized instructional support for students who may be struggling, need enrichment, etc.

2021 – 2022 SCHOOL CALENDAR

First Day of School	August 23, 2021
Labor Day	September 6, 2021
End of Quarter 1	October 22, 2021
Veteran's Day	November 11, 2021
Thanksgiving Break	November 22 – 26, 2021
Winter Break	December 20 – 31, 2021
School Resumes	January 3, 2022
End of Quarter 2/Semester 1	January 14, 2022
Martin Luther King's Day	January 17, 2022
Teacher In-Service Days (student non-instructional days)	January 18 – 21, 2022
President's Day	February 21, 2022
End of Quarter 3	March 25, 2022
Spring Break	April 11 - 18, 2022
CAASPP Testing (State Testing)	April 25 – May 27, 2022
Memorial Day	May 30, 2022
Last Day of School	June 10, 2022

ENROLLMENT

The California Virtual Academy is a public school of choice.

CAVA's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the California Virtual Academy. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the CAVA schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at <https://cava.k12.com/> call our school office at (805) 581-0202, or send an email to info@caliva.org.

There is no discrimination in the admission of students to the school based on race, creed, color, national origin, handicapping condition, or gender. CAVA provides a free, appropriate public education (FAPE) to all its students. All students, however, need to be able to meet the enrollment requirements. All students (under the age of majority) are required to have a designated adult, "learning coach", present to assist and monitor the student during the school day. Learning coaches are required to engage with the teaching staff as necessary and ensure all aspects of the student's educational program requirements are met. Learning coaches are not required to be fluent in English.

Questions regarding the status of your enrollment should be directed to the CAVA offices. 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 (IDEIA), 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 enrollment in another public or private school is prohibited at the California Virtual Academy and will result in a withdrawal. This does not include college-level coursework. Please refer to enrollment requirements.

FEES

The Governing Board of California Virtual Academy recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including additional computer peripherals, assistive technologies, and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity that constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

ENROLLMENT REQUIREMENTS

California Virtual Academy is a full-time independent study program (school) offered to students in grades TK-12 who reside in one of the counties CAVA serves. We use the Stride curriculum to provide a high-quality program to our students. Enrollment applications are received online and are not complete until a Master Agreement is signed by the parent, teacher, and student. All families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand the CAVA schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at <https://cava.k12.com>, call our school office at (805) 581-0202, or send an email to info@caliva.org.

Parents wishing to enroll their children in CAVA must:

- Complete the 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 student is only enrolled in CAVA and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Provide a 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 promotion.
- Understand and agree that the student's educational program will be at the direction of the assigned CAVA teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.

To maintain enrollment in CAVA parents agrees to:

- Be responsible for ensuring that the child is attending school (actively engaged and completing CAVA assigned lessons) for 4-6 hours per day (varies by grade level) including attending required live instructional sessions and in-person assessments, as assigned.
- Inform CAVA of any changes in contact information within 48 hours (email, phone, and physical address)
- Attend regularly scheduled meetings (phone, in-person, and online) with CAVA teacher and student; meeting requirements vary in manner, frequency, and duration based on the grade and needs of the student.
- Students are required to participate in face-to-face conferences with teachers and school staff, via in-person meetings or two-way video conferencing, which requires the use of a webcam.

- Be available during regular school hours and CAVA working hours to meet with teachers and staff.
- Maintain a learning log to be provided to the teacher upon request, adhering to the attendance policy in the Parent/Student Handbook.
- Abide by the official school calendar.
- Request and receive approval for a travel plan from the CAVA teacher two (2) weeks before any extended family travel (more than one week/5 school days).
- Submit completed assignments and work samples to the teacher by given due dates.
- Ensure the child is participating appropriately in the instructional program which may include:
 - Completing assessments as needed.
 - Participating in online classroom sessions as assigned for educational support.
 - Attending in-person, school-based assessments.
- High School students must maintain a course load of at least 30 credits each semester. All high school students are required to be enrolled in a minimum of 6 courses in addition to online learning.
- 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 needed.
- Respond to all calls and emails from the teacher or staff within 48 hours via phone or email.
- 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 and guardians 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.

GENERAL INFORMATION

NOTICE OF LANGUAGE ASSISTANCE SERVICES FOR PARENTS

California Virtual Academy provides families with free language assistance services concerning information about school programs and activities. All parents and guardians of CAVA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

REQUESTING AN INTERPRETER

California Virtual Academy has contracted with an over-the-phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services promptly.

INDEPENDENT STUDY MASTER AGREEMENT (ISMA)

California independent study regulations require that any student enrolled in the California Virtual Academy have a signed Independent Study Master Agreement (ISMA) on file for each year they are enrolled. The student, the parent/guardian, and the CAVA teacher must sign the ISMA. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA. Please work with your teacher to ensure that your child's ISMA is signed promptly. Failure to provide a signed ISMA before each school year will result in your child's withdrawal from our program due to this state requirement.

ADMISSION

State Law requires a child to be five years of age by September 1st to start Kindergarten. Children that do not meet the age cut-off for kindergarten are eligible to enroll in our Transitional Kindergarten program. A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and December 2.

Students who turn five after December 2, but on or before the first day of Semester 2, are eligible to enroll in the Transitional Kindergarten program provided that the Head of Schools or his/her designee determines that the admittance is in the best interest of the child, the parent/guardian is given information about the effect of this early admittance, and there is available space in Transitional Kindergarten. Students that are approved for Transitional Kindergarten enrollment based on these guidelines are eligible to promote to kindergarten at the end of the school year.

A student must be age six by September 1st (or have completed one year of kindergarten) to start 1st grade.

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 IEP.

IMMUNIZATIONS

California law requires that an immunization record be presented before a child can be enrolled in school. The School requires 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.)

The school's verification of immunizations is 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.

Current California law allows students who do not have complete immunizations to enroll in CAVA. The school is required to collect and report immunization information for all newly enrolled students and students entering 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 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.

PHYSICAL EXAMINATIONS

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade, or such students must have obtained a waiver under Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. CAVA recommends that children undergo a yearly speech, hearing, and eye examination.

THE STRIDE CURRICULUM (K12 CURRICULUM)

Students enrolled in the California Virtual Academy use the Stride curriculum as its foundational coursework. This curriculum was developed and is maintained by K12, Inc. of Virginia. The school has selected the Stride curriculum for both its superior quality and the fact that it both meets and exceeds the Common Core State Standards. The curriculum covers six subject areas in grades K-8 (Math, Language Arts, Science, History, Art, and Music), with more than 600

lessons per grade level. Additional subjects and course offerings are available in CAVA's High School program. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks, etc. For more information about the Stride curriculum, please visit www.k12.com.

THE ONLINE SCHOOL (OLS)

The Online School is a critical component of the internet-based CAVA program. The Online School provides a portal for parents to access daily assignments, course content, track their student's progress, maintain contact with their teacher (via email), submit student work, and more.

Students will also access live and recorded instructional sessions through the Online School. These sessions may be required as assigned by the teacher and identified on the student's quarterly assignment path.

Access to the Online School requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolled students will create a username and password during the online enrollment process. Returning parents/students will use their same username and password from the prior school year.

OBJECTIONABLE MATERIALS

There may come a time when you find certain lessons in a unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to Stride/K12 directly using the feedback button on the Online School.

CONFIDENTIALITY

Every effort is used in maintaining the confidentiality of students attending the California Virtual Academy. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is encrypted and can only be decrypted by another party employed or assigned by CAVA. Student files are accessible only to employees of CAVA who have an interest in the education of its students. Learning Coaches and students should be careful not to share their K12® Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the Online School to change their username and password. Also, parents are advised to avoid using personal information in emails. For example, using a student's first initial is preferred to using a student's first name.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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 California Virtual Academy receives an access request.

According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of a California Virtual Academy administrative staff member. The school will make access arrangements and notify the parent or eligible student of the time and place where the records may be inspected.

Education Code Section 56043(n): *"The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."*

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 California Virtual Academy to amend a record should submit this request in writing to the Director clearly identifying the part of the record they want to be 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 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.

Exceptions that permit disclosure without consent include 1) Disclosure to school officials with legitimate educational interests. A school official is a person employed by the school 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, consultant, or contractor outside of the school who performs an institutional service of 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 has a legitimate educational interest if the official needs to review an education

record in order to fulfill his or her professional responsibility. 2) Disclosure 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. 3) Disclosure 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.

4. FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's educational records. However, the school may disclose "directory information" without written consent, unless you, the parent of an eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. If you do not wish to have your child's directory information disclosed, please submit your request in writing to admin@caliva.org.

The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Directory information could include a student's name, telephone listing, student and/or parent electronic mail address, address, grade level, participation in officially recognized activities and sports, and degrees, honors, and awards received.

Examples of when directory information may be disclosed include:

- Shipment of computer and school materials to and from the student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School publications
- School directory

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Also, federal law requires the school to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

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

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

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.

The California Virtual Academies have adopted these 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. The school 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 in 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

THE LEARNING COACH

The California Virtual Academy requires that a responsible adult is at home during school hours to supervise the instruction of each student. As a learning coach, you can 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 successful progress requires daily learning coach commitment to and engagement in the discipline and organization required to manage a first-class education.

As a learning coach at CAVA, you agree to the following expectations, which were initialed on your student's enrollment paperwork when you enrolled your student in CAVA:

- I understand that I am enrolling my student in a public school with daily attendance requirements that I am expected to meet.
- I understand that public school enrollment includes participation in the required state testing program.
- I accept the responsibility to supervise my student in using the Stride/K12 curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a credentialed teacher in implementing the Stride/K12 curriculum with my student.
- I understand that adequate and continuing student progress is an expected part of the CAVA program in addition to the required attendance hours logged.
- I understand that I am to participate in regular phone, online classroom, and in-person conferences with my student's teacher and that 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 understand that the teacher will provide research-based instructional interventions and enrichment, as deemed appropriate for my student's academic success.
- I understand that it is my responsibility to secure an Internet Service Provider and that I may qualify for reimbursement according to the school policy.

CHANGE OF CONTACT INFORMATION

Please notify your teacher should your contact information change and provide proof of residence for your new address to be submitted to the CAVA office. Your teacher will notify the CAVA office, and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS), and thus we would like to keep this up to date.

CLASSROOM TEACHER ASSIGNMENTS

We make all attempts to honor parent requests for classroom teacher assignments, within the first 2 weeks of the semester. If you have a special circumstance you would like to discuss, please contact the school administrator or principal.

Children may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from a CAVA school other than the student's school of enrollment.

ACCOUNT SET-UP

Learning coaches receive a connection call from their assigned teacher within 24 hours of enrollment. During this phone conference, teachers provide learning coaches with valuable setup tips and additional school information, website login information, and a link to our valuable school resources website.

Learning coaches receive a registration email from Stride/K12 that provides them with their secure registration ID to set up the Online School (OLS) accounts for both the learning coach and student.

OLS ACCOUNT - LEARNING COACH (LC) ACCOUNT SET-UP

Use the information in the email to complete the K12 online registration. During this process, if you use the "Setup OLS Account/Create Your Account" button, your registration ID will be entered for you and will automatically lead you to the Account Setup page. There you can create the learning coach account. If you choose to set up your username and password from the OLS login screen, you can simply cut and paste your registration ID into the designated box, and you can easily create the learning coach account. Once you create the learning coach account, you will be able to create your student account.

Please note that the registration ID is for the learning coach account only. Students do not need registration IDs to create their accounts.

CREATE YOUR STUDENT ACCOUNTS

During the Learning Coach Account setup process, you will have the opportunity to create your student Online School (OLS) login.

- If you do not set up your student account at this time, you may be prompted to set up the student account the first time you log in to the OLS. Click [here](#) to view instructions for student account creation using this tool.
- If not prompted, you can create the student account by clicking the My Account link within the OLS. Click [here](#) for instructions.

OLS ACCOUNT - STUDENT ACCOUNT CREATION WIZARD

The Learning Coach (LC) will be presented with the Student Account Setup Wizard after signing the Privacy Agreement when first logging into the OLS.

All students, regardless of grade level, who are enrolled in a CAVA are **required** to have an OLS student account.

If you have not already set up a student account, you will be presented with the Student Account Creation Tool. This tool walks the Learning Coach through the process of creating a username(s) and password(s) for all their students. The Learning Coach will continue to receive this prompt until all students' accounts have been created.

Repeat the process until all student accounts have been set up. After all student accounts have been created, the Learning Coach will be taken to Online School Home.

What if my student forgets his/her password? Return to My Account at any time to create a *new password* for your student. To access this area, select your student's name from the **My Account** drop-down menu in your Online School.

ATTENDANCE

Attendance is important to ensure the success of our students. If a student does not attend school, then a student cannot succeed in school. Attendance in the California Virtual Academy is documented by completing lessons in the Online School platform and submitting an offline work log for any work completed offline on each school day. It is expected that students will log into courses, attend required Class Connect sessions, and complete assigned lessons daily.

Each day, students are expected to log into the online school 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 CAVA 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 his/her assigned teacher, for each day of pre-approved offline work without accompanying online work. CAVA's Attendance Advocate will email a request for an attendance log survey for any date on which the system has recorded zero (0) minutes of activity. All attendance log surveys must be submitted to the assigned teacher after each school day or as requested by the assigned teacher. Also, 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.

For a student to receive attendance credit for a given school day, the student must be actively engaged in completing assignments given by the teacher on that school day. Attendance for work completed must be documented in minutes of activity in the Online School every school day, or through an attendance log survey submitted for work completed outside of the online school. Attendance should NOT be entered on weekends, holidays, or other non-instruction days. However, lessons can be completed at any time.

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, the teacher would reduce the number of attendance days the student is credited. Parent 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 (3) consecutive days. If the student is absent for more than three (3) consecutive days, a doctor's note is required.
- 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 (1) day if the service is conducted in California and not more than three (3) 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 below for details concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period; or five (5) 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 CAVA administration may deem that enrollment in CAVA is not in the best interest of the student, and the student may be subject to withdrawal.

NON-COMPLIANCE POLICY

California Virtual Academy is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and parents/guardians are not actively participating in our program and meeting our enrollment requirements.

Indications that a student is not actively participating in our program include non-attendance (three (3) or more days), missing or refusing to schedule meetings, being unable to contact,

missing daily assignments, not logging into the OLS daily, not maintaining “satisfactory educational progress” and not meeting additional enrollment requirements.

For purposes of this policy, a student missing the equivalent of three (3) 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 thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

For the purpose of this policy, a student missing two school appointments will be considered to have “missed two assignments” and thus will be evaluated as to whether it is in the best interest of the student to remain in independent study. Parents/guardians will be informed of this policy as part of the Independent Study Master Agreement signed annually.

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

The evaluation shall take place during an evaluation conference, which shall be conducted by the Principal or designee. The Principal or designee shall provide written notification to the parent/guardian or adult student of the evaluation conference.

A school appointment may be defined as conferences, classes, tutoring, any required testing appointments, special education meetings, etc.

In these instances, California Virtual Academy will:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts to contact the family again by phone will be made, 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 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 with detail and accuracy. This includes the date and time of attempted contact, the phone number, and email used as well as the reason for contact.

EVALUATION CONFERENCE

Students who have missed two assignments, school appointments/classes or have missed three (3) or more days of school in an attendance period or five (5) cumulative days of school, or who do not have satisfactory progress at the end of a learning period, shall be required to attend an evaluation conference to determine whether it is in the best interest of the student to remain in independent study. This conference shall be held as soon as possible, and the student/parent/legal guardian will receive written notice of the conference. The parent/legal guardian may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the conference, the parent/legal guardian or adult student, the teacher, and the Principal shall review the signed ISMA, the current areas of concern, and share reconsider whether or not independent study is in the student's best interest. If the parent/legal guardian does not attend the conference, the Principal or designee will review the relevant information and decide if continuing in an independent study is in the student's best interests.

The student and/or parent/legal guardian shall be allowed to present information and/or witnesses to the Principal or designee either orally or in writing or both during the conference. The Principal or designee shall take any information presented by the parent/legal guardian/adult student into consideration when determining whether it is in the best interest of the student to remain in an independent study. Additional factors to be considered include but are not limited to the following:

- a) student's grades at the time of the evaluation
- b) teacher observation/feedback
- c) standardized testing data
- d) student's progress in the independent study curriculum

The Principal or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Principal or designee may:

- a) find independent study is in the student's best interest,
- b) place the student on academic probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities,
- c) use other alternatives to improve attendance, or
- d) find that it is not in the student's best interest to remain in independent study.

If the Principal or designee finds that it is not in the student's best interest to remain in independent study, then the student shall be withdrawn from enrollment with the California Virtual Academy and the parent/legal guardian or adult student shall immediately enroll in a site-based program through the local school district or another appropriate educational program. Notes detailing the discussion and outcomes of this conference shall be filed in the student's cumulative file.

APPEAL

The Principal's or designee's decision shall be subject to a hearing adjudicated by a neutral administrative team. The parent/guardian or adult student shall submit a written request to the Principal or designee no later than 5:00 pm on the date prior to the withdrawal effective date.

Upon receipt of a request for an appeal hearing, the Director shall schedule the appeal to be heard within thirty (30) school days of receipt of the request. The Director shall send out a written notice of the date, time, and location of the meeting to the parent/guardian or adult student. This meeting may be held via teleconference.

The appeal hearing shall proceed as follows:

1. The parent/legal guardian or adult student may address concerns to the neutral administrative team regarding the appeal.
2. The Principal or designee may address concerns to the neutral administrative team in response to the student's appeal.

The final decision by the neutral administrative team shall be made within ten (10) school days following the conclusion of the appeal. The parent/legal guardian/adult student shall be informed in writing of the decision. The decision of the neutral administrative team is final.

CODE OF CLASSROOM ETIQUETTE

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

In CAVA, a classroom is defined as many different locations. These may include but are not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- Outings or other in-person events
- Any CAVA community areas

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to professionally.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your username and password, and do not share these with anyone.
7. Do not post personal information (Instagram, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access the online school or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-CAVA commercial activities, non-CAVA product advertising, or political lobbying on a CAVA-owned instructional computing resource.
10. Do not use instructional computing resources to sell or purchase any illegal items or substances.

11. Do not upload or post any software on instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any CAVA server.
13. Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain email, viruses, or other intentionally destructive content.
14. Fully participate in the class session as required by the teacher through tools available such as polling, chat, whiteboard, and other activities.
15. Use your webcam to fully engage in the class session. When using the webcam, the school dress code must be followed. The background environment should be free from distractions and appropriate for a school environment. This includes posters/pictures, the attire of others in the household appearing on video, alcohol and drug paraphernalia, and profanity.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for the removal of a student from a class or for student disciplinary proceedings.

CONSEQUENCES

- First warning
- Certified letter
- If the problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, CAVA reserves the right to withdraw student upon each action

This document describes the policies and guidelines and exists to ensure that all CAVA students are aware of and understand their responsibilities when accessing and using school resources.

As a student, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to school instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

DRESS STANDARDS

Clothing worn to CAVA class sessions and events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility

for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

Clothing worn to Career Prep Academy @ CAVA events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific CPA 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 close-toed shoes for the safety of the student. CPA 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).

DISCIPLINE

This Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension, and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom CAVA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any

form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in affording due process to such students.

NETWORK ETIQUETTE

As a CAVA student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words and/or other vulgar language are/is unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information (personal information, MySpace, YouTube, Facebook, email address, etc.)

GENDER IDENTITY AND EXPRESSION

California law and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall coordinate with the school's Director of S.E.L., Prevention, and Intervention whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression. A team will convene to develop a Gender Support Plan in collaboration with the student and/or a student's parent/guardian. Neither a support team meeting nor a Gender Support Plan is required for a student to receive supports at school.

For additional support please contact:

Victoria Nelson
Director of S.E.L., Prevention and Intervention
vnelson@caliva.org
50 Moreland Rd.
Simi Valley, CA 93065

HARASSMENT/BULLYING POLICY

California Virtual Academy strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying based on actual or perceived characteristics including

disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics are unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying based on sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying based on sex, and the harasser or bully and the victim can be of the same sex. Bullying based on sex constitutes sexual harassment.
- Harassment or bullying based on race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on race, color, or national origin constitutes racial harassment.
- Harassment or bullying based on disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying based on disability constitutes disability harassment.

COMPLAINT AND REPORTING PROCEDURE

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Principal using "The Incident and Harassment Bullying Form" found in Appendices 3 of this handbook. If the alleged harasser is the Principal, the person may report the incident to the Director and/or Head of Schools. A written report of the alleged incident will be developed by the Director or Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive, and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

FILING COMPLAINTS WITH STATE AND FEDERAL AGENCIES

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

CONFIDENTIALITY

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

RETALIATION IS PROHIBITED

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

TIME LIMITS

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

DISCIPLINARY ACTION

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Director will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

APPEAL PROCEDURES

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

PREVENTION STRATEGIES

CAVA shall focus on the prevention of bullying and harassment 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 the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

HATE MOTIVATED BEHAVIOR AND HATE CRIME REPORTING PROCEDURE

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes that are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

SCHOOL CLIMATE

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, casual put-downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation, or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff is encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in-person and online), whether they are in or out of the earshot of a teacher or administrator.

- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

REPORTING

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

GRIEVANCE PROCEDURES & INVESTIGATION

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, the frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the Administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-

student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first, denounce the act, investigate, involve others where necessary, provide accurate information and dispel misinformation, support targeted students, seek justice, avoid blame, and promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with the law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:
 - Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,
 - Expand the discussion to include relevant students, parents and guardians, and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,
 - Take notes about all suggestions and comments and include those with the Investigation Form and Discuss all follow-up steps and use them to create a road map for change (if needed).

INTERNET SERVICE PROVIDER (ISP) POLICY

Participation in CAVA requires an internet connection. This internet connection is to be established and maintained by the parent, legal guardian, and or learning coach of the enrolled student(s). The nature of the California Virtual Academy program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson content, and other necessary resources, submit student work and maintain communication with CAVA staff. Because of the unique schooling environment of the California Virtual Academy, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of enrollment.

The California Virtual Academy provides a stipend for families of \$20.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually.

Eligibility for ISP Reimbursement is based on income details completed in the Reg-online Parent Portal. Checks will be mailed once per semester to families to the address verified by completion of an address confirmation survey.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btsp@caliva.org.

COMPUTER POLICY

The California Virtual Academy will ensure that all enrolled students have access to a computer. The administration will address additional technology requests on a case-by-case basis, which should be initiated by the student's assigned teacher.

COMPUTER/SOFTWARE RESTRICTION

Due to contractual agreements with computer suppliers and software providers, CAVA-issued computers and subsequent software cannot be exported outside the United States.

STUDENT COMPUTER AND NETWORK GUIDELINES

1. CAVA shall permit the student and the parent, legal guardian, and/or learning coach to use the network, equipment, and materials of the school solely for the education of the student while enrolled and for no other purpose.
2. The network is not for private or commercial business use, political, or religious purposes.
3. Any use of the network for illegal activity is prohibited.
4. Any use of the school computer or school network for purposes other than those set by the school is prohibited, including online games, chat (instant messaging), or browsing the Internet for any purpose other than school-related.
5. Use of the network to access obscene, pornographic, hateful, or otherwise inappropriate material is prohibited.
6. Sending material likely to be offensive or objectionable to recipients is prohibited.
7. Using programs that harass network users or infiltrate a computing system and/or damage the software components is prohibited. (Including, but not limited to any type of hacking software).
8. The school has the right to review any material stored on any system provided by the school and to edit or remove any material. I hereby waive any right that I may otherwise have in and to such material.
9. You will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
10. You will keep all accounts and passwords confidential and not accessible to others.
11. The illegal installation of copyrighted software or files for use on school computers is prohibited. Software that is originally provided with the computer may be updated without permission.
12. When a student withdraws the student is required to return the school computer.

Any unacceptable use as described above regarding loaned equipment, software, online classrooms, or the Network/Internet Policy can result in disciplinary action up to and including the immediate termination of enrollment. Interpretation, application, and modification of these guidelines are within the sole discretion of the California Virtual Academy. Any questions or issues regarding this policy should be directed to the school administration.

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.

VIDEO CONFERENCING GUIDELINES

Students and guardians will be required to participate in video conferencing with staff members. Students should follow all school and classroom rules while video conferencing. When participating in a video conference students, guardians and staff will ensure the background

environment is appropriate and anyone participating in the video conference is appropriately dressed for school.

INTERNET SAFETY POLICY

It is the policy of California Virtual Academy to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activities; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the internet, or other forms of electronic communications, including access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, learning coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of the California Virtual Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

SUPERVISION AND MONITORING

It shall be the responsibility of all members of the staff and the learning coach to supervise and monitor the usage of the online computer network and access to the Internet under this policy and the Children's Internet Protection Act.

Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the learning coach, California Virtual Academy, or designated representatives.

These are the laws and policies that help to protect our students online:

Child Internet Protection Act (CIPA)

-- CIPA - <http://fcc.gov/cgb/consumerfacts/cipa.html>

Children's Online Privacy Protection Act (COPPA)

-- COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtm>

Family Educational Rights and Privacy Act (FERPA)

-- FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

MARRIED/PREGNANT/PARENTING STUDENTS

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board,

therefore, desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy or marital or parental status shall be addressed through the school's uniform complaint procedures under 5 CCR 4600-4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

PREGNANT AND PARENTING STUDENTS

- Pregnant and parenting students shall retain the right to participate in any comprehensive school or an educational alternative program.
- When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.
- Should the student require a Home/Hospital placement, the school will refer the student to her district of residence for placement.
- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.
- Pregnant or parenting students may be excused for absences related to confidential medical appointments following the school's attendance policy.
- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. After the leave, the student shall be reinstated to the status she held when the leave began.

- A pregnant or parenting student also may request an exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

VIRTUAL CLASSROOM

CAVA's virtual classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers and creating a learning partnership. The virtual classroom is a real-time classroom environment designed for virtual education and collaboration. Virtual classroom technology enables all students of all ability levels to be engaged in an interactive learning experience.

We offer a wide variety of instructional sessions, which support mastery of the Stride curriculum and state-adopted Common Core standards and are an excellent resource for students and learning coaches. Teachers conduct instructional sessions and may offer office hours to answer questions from students and learning coaches (please refer to the Code of Classroom Etiquette for students' behavior expectations in virtual classroom sessions).

Class Connect sessions are recorded and distributed for learning purposes. Learning purposes include a lesson review for absent students, students who want to review for a test, teacher growth, and improvement, etc.

SCHOOL OUTINGS

Regularly throughout the year, the California Virtual Academies offer outings, clubs, assemblies, and other events for students and families. When permitted, these activities are offered in person. Teachers facilitate local in-person outings/activities with students in their geographic areas. These outings provide opportunities for teachers, parents, and students to connect and build relationships outside of academic sessions. Families are strongly encouraged, but not required, to attend. Parents are responsible for any costs incurred while attending an outing, including, but not limited to transportation, entrance fees, meals, etc.

A parent and/or guardian is expected to attend all school outings with their child(ren). Non-enrolled siblings are welcome to attend with the family for some outings, but they must be constantly supervised by the parent. Students will receive attendance credit for time spent at school outings, and when the outing is educational in nature, academic credit.

Students with disabilities are also strongly encouraged to attend. If you have questions regarding the accessibility of the outing for a child with a disability, please contact the organizing teacher, Special Education department, or 504 Coordinator.

Any site where students are participating in school outings/activities is considered a school site for the duration of the time staff and students are present for purposes of section 626.81 of the California Penal Code.

PARENT AND FAMILY ENGAGEMENT POLICY

California Virtual Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members.

Parents may visit <http://tinyurl.com/CAVAparentplan> to view the Parental Involvement Policy.

School Information and Updates

There are many ways for families to connect with our school and to receive important news and updates.

- Parent Square: Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at <https://www.parentsquare.com/>.
- Parent App: Learning Coaches and legal guardians can receive updates on student enrollment, class progress, and grades by using the K12 App. Within the App, families can also connect with a community of Learning Coaches to receive support and encouragement. App information at <https://www.k12.com/app.html>.
- Email: For general questions and concerns, please reach out to your student's teacher or write to info@caliva.org.
- Social Media: Community members can receive some school updates and information by visiting the @CaliforniaVirtualAcademies Facebook page or @CAVAk12 Instagram feed.

TITLE IX – NON-DISCRIMINATION

California Virtual Academies complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights, and opportunities in the educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, the CAVA schools do not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

CAVA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. CAVA policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation.

Discrimination, harassment, intimidation, or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. CAVA prohibits discrimination, harassment, and bullying in the school environment, whether or not it initially occurred off school grounds or outside the CAVA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

The California Virtual Academies are committed to providing a safe environment in which students can learn. As such, CAVA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. CAVA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any CAVA school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review the information located here. The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at 34 CFR Part 106.

Complaints or questions regarding discrimination, harassment, or bullying should be directed to the CAVA Title IX Coordinator:

Title IX Coordinator & the Office of Civil Rights

Melisse Burns
50 Moreland Rd.
Simi Valley, CA 93065
(530) 421-8165
Email: TitleIX@caliva.org
Office of Civil Rights 1-800-421-3481

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. The California Virtual Academies prohibit discrimination against students/families based on ethnicity, gender, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation, or religion.

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

UNIFORM COMPLAINT PROCEDURES

The California Virtual Academy 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 complaints alleging a violation of state or federal laws governing educational programs.

The school shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board.

Complaints must be filed in writing with the following compliance officer:

Director of Categorical Programs
 50 Moreland Dr.
 Simi Valley, CA 93065

Under Education Code Section 35186, the California Virtual Academy complies with the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignment.

A copy of the Board-approved Uniform Complaint Procedure and a complaint form may be obtained, free of charge, by contacting the school office. You may also download a copy of the California Department of Education complaint form, along with a copy of the full policy and procedures from the following Web site: <http://www.cde.ca.gov/re/cp/uc/index.asp>.

MCKINNEY-VENTO

California Virtual Academy is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board-adopted grievance policy and uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison
 Melisse Burns
 meburns@caliva.org

(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

STUDENTS IN FOSTER CARE

To provide educational stability, CAVA strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue in enrollment at the school. Also, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma if he or she meets the criteria to graduate from CAVA.

Also, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for an appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations.
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

MATERIALS AND COMPUTER EQUIPMENT

All instructional materials, including computer equipment and related hardware, are loaned to the student by California Virtual Academy. Students are expected to return all materials in good condition using the free shipping labels provided by Stride/K12 should they withdraw.

Families are expected to handle school property with care and ensure an accurate inventory of these materials is maintained in the home. It is recommended families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The California Virtual Academy shall not provide any funds or other items of value to the student, parent, or legal guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or legal guardian.

LIVE INSTRUCTION

CAVA offers students many learning opportunities. One such opportunity comes in the form of live instruction. Live instruction is assigned to students in all grade levels and is provided by a credentialed CAVA teacher. This is in conjunction with the instructional support that is being provided by the student's Learning Coach. Each student's schedule may vary depending on grade, assessment scores, teacher assignment, etc. CAVA adheres to the minimum daily instructional time requirements recommended by the state of California. However, increased daily instructional time may be necessary to meet the individual needs of each student. Below are the minimum requirements for each department, based upon the student's instructional levels.

ELEMENTARY (TK-5TH GRADE)

Students are invited to a required number of targeted instructional sessions each week based upon multiple forms of data to ensure student growth and mastery of standards. At a minimum, students are required to attend one Math and one Language arts session per week.

MIDDLE SCHOOL (6TH – 8TH GRADE)

Advanced students – Invited to a minimum of 1 required session per week in math and/or ELA

Proficient – Invited to a minimum of 2 required sessions per week in math and/or ELA

Basic – Invited to a minimum of 4 required sessions per week in math and/or ELA

Below Basic – Invited to a minimum of 4 required sessions per week in math and/or ELA

HIGH SCHOOL (9TH – 12TH GRADE)

The amount of required session attendance depends on the student's instructional levels based on data to determine the extent of support our students need in math and language arts.

Students can expect to attend at least two live sessions per course per week and one weekly homeroom session. Students are expected to engage with the teacher and students in each class and actively participate in the lesson.

All students will have their assigned required instructional schedule listed on their quarterly Assignment Path (TK-5) or listed on their Online Middle/High School course (6th – 12th).

Teachers, parents, and students will review each student's required courses frequently to update and address any needed changes throughout the year. If a parent or student is concerned about any of the live instruction requirements/assignments, they should contact their homeroom teacher. If a family is unable to resolve their concern with their homeroom teacher, the family should request to speak with an administrator.

SPECIAL EDUCATION

California Virtual Academy offers a full continuum of special education supports and services per all applicable federal and state laws. California Virtual Academy delivers services based on the students' Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional supports and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean the school may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS), and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, California Virtual Academy works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/supports for a child that is already in our special education program should be directed to your child's special education case manager.

CHILD FIND

(California Education Codes 56300-56304, 34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in 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.

RELATED SERVICES TRANSPORTATION

Every student's 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.

RESPONSE TO INTERVENTION/STUDENT STUDY TEAM

The first step, in response to concerns expressed by either a teacher or a parent, is to start the response to intervention (RTI) process to improve the student's performance. The response to the intervention process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the response to the intervention process is designed to increase support to improve long-term academic success. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all families. The student study team is designed to address parent concerns regarding their student's academic or behavioral challenges. The student study team meeting provides a forum for the parent, general education teacher, additional teachers, and support staff to come together and develop additional ideas or strategies to help the student. All student study team meetings are conducted via conference call. The process should be used as the first step in working with a specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, the general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

INTERVENTIONS

California Virtual Academy offers student-specific, individualized interventions for all students in need of support. Your student will receive research-based support and strategies, particularly in areas where your student is struggling.

SUPPORT STAFF

California Virtual Academy is proud to offer many different levels of support and support staff to fit your student's academic needs. Should you or your child's teacher have a concern regarding your child's educational process, a referral can be made.

COMPASS OVERVIEW

The Compass Program provides information, resources, and support to students in grades TK-12 who are new to our schools, who are struggling to meet enrollment requirements due to lack of engagement, or who are in a crisis due to lack of resources or social-emotional issues. The goal is to improve student engagement through relationship-based interventions, which are developed collaboratively with staff, students, learning coaches, and teachers.

COMPASS SUPPORTS

Strong Start: Onboarding & Orientation assistance will be provided for all new students by the Compass Team. Returning at-promise students will receive assistance through Modified Strong Start sessions led by the Onboarding Specialist.

Social-Emotional: Social-Emotional Learning opportunities are provided for all students through special assemblies, staff education, and integrated classroom activities. Additional supports are provided to students with social or emotional needs, families facing crisis or loss, and homeless or foster youth (see the McKinney Vento and Students in Foster Care sections).

Engagement: Leveled support for struggling students is provided through the Compass Engagement Program.

COMPASS ENGAGEMENT PROGRAM

The Compass Engagement Program is a multi-level program that provides direct support to families who need additional resources or who are struggling to meet school engagement expectations. The goal is to work as a team with the family and school staff to identify the root issue and find workable solutions that will foster increased engagement and accountability. Varying types and terms of support will be provided, depending on the specific needs of each student as identified by the teacher or parent during the Compass referral process. Support sessions, attendance and progress monitoring, frequent check-ins, one-on-one conferences, weekly contracts, and study halls will be utilized as needed on a case-by-case basis. Failure to participate in the program and/or failure to meet school enrollment requirements may result in increased supports, followed by removal of the student from the Compass Engagement Program.

ACCESSING COMPASS SUPPORT

If your student is struggling, please reach out to your student's General Education or Homeroom Teacher to discuss your concerns and your student's needs. If Compass is an appropriate support option, your teacher will submit a request on your behalf. Student support requests are

reviewed individually to determine the best placement, and students will be assigned to a Compass staff member based on specific needs.

**The Compass Supports do not supersede accommodations put into place under IDEA. If you feel your child needs additional supports and/or accommodations, please reach out to your assigned Special Education case manager.*

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. The record must be viewed in the presence of a California Virtual Academy administrative staff member.

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

STATE STANDARDIZED TESTS

As a network of public charter schools, our students participate in the following state standardized tests:

Grades 3 - 8 and 11: California Assessment of Student Performance and Progress (CAASPP)

Grades 5, 7, and 9: Physical Fitness Test (PFT)

Grades 5, 8, and 11 or 12: Science – California Science Test (CAST)

All students in grades 5th, 8th, and 11th or 12th will complete the California Science Test. The test will be administered to High School students who are in at least their second year of science.

English Learners: English Language Proficiency Assessments for California (ELPAC)

Students whose primary language is a language other than English will take the ELPAC annually until they are reclassified as English Language Proficient.

Participation rates are critical to the success of our schools. According to recent regulations outlined in the Every Student Succeeds Act (ESSA), a public school is required to achieve a participation rate of 95% on all state testing. If a school has less than 95% of its students participate in any assessment, the school risks receiving a serious penalty by the state of California.

The faculty administers all standardized tests at facilities located within a reasonable driving distance of the student's address on record. A testing schedule is provided in our school calendar, with individual student testing information being communicated by the student's assigned teacher as the testing window approaches.

Individual student performance results on state standardized tests are distributed to both parents and teachers promptly by the state of California.

The California Assessment of Student Performance and Progress (CAASPP) System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities.

Some resources are embedded into the technology platform for the computer-administered CAASPP tests. Other resources are considered non-embedded since they are provided by the local educational agency (LEA). The following list defines the 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/guardian 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)

Any site where students are assigned to complete state assessments is considered a school site for the duration of the time staff and students are present for purposes of section 626.81 of the California Penal Code.

Visit CDE for more information at <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

SCHOOL COMMUNICATION

In any school, but especially in a virtual school, regular communication with staff is essential for student success. If the student, parent/legal guardian, and/or learning coach will be out of state, on vacation, or otherwise unable to communicate with school staff for some time (as outlined in the Enrollment Requirements), it is the responsibility of the parent/legal guardian to notify the student's teacher(s) so that proper arrangements to monitor student progress and attendance can be made.

Due to the enrollment requirements of our school, if the staff is unable to contact the parent/legal guardian and/or learning coach for some time, staff will follow the Non-Compliance Policy as outlined in this handbook. If, after the policy is followed, contact has not been made, it will be assumed that the student is enrolled in another educational program and he/she will be withdrawn.

WITHDRAWALS

If the parent/legal guardian, decides to withdraw a student (or an 18-year-old student decides to withdraw him or herself), he/she must communicate this decision through the assigned teacher. The teacher may schedule a final in-person conference (this may be via online classroom, as deemed appropriate by the teacher) to ensure that the student receives the appropriate academic and attendance credit. During this meeting, the parent/legal guardian will be required to submit student work completed in each subject area since the last conference.

The parent will need to fill out an exit survey to inform the school of future enrollment.

Shipping labels required for the return of the loaned computer hardware and educational materials will arrive within 2-3 weeks from the date the teacher was notified of the withdrawal.

WORK PERMITS

A work permit shall not be issued until the written request for the permit from the parent, guardian, foster parent, caregiver with whom the minor resides, or residential shelter services provider has been filed with the issuing authority.

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior REPORT CARD, PROGRESS REPORT or TRANSCRIPT if a new student. Eligibility will be verified after each grading period and the work permit will be revoked if GPA drops below 2.0, attendance becomes unstable or the student withdraws from school. If a student's work permit is revoked, the employer will be notified to terminate employment. A teacher may request a Work Permit be canceled before the next grade check if a student is not attending school or completing classwork.

In special cases, a Probationary Work Permit will be issued to allow a student to work until the next grading period where improvement in grades and attendance must be demonstrated. If improvement is not demonstrated, the student's work permit will be revoked, and the employer will be notified to terminate employment.

Vacation Work Permits do not have academic or attendance requirements. This type of work permit is issued for the summer only and is valid until the EXPIRATION DATE on the work permit. If a student wants to continue employment after the close of summer, (Vacation Work Permit or Renewal of Previously Issued Permit) a new application must be submitted to the Simi Valley Office.

A work permit shall not be denied based on a pupil's grades, grade point average, or school attendance if the pupil is applying for the work permit to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

A permit to work may be issued to any minor over the age of 14 years and under the age of 18 years to be employed on a regular school holiday, during the regular vacation of the public

school, during such time as the minor is exempt from compulsory school attendance pursuant to Section 48231, and during the period of a specified occasional public school vacation in any of the establishments or occupations not otherwise prohibited by law.

The school provides a certificate of age. And, the permit includes:

- (a) The name, age, birth date, address, and phone number of the minor.
- (b) The place and hours of compulsory part-time school attendance for the minor, or statement of exemption therefrom, and the hours of compulsory full-time school attendance for the minor, if the permit is issued for outside of school hours.
- (c) The maximum number of hours per day and per week the student may work while school is in session.
- (d) The minor's social security number.
- (e) The signature of the minor and the issuing authority.
- (f) The date on which the permit expires.

Procedures:

Confirm eligibility with the homeroom teacher, school report, or at workpermit@caliva.org

Fill out the Work Permit Request Form click [here](#)

Submit to: workpermit@caliva.org, or mail to: Work Permits 50 Moreland Rd, Simi Valley, CA. 93065

ENTERTAINMENT WORK PERMIT APPLICATIONS:

1. Minors employed in motion pictures, commercials, theater, television, musical performances, rodeos, or modeling require an Entertainment Work Permit. The application can be obtained from the local office of the California Division of Labor Standards Enforcement, DLSE internet address, or workpermit@caliva.org. The parent or guardian completes the requested information on the form and sends the application to the CAVA Simi Valley Office at 50 Moreland Road Simi Valley, CA 93065 for processing. It will take 1 to 3 school days after the arrival of the application to process and return by US mail.

2. The form may also be faxed to 805.581.6102 or emailed to workpermit@caliva.org. Faxed or emailed applications should not have Parent Signature on the form. DLSE requires Original Signatures on applications. School Signature and stamp will be original when returned to the parent to sign and mail to a DLSE office for the permit.

3. When emailing an online watermarked application for processing, indicate you are applying directly to the State for the work permit. The completed application will be emailed back to you.

4. Same-day walk-in permits can be obtained from DLSE VAN NUYS ENTERTAINMENT WORK PERMIT OFFICE 6151 Van Nuys Blvd, Rm 100, Van Nuys, CA 91401, (818) 901-5484.

5. A student must have a 2.00 GPA with no F's on their last REPORT CARD, PROGRESS REPORT, or TRANSCRIPT for new students. If a student's Academic and Attendance Standards are below eligibility standards, the application will be returned as marked "Does Not Meet the District's Requirements and Permit Should Not Be Issued". Watermarked applications will have either Attendance or Academics sections marked "Insufficient" and a permit will not be issued. A teacher may also request an Entertainment Work Permit be canceled before renewal if a student is not attending regularly or making academic progress.

CAVA ELEMENTARY (TK-5TH GRADE) PROGRAM INFORMATION

COURSE LEVEL PLACEMENT

The California Virtual Academy offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level, and courses, with remediation and enrichment support, provided as deemed appropriate by the student's 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 Physical Education. Students can choose to participate in the World Language program in place of Music. Grades K-2: Spanish (Levels 1 and 2), French (Level 1), Chinese (Level 1) and Grades 3-5: Spanish (Levels 1 and 2), French (Levels 1 and 2), Chinese (Level 1), and German (Level 1). Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

STRIDE Arcade is assigned in Math and ELA for grades TK-2, and Math, ELA, and Science for grades 3-5.

Grade	Math	Language Arts	History	Science	Electives
Transitional Kindergarten	Embark Math	Embark Language Arts *Free Reading/Journaling *Tools Exploration *Circle Time	Embark Social Studies	Embark Science	Embark Art Embark Music
Kindergarten	Summit Math + Blue Math + Blue Appendix	Summit ELA Blue *Handwriting *Lang. Skills *Lit. & Comp. *Phonics	Summit History K Social Studies K	Summit Science K NG	Summit Art K Spotlight on Music K
1 st Grade	Summit Math + Green Math + Green Appendix	Summit ELA Green *Lit. & Comp. *Vocabulary *Phonics & Spelling *Handwriting & Writing Skills	Summit History 1 Summit Social Studies 1	Summit Science 1 NG	Summit Art 1 Spotlight on Music 1
2 nd Grade	Summit Math 2	Summit ELA 2	Summit Social Studies 2	Summit Science 2 NG	Summit Art 2 Spotlight on Music 2
3 rd Grade	Summit Math 3	Summit ELA 3	Summit Social Studies 3	Summit Science 3 NG	Summit Art 3 Spotlight on Music 3
4 th Grade	Summit Math 4	Summit ELA 4	Summit CA Studies 4	Summit Science 4 NG	Summit Art 4 Spotlight on Music 4
5 th Grade	Summit Math 5	Summit ELA 5	Summit Early American History	Summit Science 5 NG	Summit Early American Art Spotlight on Music 5

PHYSICAL EDUCATION

Physical Education (PE) is a required course and will receive a grade of O (outstanding), S (Satisfactory), or N (Needs Improvement) on the mid-year progress report and year-end report card. Students are expected to complete an average of 20 minutes of physical activity per day, for a total of 200 minutes every ten (10) school days. Learning coaches are responsible for completing and submitting a completed PE log for each student at the conclusion of each 20-day learning period.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include, but are not limited to:

- Participation in an athletic class, dance class, or sports team.
- Supervised activities such as regular bicycling, hiking, calisthenics, or jogging.

PROGRESS IN COURSEWORK

California Virtual Academy realizes that not all students work at the same pace and provides a unique opportunity for students to master grade-level state standards through the core and comprehensive curriculum content together with remedial, enrichment, and/or extension activities and lessons, as part of our independent study program. Students are expected to work daily in their assigned coursework, as detailed on the student's Individualized Learning Plan (ILP), which is provided by the general education teacher and updated as needed throughout the school year. Most courses are designed to be completed over the course of a full school year. As such, students are assigned coursework following the grade-specific syllabus. Students may also be assigned project-based instructional activities, honors projects, and/or teacher-created assessments/assignments, including extension, enrichment, and remedial learning activities, based upon individual student needs.

The belief and expectation of our faculty and school governance structure are that our students will work to exceed their goals and personal expectations. CAVA faculty strives to support all students in this endeavor. The homeroom teacher will work to support students with missing and/or late assignments. All missing assignments (including course work and assigned live instructional sessions) must be made up within the assigned semester for a student to receive credit.

ACCELERATED COURSE LEVEL CHANGES

The California Virtual Academy program provides a challenging, mastery-based curriculum. This means that each lesson teaches important concepts and builds upon previous lessons. Research shows that student learning is best supported when instruction and evaluation are based on clear learning goals, are differentiated according to student needs, and students understand goals and the expectations for quality work, receive and use descriptive feedback, and take meaningful steps to improve their academic performance. Assessment data is used to make decisions that support and expand learning, and parents/learning coaches work with teachers collaboratively to ensure each student is provided with rigorous intellectual work that may include honors projects, individualized assignments, and other differentiated instructional components.

Mid-year course level changes are evaluated for appropriateness on a student-by-student basis. If it is determined that the student's needs cannot be met through enrichment and/or honors projects within the age-appropriate grade-level course(s), it may become necessary to consider

an advanced course level change. CAVA has high expectations for each of its students, which include:

- Students are able to solve complex multi-step problems and tasks, different from what they have seen in the regular coursework.
- Students are able to find ways to solve problems and complete tasks that require initiative and imagination.
- Students can explain and/or defend their solutions using effective communication skills.
- Students can use constructive learning.
- Students receive and respond to feedback (both peer and teacher feedback).
- Students are reflective and accountable as demonstrated in their coursework.

If the above expectations are met, and exceptional course/grade level skill mastery has been demonstrated by the student via a student work portfolio, evaluative assessments, etc., the student may be considered for an advanced course placement within the school year.

PROMOTION AND RETENTION

The California Virtual Academy expects all students to achieve proficiency levels in grade-level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

PROMOTION

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 section 48070.5(c), as measured by course progress, performance assessments, and other factors, including grade marks, as approved by the governing board of the school.

KINDERGARTEN TO 1ST GRADE:

Kindergarten students who have completed one year of kindergarten shall be promoted to the first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Students continuing in kindergarten must have a completed Kindergarten Continuance form on file to extend their kindergarten year:

1ST TO 2ND GRADE:

Students who have completed one year of first grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the second grade.

2ND TO 3RD GRADE:

Students who have completed one year of second grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the third grade.

3RD TO 4TH GRADE:

Students who have completed one year of third grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the fourth grade.

4TH TO 5TH GRADE:

Students who have completed one year of fourth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the fifth grade.

5TH TO 6TH GRADE:

Students who have completed one year of fifth grade and have met minimum proficiency levels in reading, English language arts, and mathematics as determined by factors outlined herein shall be promoted to the sixth grade.

RETENTION

The decision to retain a student in his/her current grade level for the following school year will be made only after careful consideration to ensure the academic best interests of the student are served.

California Virtual Academy does not retain students retroactively. Under approved enrollment requirements, all students are enrolled at their age-appropriate grade level unless an official retention was approved by the previous school.

Any recommendation for student retention must involve the student's academic team, which may include one or more of the student's teachers, curriculum specialists, and school administrators.

Identification of students who are at risk of being retained will be made by the student's regular teacher, as early as possible in the school year and regularly throughout any student's enrollment with the school. The notification shall be provided to the parent(s) of students identified as at risk for retention as early in the school year as practicable. Retention of students between second and fourth grade will be based primarily on proficiency in reading. Retention of students between fourth grade and sixth grade will be based on minimum performance levels in reading, English-language arts, and mathematics.

Indicators of students who are at risk of being retained may include the following:

- Diagnostic assessment results in Reading and/or Mathematics indicating the student is performing 2+ more years below grade-level standards
- Below standard grade marks in reading, English language arts, and/or mathematics
- Bader Reading assessments indicating the student is performing 2+ years below grade-level standards
- Summative assessments including, but not limited to, CAASPP or other standardized performance assessment results indicating the student is below basic or far below basic grade-level standards
- Evidence of below minimal achievement levels including student work, teacher observation, performance assessments, and other data
- Evidence of lack of mastery of foundational concepts in reading, English language arts, and/or mathematics that is below minimal performance levels

All students identified as at risk for retention shall be referred for and required to participate in interventions and/or remediation programs to assist the student in attaining acceptable levels of academic achievement. These opportunities may include small group intervention, one-to-one and small group targeted intervention, supplemental remedial programs, and/or appropriate remedial reading coursework. Students shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

The following process will be followed regarding the decision to retain a student to his/her current grade level:

1. Identification of the student for retention according to the indicators outlined above.
2. The teacher(s) of record may recommend retention according to the above indicators and other supporting factors.
3. Evaluation of written parent request/recommendation with supporting details received on or before the last day of the 3rd quarter of the school year.

5th-Grade students will be considered for retention based upon the indicators set forth herein and taking into consideration that the lowest level of middle school courses offered in English language arts is Summit Language Arts 6 and in mathematics is Summit Math 6. If a student would not be successful in the lowest level of middle school coursework, the student may be a candidate for retention.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made according to the grievance policy and procedure outlined in this handbook (pg. 42).

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

ACCELERATION: MID-YEAR PROMOTION

When high academic achievement is evident, and it is determined that appropriate academic placement is not available that would better meet the student's academic needs, the teacher of record may recommend a student for the acceleration of grade-level promotion at mid-year. The decision to promote a student's grade level at mid-year or the end of the school year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Kindergarten students do not qualify for a mid-year promotion unless they have completed one full year of kindergarten or will turn six their first-grade year by the date set by the state of California.

For the school to make sound academic decisions regarding mid-year grade level promotions, the following processes are followed:

1. Parents may request that the teacher promotes their child to a different grade level at the end of the 1st semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade-level promotion is appropriate, the teacher will document the student's academic progress and assessments.
**
3. The teacher will then send a written request (via mail or email) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

**An examination of the student's skills/knowledge of the content areas may be conducted in a variety of ways, including, but not limited to: in-person course evaluation, written assessments, in-person writing prompts, in-person interviews, and a complete evaluation of student work to determine consistent exceptional mastery (above grade-level standards). Documentation may include, but not be limited to:

- Evaluation of reading ability and comprehension. This may be determined through Bader reading assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level.
- K-2 benchmark assessment data (if applicable) indicating that the student has mastered all current grade-level content/state standards and is prepared to meet the academic expectations at the new grade level.
- Diagnostic assessment data indicating the student is reading and comprehending 2 years above the current grade level.
- Diagnostic assessment results indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) indicating the student was proficient or advanced at their previous grade level in both English language arts and mathematics.
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence the student will master the current curriculum by year-end if the student is working one grade level above his or her current grade level.
- Student performance indicates exceptional mastery in all core courses and grade-level state standards.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns that have been expressed.
- If the student's assessment results are not above grade level, a written explanation as to why promotion is still in the best interest of the student must be provided.
- If the student is not on track to complete all courses at the grade level, he/she would be promoted to, a written explanation regarding why promotion is still in the best interest of the student must be provided.

*Under no circumstance shall the parent or learning coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision regarding the acceleration of the student, an appeal may be made according to the grievance policy and procedure outlined in this handbook (pg. 42).

MID-YEAR ENROLLMENT

Students enrolling in the elementary program mid-year will begin all assigned courses at the expected progress point according to his/her date of enrollment. 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.

ADVANCED LEARNERS PROGRAM (ALP)

The Elementary Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including honor projects, etc. to deepen and extend their learning in a variety of areas.

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
- Has a genuine interest in, and shows a love for learning
- Attending and participating in all assigned live instructional sessions
- Performance on assessments, including diagnostic, standards-mastery, teacher-created, and/or other assessments

ELEMENTARY GRADING POLICY AND RUBRIC

Standards-based grading provides a focus on measuring student proficiency on grade-level learning outcomes, based on the California state standards. Student grade marks are based on quarterly assignment plan assignments, utilizing the following rubric.

<i>Progress Towards Standard Mastery</i>	<i>Description</i>
4	The student consistently demonstrates exceptional proficiency of 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 of 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)	Standard was not assessed during the grading period.

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

<i>Indicator</i>	<i>Description</i>
Outstanding (O)	The student consistently meets classroom and coursework expectations with little or no additional support.
Satisfactory (S)	The student generally meets classroom and coursework expectations but may require additional support and on-task prompting.
Needs Improvement (N)	The student requires significant additional support to meet classroom and coursework expectations.

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 that a change of a student’s grade only on the following grounds:

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

PROCEDURES

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 next level.

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 incompetency 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 affected 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 incompetency 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.

STUDENT ASSESSMENT

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) with setting appropriate academic goals throughout the school year, determining whether or not goals have been met, and measuring student growth and achievement over the course of each quarter, semester, and school year. 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 student's academic growth while enrolled in our program.

LIVE INSTRUCTION

Teacher-provided live instruction is an essential component of our independent study program. Instruction occurs daily in the virtual classroom (Class Connect). Students are required to attend live instructional sessions as assigned by the staff, including the general education, special education, intervention, and English- language development teachers. Sessions are required based upon student need to ensure that all students are provided with the instructional support necessary to reach their full academic potential.

Failure to regularly attend and participate in assigned live instructional sessions (both in-person and virtual) may indicate that independent study is not an appropriate placement for your student.

ACADEMIC CONFERENCES

Throughout the year, both you and your student(s) will meet with your teacher(s) via phone, online classrooms, and/or in-person regularly. Student work may be both assigned and collected

during these meetings. Meetings provide an excellent time for you to celebrate your student's success, voice concerns, discuss enrichment/honors projects, and review/evaluate your student's progress through his/her assigned coursework. Also, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, review of student work portfolios, and assessment. Academic conferences will take place within the first two weeks of enrollment, at the start of spring semester and during the final two weeks of the school year.

Your teacher will work with you to arrange the date, time, and location of all meetings. In-person conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both your and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If a conference is canceled, your teacher will call to reschedule within the same learning period. Failure to meet with your child's teacher may indicate that independent study is not the appropriate placement for your student and may result in your student's withdrawal.

Your teacher will use these meetings to:

- Review assigned work completed by your student during the learning period
- Review assessment results
- Provide additional instructional support (as deemed necessary by the teacher)
- Discuss and assign work for the next learning period
- Conduct academic evaluations/assessments, as needed, and provide you with appropriate feedback to ensure consistent academic progress/growth
- Set and review goals

STUDENT WORK PORTFOLIOS

To measure student achievement and growth, as well as meet state independent study guidelines, student work portfolios will be created and maintained by your student's general education teacher. Your teacher will collect and evaluate your student's assignments on a frequent and regular basis during each learning period. Your teacher may request to receive your student's coursework by mail, Online School file sharing, email, during in-person instructional sessions, and/or conferences. It is imperative that you work closely with your teacher to submit all requested coursework for evaluation on a regular, ongoing basis. A portion of the collected coursework is stored as part of your student's cumulative file and is maintained at the CAVA, as required by the state of California.

Below are the qualifications of 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 student work regularly as requested by staff may indicate that independent study is not the appropriate placement for your student.

ELEMENTARY ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim as yours
- To submit an assignment to more than one course
- To copy from the text, website, or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons complete on the OLS that have not been completed by the student and evaluated by the learning coach

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 on the part of a student, the instructor may exercise one or more of the following options, 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 conference 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 teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent, and student regarding the seriousness of academic integrity. 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 support the student to become successful in the future. The student will not receive academic credit for the assignment(s).

3rd offense – the student may be withdrawn from CAVA and placed back in their school of residence. The incidents will be noted in the student's permanent file.

AVOIDING PLAGIARISM:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, 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.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. 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 evoked access to course(s).

CAVA MIDDLE SCHOOL (6TH-8TH GRADE) PROGRAM INFORMATION

MIDDLE SCHOOL VISION

The Middle School program includes a community of educators, students, parents, and learning coaches who are working together to engage every student to ensure success in the standards-aligned curriculum. We recognize that each student is an individual with his or her unique way of learning. By actively engaging our students in daily rigor, inspiring every student to learn by thinking creatively, and by providing a positive environment, we will prepare our students for success beyond the classroom. To ensure all students have a successful academic plan set forth, we will continually provide feedback on academic progress supported by consistent monitoring and targeted instruction to promote student growth.

We view the Learning Coach (LC) as a vital partner in each student's education. The Learning Coach is to be working alongside each student, and providing clarity, support and assistance as needed. Learning Coaches should review student work and aid students in understanding key concepts taught in the curriculum. Our teachers will gladly work with Learning Coaches to provide resources and instructional strategies if needed.

COURSE LEVEL PLACEMENT

California Virtual Academy offers students in the state of California the opportunity to work in an independent study program that is individualized to meet student needs. All students are placed in their age-appropriate grade level and courses, with remediation and enrichment support, provided as deemed appropriate by the student's assigned teacher.

MIDDLE SCHOOL COURSES

All middle school students are assigned math, language arts, science, history, and physical education, art, careers, and music (or world language)*.

6 th Grade	7 th Grade	8 th Grade
Math 06AE3 Summit Math 6 Math 06BE3 Summit Math 6	Math 07AE3 Summit Math 7 Math 07BE3 Summit Math 7	Math 08A Summit Math 8 Bridge Math 08B Summit Math 8 Bridge
ENG06AE3 Summit Language Arts 6 ENG06BE3 Summit Language Arts 6	ENG07AE3 Summit Language Arts 7 ENG07BE3 Summit Language Arts 7	ENG08AE3 Summit Language Arts 8 ENG08BE3 Summit Language Arts 8
HIST07A MS Summit World History I*** HIST07B MS Summit World History I***	HIST08A MS Summit World History II*** HIST08B MS Summit World History II***	HST08AD Summit American History to the Late 1800s HST08BD Summit American History to the Late 1800s
SCI06ADE3 Summit Earth Science SCI06BDE3 Summit Earth Science	SCI07ADE3 Summit Life Science SCI07BDE3 Summit Life Science	SCI08ADE4 Summit Physical Science SCI08BDE4 Summit Physical Science**
ART07A Summit Intermediate World Art I*** ART07B Summit Intermediate World Art I***	ART08A Summit Intermediate World Art II*** ART08B Summit Intermediate World Art II***	ART06A Summit Intermediate Art II*** ART06B Summit Intermediate Art II***
MUS06 Spotlight on Music	MUS07 Spotlight on Music	MUS08 Spotlight on Music
OTH06 Summit Physical Fitness 6	OTH07 Summit Physical Fitness 7	OTH08 Summit Physical Fitness 8

CAR005-PBL Middle School Career Explorations 1	CAR007-PBL Middle School Career Explorations 2	CAR007-PBL Middle School Career Explorations 2 World of Computing (Sem 1) and Web Design (Sem2)
WLG MS Chinese IA and IIA WLG MS Spanish IA or IIA WLG MS French IA or IIA WLG MS German IA or IIA WLG MS Latin IA or IIA	WLG MS Chinese IA and IIA WLG MS Spanish IA or IIA WLG MS French IA or IIA WLG MS German IA or IIA WLG MS Latin IA or IIA	WLG MS Chinese IA and IIA WLG MS Spanish IA or IIA WLG MS French IA or IIA WLG MS German IA or IIA WLG MS Latin IA or IIA
ORN010 Online Learning: Middle and High School	ORN010 Online Learning: Middle and High School	ORN010 Online Learning: Middle and High School

* 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](#)

** SCI08BDE4 Summit Physical Science A or B will include the required comprehensive sexual health and HIV prevention curriculum. Please see California Healthy Youth Act below.

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

- Sixth-grade students should receive World History I course materials, even though they are marked as HIST07.
- Seventh-grade students should receive World History II course materials, even though they are marked as HST08.
- Eighth-grade students should receive American History to 1877 course. The same is true for our art curriculum.

8th Grade students who completed CAR007 – MS Careers Explorations 2 can choose to enroll in the High School CTE courses. The 2 courses are assigned as follows:

- Semester 1 – World of Computing
- Semester 2 – Web Design

PHYSICAL EDUCATION

Education Code Section 51210 and 51222 require up to 400 minutes of physical education every ten school days for students in grades six through eight. California Virtual Academy adheres to these California education codes and requires that each student complete assigned Physical Education lessons assigned on the student’s daily plan in the Online Middle School, as well as a submitted PE Log accounting for the 400 minutes each learning period.

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. 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 pregnancy, contraception, and sexually transmitted infections (EC 51931). Legal Guardians may choose to opt their child out of Health 8.

“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).

INTENSIVE ACADEMIC SUPPORT

As a component of our Multi-Tiered System of Support (MTSS) Program and with the intent of providing students with intensive interventions in foundational skills, students may be enrolled in an Intensive Support Program. A student who is identified as in need of intensive intervention in the subject areas of mathematics and/or English Language Arts will be required to participate in this supplemental program. This need will be determined through student assessment data and teacher input. While time and intensity requirements may vary, this program will provide interventions multiple days per week on an ongoing basis. Students in this program will be continuously monitored to ensure they are receiving the best academic support available to them.

COURSE EXTENSIONS

Our school policy is for students to work in their grade-level curriculum. If you and your teacher believe that your student needs additional time to work on a course your teacher can request a course extension. This will not affect the student's promotion to the next grade level at the end of the school year. Please note that not all requests are approved. It is difficult for students to get back to grade-level once they have fallen behind. In many cases, the best scenario is to keep the student at grade level and have the student participate in intervention support classes.

MID-YEAR ENROLLMENT

The curriculum course assignments build upon content mastered in a previous lesson. Your student's assigned middle school teacher will work directly with you as to an appropriate starting point in the students' English language arts, mathematics, history, and science curricular coursework. Your teacher will assign the appropriate course content through the Online Middle School, corresponding to the appropriate pacing guide for the courses. Students will receive support to ensure a smooth transition into the course placement.

INSTRUCTION

The instructional time with your assigned teacher is the priority and the cornerstone of our middle school program. Teachers provide instruction to engage students in their learning through online delivery and instructional strategies that ensure the effectiveness and achievement of learning expectations.

Students are required to attend and participate in daily live instructional sessions, as assigned by the teacher.

- Homeroom
- Student Support Sessions
- Grade level content standards and remediation in Math
- Grade level content standards and remediation in English/Language Arts
- History instruction
- Science instruction
- Previous week Online Middle School lesson check-ins
- Literary book clubs
- Enrichment activities
- Virtual "Field Trips"

Participation in class connect sessions is required of students, as assigned. Participation includes (but is not limited to) the use of the microphone, video, chat, etc. Participation may be factored into the earned letter grade for each core course, as determined by the classroom teacher.

MIDDLE SCHOOL PARENT-TEACHER ACADEMIC CONFERENCES

Throughout the year, both you and your child(ren) will meet with your teacher(s) via online video conferencing and/or in-person regularly. These conferences are focused on the student's academic performance, opportunities for improvement, and strengths, as well as building relationships between the parent, student, and teacher. Student's work and upcoming assignments will be reviewed during these meetings.

Academic Conferences provide an excellent time to celebrate student success, voice concerns, make lasting connections, obtain enrichment ideas and discuss your student's progress through the courses. Also, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation, and assessment.

Your teacher will work with you to arrange the date, time, and location of all meetings. In-person Academic Conferences will take place at a location that is mutually agreeable to both you and your teacher. It is both you and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If an Academic Conference is canceled, your teacher will call to reschedule within the same learning period. An Academic Conference with your teacher may take place at least once every 20 days, through video conferencing, in person, and/or phone. However, depending on your child's level of need, your teacher may require you to meet more often.

Your teacher will use these meetings to:

- Celebrate academic growth and success.
- Review assessment data
- Review goals met and create new goals to achieve.
- Goal(s) that are not met will be reviewed, and a plan will be developed together to support the student in meeting the goal(s)
- Review the work completed by your student
- Provide additional academic support
 - If a student is not meeting expected requirements, an academic plan will be created for the coming learning period and quarter
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

MIDDLE SCHOOL STUDENT ASSESSMENT

An important part of every student's educational journey is academic assessment. Assessments support the learning coach, student, and the student's teacher(s) in measuring student growth and achievement over the course of each quarter, semester, and school year. Assessments can be formal or informal in nature, and include (but are not limited to):

- Universal diagnostic in reading and mathematics – Beginning of Year (BOY)
- Middle of Year diagnostic at the semester in reading and mathematics (MOY)
- End of year Growth Assessment in reading and mathematics (EOY)

- Interim Assessments in English/Language Arts and Math are assigned at the end of quarters 1 and 3.
- Online Middle School lesson quizzes
- Weekly standards-based mastery quizzes
- Teacher-created assessments
- CAASPP Summative Assessments – state testing

Assessments are completed during live instructional sessions. Students are required to use webcams during proctored assessments.

Throughout the school year, your teacher will appropriately assess students at various points, which will support student's academic achievement while enrolled in our program.

INDIVIDUALIZED LEARNING PLANS (ILPs)

Individualized Learning Plans (ILPs) are an integral component to ensure that each student is on the correct path to enter and graduate from high school ready for further education and to ensure a successful future in their career path. Student accountability is an important component of our Middle School program. The contents of the ILP provide the students concrete direction and purpose, which leads to academic achievement. The ILPs for Middle School students include course lessons as 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 send ILPs within the first week of each quarter.

PROGRESS IN COURSES – ASSIGNED WORK

The goal of CAVA Middle School is to educate your student. We cannot be successful if your student is not engaged and participating in school.

Attending an independent study program requires that students can complete work daily as outlined in the enrollment requirements and as scheduled by their classroom teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

To have successful progress in each class:

- Students will complete and/or submit all daily lessons in each course.
- Students will make continuous progress (actively engaged, completing assignments, and submitting assignments) in all courses.
- Students must submit coursework at the direction of the teacher.
- During travel time, the student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the assigned teacher before any travel that is more than one week, 2 weeks before travel.
- If a student is not actively participating, the administration may review for possible withdraw for not meeting enrollment requirements.
- Students will use the assigned curriculum exclusively.

STUDENT WORK PORTFOLIOS

To meet state independent study guidelines, student work must be submitted to your assigned teacher. Your CAVA teacher will assign and collect completed lessons from each of the courses your student is assigned during each learning period. Your teacher may request to receive your student's coursework via Online Middle School Assignments, e-mail, USPS mail, and during in-person conferences. It is imperative that you and your teacher work together to collect and evaluate the student work on a regular, ongoing basis. A small sample of the collected coursework is stored as a part of your student's cumulative file and is maintained at the CAVA office, as required by the state of California.

Below are the qualifications of acceptable student coursework:

- Original student work
- Student work is neat and organized (age-appropriate)
- Includes student's name, date, unit, and lesson number or assignment description
- Is reflective of work assigned and completed within the appropriate learning period
- Student work is evaluated and scored by your assigned teacher.
- Is submitted according to deadlines established by the teacher, and as indicated in the individual student plan on the Online Middle School.

LATE WORK

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. CAVA 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 prior to the end of each semester.

MIDDLE SCHOOL (6TH – 8TH GRADE) GRADING

The CAVA Middle School Program ensures that each student will have access to grade level guaranteed and viable curriculum; and exit the school year with the exposure to the grade level high priority standards. As teachers assign work in each core course, the Student Achievement Plans and course Curriculum Maps are required to be followed.

Middle school uses the traditional percentages earned for letter grades assigned for each subject: Math, English/Language Arts, History, and Science.

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

Music, Art, Careers, Physical Education, and OLL will receive a Pass or Fail grade and are not included in the total Grade Point Average (GPA) for report cards.

World Language is not teacher-led and does not appear on the report card or receive a grade.

Percentage Earned*	Letter Grade Assigned
100 – 60%	Pass
59% or below	Fail

Earned letter grades will be weighted with the following 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 Session work (60%)	Quizzes Notes Stride Skills Arcade Live Session work (including participation) Common Formative Assessments (CFAs)	Quizzes Notes Stride Skills Arcade Live Session work (including participation) Common Formative Assessments (CFAs)	Quizzes Notes	Quizzes Notes Stride Skills Arcade Live Session work (including participation) Lab Participation
TGAs (25%)	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 (15%)	Star360 Math (Combination of participation and growth) Unit Test Part 1(s)	Star360 Reading (Combination of participation and growth) Unit Test Part 1(s) Unit Test Part 2(s)	Unit Test Part 1(s)	Unit Test Part 1(s)
Extra Credit (5%)	<p><i>Teachers have the discretion to offer up to 5% extra credit in each course.</i></p> <p><i>Students enrolled in the Freckle ELA and/or Math Program have the opportunity to earn extra credit for completion according to the expectations.</i></p>			

Grading Communication

Weekly student progress will be sent, via OLMS automated emails, each Friday to students and learning coaches showing student’s current progress and course averages.

*Reminder: Grades are visible and updated weekly in the Online Middle School for each course

Mid-Semester Progress Reports will be completed and provided to students by teachers at the end of Quarter 1 and 3.

End of Semester Report cards will be completed and provided to students by teachers at the end of Semester 1 and 2.

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 session for additional academic supports.

REPORT CARDS AND PROGRESS REPORTS

Students are provided Progress Reports at the end of the first and third quarters and Report Cards at the end of each semester.

The Progress Report and Report Card will include the letter grade earned in each course, as appropriate to the middle school grading scale, as well as a short narrative provided by the child's teacher.

**Please refer to the program-specific information detailed above for the Middle School grading policies.

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 grades through the Online Middle School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each student shall be the grade determined by the teacher. 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 finalized and published, the education rights holder for the student may request that a change of a student's grade only on the following grounds:

- Mistake
- Fraud
- Bad faith
- Incompetence

PROCEDURES

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 middle school administrator.

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 incompetency 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 affected 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
- b) (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.
- c) The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
- d) The parent, student, and teacher shall have the right to submit relevant documentation.
- e) 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.
- f) 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.

GRADE LEVEL PROMOTION/RETENTION

California Virtual Academy expects all students to achieve proficiency levels in grade-level standards that allow them to progress through each grade within one school year. To meet this expectation, instruction is designed to accommodate the varying interests and academic growth patterns of individual students and includes strategies and supplemental instruction for addressing identified academic deficiencies as needed.

PROMOTION

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 section 48070.5(c), as measured by course progress, performance assessments, and other factors, including grade marks, as approved by the governing board of the school.

6TH TO 7TH GRADE

Students who have completed one year of sixth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the seventh grade.

7TH TO 8TH GRADE

Students who have completed one year of seventh grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the eighth grade.

8TH TO 9TH GRADE

Students who have completed one year of eighth grade and have met minimum proficiency levels in reading and mathematics as determined by factors outlined herein shall be promoted to the ninth grade.

RETENTION

The decision to retain a student in a grade level will be made only after careful consideration to serve the academic best interests of the student. Student retention recommendations must involve the student's academic team, which may include one or more of the student's teachers, curriculum specialists, and school administrators. Students shall progress through the grade levels by demonstrating growth toward meeting grade-level standards of expected student achievement.

All retentions are requests to retain in the current grade level for the following school year. California Virtual Academy does not retain students retroactively. As per our enrollment requirements, all students are enrolled at their age-appropriate grade level unless an official retention was approved by the previous school.

Retentions that are approved will be effective as of the last day of the school year.

Course level and official grade level are not equivalent; therefore, the current course level is not an indicator of promotion or retention eligibility.

As early as possible in the school year, the Director or designee shall identify students who should be retained or are at risk of being retained. The following indicators of academic achievement may be used:

- Course Grades
- Lack of mastery in foundational math and language arts concepts
- Observation by teacher
- Universal assessment results
- Bader reading assessment results
- Teacher and/or parent recommendation

When a student is identified as being at risk for retention by the teacher, intervention support will be implemented to assist the student in overcoming his/her academic deficiencies. The Parent or Legal Guardian will be notified in writing by the classroom teacher of the possible retention of the student, based on the above.

Parent requests for student retention must be received, in writing, before the last day of the third quarter. Original request letters must be sent certified with a tracking number, if not given to the teacher in person. The tracking number needs to be emailed to the teacher. For the academic team to appropriately consider the request, the team will review the documentation of the student's academic ability. The student's teacher will document information concerning the student's progress, work, assessment results, observations, and his or her recommendation for or against retaining the student.

Assessments and documentation will include, but are not limited to, the following:

- Current grades in all courses.

- Bader results indicating the student is 2 or more levels behind.
- Performance on universal and interim assessments indicates the student lacks foundational concepts to master concepts at his or her current age-appropriate grade level in math and reading.
- Prior years CAASPP test results.
- Student's Responses to Intervention plan and progress.
- Documentation that the student has completed assignments and worked with his or her teacher to remediate concepts necessary to master concepts in math and reading in the student's current grade level.
- Daily attendance requirements, per Enrollment Requirements.

8th-grade students will be considered for retention based upon the indicators above, as well as taking into consideration that the lowest level high school courses offered in Language Arts is Summit ELA 9 and in math is Developmental Algebra. If a student would not be successful in the lowest level high school courses, the student must be considered for retention.

The recommendation of the team, along with the parent's written request for retention and a summary of all data, will be sent to the Director for review and consideration. The Director may approve the retention or return the request to the team to reconsider the supporting data or to provide more information.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent-Student Handbook.

Following evaluation of the above evidence/data and other factors as outlined herein, a determination will be made concerning the appropriateness of retention to ensure the student's best academic interests are served. The recommendation, along with the written request for retention and a summary of all data, will be sent to the Director(s) for review and consideration. The Director(s) may approve the retention or return the request to reconsider the supporting data or provide additional information.

The parent will be notified in writing of the decision regarding retention. If the parent disagrees with the determination regarding retention or promotion, an appeal may be made according to the grievance policy and procedure outlined in this Parent-Student Handbook.

Once an official decision has been made to retain a student, the retention will become effective on the last day of the current school year.

ACCELERATION: MID-YEAR PROMOTION

The decision to promote a student mid-year will be made only after careful consideration to serve the academic best interests of the student. Mid-year promotions (accelerations) are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. Middle school students will also be considered for promotion at the end of the year from middle school to high school. Students who have completed and mastered all middle school core content (math, language arts, history, and science) will be considered for promotion to high school.

For the school to make sound academic decisions regarding mid-year grade level promotions or end of year promotion to high school, the following processes will be followed:

1. Parents may request that the teacher promotes their child to the next grade level at the end of the fall semester, which may result in a 2-grade promotion during one school year.
2. If the student's teacher agrees that a review for a mid-year grade-level promotion is appropriate, the teacher will document the student's academic progress and assessments.
3. The teacher will then send a written request (via mail or e-mail) to the appropriate Curriculum Specialist. Requests must be received by email or postmarked by the due date.

Assessments* and documentation (Education Code (EC) Section 48070.5(b)) shall include, but are not limited to:

- Evaluation of reading ability and comprehension. This can be through reading an above grade level reading passage or by using the Reading Bader (assessment results in reading indicating the student is decoding and reading fluently at least 1.5 levels above his or her current grade level).
- Performance assessment results in both math and reading indicating the student is academically prepared to meet the rigors of academics at the new grade level (advanced at current grade level).
- Standardized test results (if available) should indicate the student was proficient or advanced at their previous grade level.
- Current grades in all courses
- Evidence the student is making consistent, regular progress in a curriculum level (all courses) that is at or above the grade level to which the student would be promoted.
- Evidence that the student will master the current curriculum by year-end if the student is working one grade level above his or her current grade level.
- Information regarding prior grade retention and the circumstances of such.
- The age of the student.
- Any academic concerns the teacher has or that the parent has expressed.
- If the student's assessment results are not above grade level, the teacher must provide a written explanation as to why promotion is still in the best interest of the student.
- If the student is not on track to complete all courses at the grade level, he/she would be promoted, the teacher must provide a written explanation regarding why promotion is still in the best interest of the student.
- The teacher's specific recommendation for the mid-year promotion, including consideration for the student's social abilities at the new grade level, and information as to whether the student's academic abilities will allow the student to continue to progress and master the curriculum at a rate appropriate to the new grade level.

*Under no circumstance shall the parent or Learning Coach assist a student with assessments when the assessment is being used to promote a student mid-year.

If the parent does not agree with the decision, they may follow the grievance policy and procedure as outlined in this Parent-Student Handbook (pg. 42).

MIDDLE SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from the text, website, or other course material (this includes answer keys)
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in work completed by another person (including Learning Coach)
- Asking for answers in a chat room and/or threaded discussion
- Use an online translator or foreign language dictionary during examinations
- Manipulating online assessments to achieve a passing score without mastering the assessment content
- Marking lessons complete on the Online Middle School (OLMS) that have not been completed by the student, evaluated by the learning coach, and submitted to the teacher, if assigned to do so.

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 on the part of a student, the instructor may exercise one or more of the following options, 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 conference 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 (1) week to receive credit.
- 2nd offense – the teacher will remove credit for any assignment related to the offense. An administrator will conference with the teacher, parent, and student regarding the seriousness of academic integrity. 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 support the student to become successful in the future. The student will not receive academic credit for the assignment(s).
- 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 give credit for any information that is not either the result of original research or common knowledge. For example, 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.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. 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 evoked access to course(s).

ADVANCED LEARNERS PROGRAM (ALP)

The Middle School Advanced Learners Program (ALP) is an opportunity to provide accelerated learners with enrichment activities including interest projects, etc. to deepen and extend their learning in a variety of areas. The Genius Hour was established for ALP students to:

- Develop inquiry-based projects around their passions.
- Conduct research to learn more about their project of choice,
- Create presentations to teach their fellow students in creative ways and present their finished products.

To participate in the Advanced Learner Program, students must be recommended by their teacher to meet 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 Individualized Learning Plan, including assigned projects, interim assessments, etc.
- Demonstrating mastery of most or all grade-level assessments
- Has a genuine interest in, and shows a love of learning

GRADUATION REQUIREMENTS

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

Students enrolled in grades 9-12 at CAVA will carry and maintain a course load of at least 30 credits each semester (at least 6 high school courses, plus Online Learning) and maintain coursework that leads to graduation in the student's cohort year.**

All students who have not yet completed the minimum graduation requirements for math must be enrolled in a math course.

Students must remain on track to graduate in their cohort year. If the student is not on track to graduate in cohort year, all coursework must meet graduation requirements. If the coursework required to graduate is less than 20 credits (4 courses), the student must maintain a minimum of 20 credits (4 courses) to remain enrolled.

Exceptions to the minimum course load can be made only in the following situations, and in no circumstance may courses be reduced by more than 10 credits (students must hold a minimum of 4 courses, plus Online Learning in all cases).

- Students with IEP or 504 plans that require a reduced course load or with equivalent specialized academic instructional minutes (at least 300 weekly SAI minutes per course reduction) may reduce course load by up to 10 credits (2 courses) each semester, plus Online Learning.
- Seniors entering the Fall semester needing fewer than 60 credits to graduate may reduce course load by up to 10 credits (2 courses). Students utilizing this option must remain in good standing and on track to graduate in their cohort year. If a student is not on track to graduate in the cohort year, all coursework must meet graduation requirements.
- Students with approved concurrent enrollments may reduce course load by one high school course for each college course taken, for a maximum of two courses. Students utilizing this option must remain in good standing and on track to graduate in their cohort year.

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

Students will obtain 210 credits as detailed below to meet graduation requirements.

A. History/Social Science (30 Credits)

- a. Modern World Studies
- b. Modern US History
- c. US Government and Politics (1 semester)
- d. US and Global Economics (1 semester)

B. English (40 Credits)

- a. English 9
- b. English 10
- c. American Literature
- d. British Literature

Math (30 Credits) (3 years required/4 recommended for 4-year college entrance) (20 credits in Algebra 1 and Geometry are required)

- a. Algebra 1*
- b. Geometry
- c. Algebra 2
- d. Pre –Calculus
- e. Integrated Math
- f. Business and Consumer Math**

**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.*

***Students who have completed Algebra I, Geometry, and Algebra II (or course equivalents), or students with IEP or 504 plans requiring this pathway are eligible to take Business and Consumer Math. Exceptions will be reviewed by the administration on a case-by-case basis.*

B. Lab Science (20 Credits) (2 years required/3 recommended for 4-year college entrance) 2 of the following (1-year Life/1 year Physical)

- a. Biology
- b. Physical Science, Earth Science, Physics and/or Chemistry

C. World Language or Visual and Performing Art (20 credits) – 2 years of a World Language (3 years recommended for 4-year college entrance) or 2 years of a Visual and Performing Arts or a combination of both

- a. Spanish 1, French 1
- b. Spanish 2, French 2
- c. Spanish 3, French 3
- d. AP Spanish
- e. Fine Art and Appreciation
- f. Music Appreciation

- g. Digital Arts I, II
- h. Image Design and Editing

D. Health (5 credits)

E. PE (20 credits)

F. Career Education (5 credits)

- a. Reaching Your Academic Potential
- b. CPA Pathway Introduction course
- c. CPA Career Explorations course

G. Electives (40 credits)

Courses may vary year to year depending on the offerings available. Please contact your Guidance Counselor for additional information on Honors and Advanced Placement courses.

CAREER PREP ACADEMY @ CAVA

Career Prep Academy at California Virtual Academies (CPA @ CAVA) gives students exposure to career readiness and workforce preparation skills from career & technical education courses built around key career areas, allowing students to explore occupations of interest. Students enroll in traditional high school courses combined with industry-relevant, career-focused electives to prepare for a career, college, or both. These engaging, content-rich courses expand the traditional education experience and maximize a student's ability to succeed in the community and workforce.

Students in the CPA @ CAVA program must complete each year of the program before moving on to the following year, for example, the Introductory Year must be completed before moving on to courses in the Concentration year, and courses in the Concentration Year must be completed before moving on to the Capstone Year experience. For classes to count as part of the CTE experience, all pathway courses must be taught by a CTE credentialed teacher for them to apply to fulfilling pathway requirements.

The CPA @ CAVA utilizes a Project-Based Learning (PBL) instructional method in most CTE courses and incorporates this model into core content when possible. Project-based learning allows students to learn by participating in "real-world" projects. The projects require students to engage in the same content and standards but with the added benefit of applying the content in a useful, hands-on, and collaborative approach to learning. Students and learning coaches receive additional information about PBL courses at the beginning of each semester.

Students participating in the CPA @ CAVA CTE program will follow one of the Industry Sector pathways below. Any courses that are taken in this pathway count toward the 40 credits needed in the Electives category to graduate. All students who participate in CPA @ CAVA will complete the Business and Marketing Explorations course to meet the Career Education graduation requirement.

Industry Sectors and Pathways available at CPA @ CAVA:

- A. Business and Finance Industry Sector
 - a. Business Management pathway
 - b. Finance pathway
 - c. International Business pathway

- B. Marketing, Sales, and Services Industry Sector
 - a. Marketing pathway
 - b. Professional Sales pathway
 - c. Entrepreneurship/Self-Employment pathway
 - d. Multimedia Marketing and Business

- C. Information and Communication Technologies Industry Sector
 - a. Game and Simulation pathway
 - b. Information Support and Services pathway
 - c. Networking pathway
 - d. Systems Programming pathway
 - e. Web and Social Media Programming pathway

- D. Health Sciences and Medical Technology Industry Sector
 - a. Patient Care: Medical Assistant
 - b. Healthcare Administrative Services: Medical Coding
 - c. Public and Community Health: Sports Medicine

- E. Arts, Media, and Entertainment Industry Sector
 - a. Design, Visual and Media Arts pathway: Animation
 - b. Design, Visual and Media Arts pathway: Graphic Design
 - c. Design, Visual and Media Arts: Digital Photography
 - d. Design, Visual and Media Arts: Web Design
 - e. Production and Managerial Arts: Multimedia Production
 - f. Production and Managerial Arts: Game Design and Integration

- F. Hospitality, Tourism, and Recreation
 - a. Hospitality, Tourism, and Recreation

CPA @ CAVA students will complete CAR003 Introduction to Career Prep Academy lessons upon electing to participate in the CPA program, which is integrated into the Introduction to Online Learning Course. CPA @ CAVA students also participate in small group college & career readiness lessons.

CPA @ CAVA Concurrent Enrollment

CPA @ CAVA students wishing to complete any of the pathway courses through dual enrollment and earn college credit must meet eligibility requirements and follow steps outlined in the Concurrent Enrollment policy. In addition, any course taken outside the CPA @ CAVA through concurrent enrollment must be part of a CTE sequence of courses leading to a degree or certificate in the subject area covered by the sequence. In addition to the stated policies and requirements, all CPA @ CAVA students will be required to complete the Introductory year of their CTE program with the CPA @ CAVA. In addition, students must also complete their Capstone year courses with the CPA @ CAVA or through a dual enrollment equivalent course to be eligible for a Work-Based Learning and/or Internship experience supported by the CPA @ CAVA.

CPA @ CAVA Outings

CPA @ CAVA will work to facilitate outings to provide opportunities for teachers, parents, and CPA students to interact for the purpose of fellowship through career exploration, business & industry tours, community service, college campus tours, Career and Technical Student Organization (CTSO) events and competitions, and additional activities outside the classroom academic enrichment but connected to the curriculum. A parent or guardian is expected to attend events with their student unless otherwise noted. Students are expected to follow all behavior and classroom expectations outlined herein while participating in any school-sponsored event or outing.

Career & Technical Student Organizations

Participating in a CTSO may require some face-to-face meetings. These can occur in addition to other CTSO requirements.

Student Expectations

CPA @ CAVA students are expected to maintain and promote a positive, professional, and healthy self-image during all events and outings reflecting and encouraging good behavior and positive attitudes. Classroom guidelines and expectations extend outside of the virtual classroom and are important to an optimal environment for students.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with the law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

CERTIFICATE OF EDUCATIONAL ACHIEVEMENT/COMPLETION

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

ONLINE LEARNING COURSE

CAVA High School students will be enrolled in the Online Learning course each semester. Students participating in the Career Prep Academy @ CAVA will be enrolled in the program-specific CPA Online Learning course. This 2.5 credit course will be taught by the assigned homeroom teacher and will include study skills, time management skills, and social interaction. Students will use the course to keep track of important school-related events and deadlines (paperwork needed, CAASPP testing, etc.). Important information will be communicated through the course, and weekly attendance will be required. The course is given a grade of Pass/Fail.

HIGH SCHOOL GRADING SCALE

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

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

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 grades 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. These issues are best resolved within the assigned grading period, when possible, or within 10 days of the assignment grade posting if the quarter has ended.

The final course grade earned by each student shall be the grade determined by the teacher 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 twenty (20) 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

PROCEDURES

1) Notice of Process for Requesting a Grade Change

- a) The grade appeal policy shall be included in the 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 and 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 next level.

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 incompetency 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 effected within thirty (30) business days of the date the Principal received the parent's written request for review.

4) Director of High School Level

- a) If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director of High School 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 of High

School 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 incompetency in assigning the final grade.
- c) The parent, student, and teacher shall have the right to submit relevant documentation.
- d) The Director of High School 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 of High School 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 of High School's receipt of the parent's written request for review, the Director of High School 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 of High School 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.

MATH PLACEMENT POLICY

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, to ensure the success of every student, and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

CAVA encourages every student to meet a-g requirements and graduate career and college ready. This placement policy recognizes that each student enters with different experiences and foundations in math. Each pathway presented below, as well as the full math sequence in each grade level table, exceeds minimum graduation requirements for math. All 11th-grade students who have not yet completed Algebra 2 are required to take a math course.

Please note, 12th-grade students who have not yet completed all Algebra 1 and Geometry requirements for graduation are required to consult with their counselor to evaluate graduation status and discuss options.

Two-Year Algebra Pathway

This pathway is designed to build a strong foundation in algebra standards necessary for success in college and career. The two-year algebra course pace allows students more opportunity to practice and apply algebra standards and skills and build confidence in math before moving into the Geometry course.

Year 1: MTH107A/B: Algebra 1, Year 1

- MTH107A is 5 math elective credits
- MTH107B is 5 Algebra credits (equivalent to MTH128A) with successful completion of MTH107A

Year 2: MTH207A/B: Algebra 1, Year 2

- MTH207A is 5 math elective credits
- MTH207B is 5 Algebra credits (equivalent to MTH128B) with successful completion of MTH207A

Year 3: MTH208A/B: Geometry

Year 4: MTH308A/B: Algebra 2 OR MTH322A/B: Consumer Math

- Students planning to attend a 4-year college or university upon graduation should take Algebra 2 (MTH308).

One-Year Algebra Pathway

This pathway is designed for students who are proficient or advanced in math when entering Algebra. Students demonstrate proficiency by scoring a 3 or 4 on the state summative assessment in the prior year (SBAC) or by scoring proficient or advanced on the school-based formative assessment within 10 days of placement in Algebra 1. This pathway is necessary for those students who intend to take Pre-Calculus, AP Calculus, or AP Statistics. Students who have already completed Algebra upon enrollment are automatically placed in this pathway at the appropriate level based upon the grade level placement chart.

Year 1: MTH128A/B: Algebra 1

Year 2: MTH208A/B: Geometry

Year 3: MTH308A/B: Algebra 2

OR MTH322A/B: Consumer Math

- *MTH322 is not considered a core math course. 11th-grade students considered for this course scored a C or below in Algebra 1 and/or are not proficient in Algebra standards, therefore not prepared for Algebra 2.*
- *Students planning to attend a 4-year college or university upon graduation should take Algebra 2 (MTH308).*
- *MTH308 is a prerequisite course for all courses below.*

Year 4: MTH403A/B: Precalculus

OR MTH500A/B: AP Calculus

OR MTH510: AP Statistics

9TH GRADE MATH PLACEMENT

Last Math Course Completed	Pre-Algebra/Grade 8 Math (Grade below B)	Pre-Algebra/8 th Grade Math (A/B Grade)**	Algebra 1A (A/B Grade – Algebra 1B not attempted)	Algebra 1A (C/D Grade) OR (Algebra 1B not attempted)	Algebra 1 (Passing both semesters)
Suggested Full Math Sequence	+MTH107A/B +MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	MTH128A/B MTH208A/B Path 1: MTH308A/B MTH403A/B OR MTH510A/B Path 2: *MTH322A/B	MTH128B MTH208A/B Path 1: MTH308A/B MTH403A/B OR MTH510A/B Path 2: *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	Path 1: MTH208A/B, MTH308A/B MTH403A/B MTH500A/B OR MTH510A/B Path 2: MTH208A/B *MTH322A/B
Notes	<p>*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2) followed by MTH403 or MTH510 (time permitting)</p> <p>+Students can be placed in the 1-year algebra pathway upon request if math placement assessment demonstrates proficiency in course prerequisite standards. Placement assessment must be completed, and course change requested within 10 school days of the student's start date.</p> <p>**If a student does not feel prepared for the standard Algebra Series, the two-year algebra series is available.</p> <p>Students who have already passed Geometry will be placed in MTH308 and should discuss additional options with a school counselor.</p>				

10TH GRADE MATH PLACEMENT

Last Math Course Completed	Algebra 1 (passing both semesters)	Pre-Algebra OR Algebra 1A (failed)	Algebra 1A (A/B Grade – Algebra 1B not attempted)**	Algebra 1A (C/D Grade) OR Algebra 1A CR (Algebra 1B not attempted)	Algebra 1B (failed)
Suggested Full Math Sequence	MTH208A/B Path 1: MTH308A/B MTH403A/B OR MTH510A/B Path 2: MTH322A/B*	+MTH107A/B +MTH207A/B MTH208A/B	MTH128B MTH208A/B MTH308A/B OR *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B	+MTH207A/B MTH208A/B MTH308A/B OR *MTH322A/B
Notes	<p>*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2)</p> <p>+ Students can be placed in the 1-year algebra pathway upon request if math placement assessment demonstrates proficiency in course prerequisite standards or student has earned an A or B grade in Pre-Algebra. Placement assessment must be completed, and course change requested within 10 school days of the student's start date.</p> <p>**If a student does not feel prepared for the standard Algebra Series, the two-year algebra pathway is available.</p> <p>^Students who have already passed Geometry will be placed in MTH308 and should discuss additional options with a school counselor.</p>				

11TH GRADE MATH PLACEMENT

Previous Course is Algebra				
Last Math Course Completed	Algebra 1 (passed both semesters)	Algebra 1B (failed) Algebra 1A (passed)	Algebra 1A (failed)	Algebra 1A (passed) Algebra 1B (not attempted)
Suggested Full Math Sequence	MTH208A/B MTH308A/B OR MTH322A/B*	Path 1: +MTH207A/B MTH208A/B Path 2: MTH126B/MTH322B MTH208A/B	Path 1 (failed 1A & 1B): MTH126A/B (CR) MTH208A/B Path 2 (failed 1A but did not attempt 1B): MTH126A/MTH128B MTH208A/B Path 3 (failed 1A but passed 1B): MTH126A/MTH322B MTH208A/B OR +MTH107A/B MTH208A/B	Path 1: +MTH207A/B MTH208A/B Path 2: MTH322A/MTH128B MTH208A/B
Previous Course is Geometry				
Last Math Course Completed	Geometry (passed both semesters)	Geometry B (failed) Geometry A (passed)	Geometry A (failed)	Geometry A (passed) Geometry B (not attempted)
Suggested Full Math Sequence	Path 1: MTH308A/B MTH403A/B OR MTH510A/B Path 2: MTH322A/B*	MTH206B/MTH322B MTH308A/B OR MTH322A*	Path 1 (failed A & B): MTH206A/B MTH308A/B OR MTH322A/B* Path 2 (failed A but did not attempt B): MTH206A/MTH208B MTH308A/B OR MTH322A/B* Path 3 (failed A but passed B): MTH206A/MTH322B MTH308A/B OR MTH322A*	MTH208B/MTH322B MTH308A/B OR MTH322A*
Notes	<p>*Students who desire to attend a 4-year college with a C or better in Algebra should be placed in MTH308 (Algebra 2)</p> <p>+ Students can be placed in the 1-year algebra pathway course upon request if math placement assessment demonstrates proficiency in course prerequisite standards. Placement assessment must be completed, and course change requested within 10 school days of the student's start date.</p> <p>^Students who have already passed Algebra 2 will be placed in MTH403 and should discuss additional options with a school counselor.</p>			

HIGH SCHOOL PHYSICAL EDUCATION

Physical education is a required course for ninth and tenth-grade students or for those that have not yet met the physical education requirement. Students are to complete an average of 40 minutes of physical activity per day or a minimum of 400 minutes every ten school days. Students are responsible for performing the required physical activity minutes.

- PE-9: *OTH021 Personal Fitness I* and *OTH022 Personal Fitness II* course is on the K¹² Learning Management System (LMS). All 9th-grade students are enrolled in OTH021 and

OTH022. The PE-9 student journals physical activity and completes PE assignments in their textbook and on the LMS. Weekly PE announcements will be messaged to students every Monday.

- PE-10: CS-Physical Education 10A and CS-Physical Education 10B is on the K¹² Learning Management System (LMS). All 10th-grade students are enrolled in CS-Physical Education 10A and CS-Physical Education 10B. The CS PE-10 student journals physical activity and completes reading PE assignments on the LMS. All HS PE-10 communication is via course announcements, email, or phone.
- OTH026: Summit Physical Education is on the K¹² Learning Management System (LMS). This is a one-semester Physical Education course in which students develop an awareness of the fundamental components and principles of fitness. Any student who needs an additional PE course to meet physical education requirements or wants another semester of PE after completing PE-9 & PE-10 can enroll in this course. The OTH026 student journals physical activity and completes reading PE assignments on the LMS.

Learning Coaches are responsible for monitoring and supervising the physical activity, as well as completing required PE logs.

PE physical activity may be varied. There are many options/choices of physical activity accepted in HS PE, as well as alternate assignments for injured/sick students. Examples are provided in the PE course syllabus.

PROGRESS IN CLASSES

The goal of the CAVA High School is to educate your student. We cannot be successful if your student does not participate in school.

Attending an independent study program requires that students complete work independently, as outlined in the enrollment requirements and as scheduled by their subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

To have successful progress in each class:

- The student will complete and/or submit all daily lessons in each course
- The student will attend and actively participate in required class connect sessions, including but not limited to the use of the chat, microphone, webcam, and/or other tools for collaboration
- The student will make continuous progress (actively engaged, completing assignments, and submitting assignments) in each course
- The student will use the assigned curriculum exclusively
- The student must submit coursework at the direction of the teacher
- During travel time students must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with the Homeroom Teacher before any travel that is more than one week.

If a student is not actively participating, CAVA may withdraw for not meeting enrollment requirements.

CLASS CONNECT EXPECTATIONS

All students are expected to attend and fully participate in required Class Connects as scheduled. It is important for students to engage with their teacher and the content in each session to progress toward mastery of subject matter, and the use of webcams contributes to classroom community and engagement in the session. Students are expected to have a working webcam and microphone to fully engage in the session and use these tools as requested by the teacher. When using a webcam, students and staff are expected to adhere to the CAVA Dress Code and Code of Classroom Etiquette. If students are unable to meet these expectations with the webcam during class, the student should fully participate in the session using the other tools available (chat, whiteboard, polling, etc.).

ALTERNATIVES TO EARN CREDIT

Students demonstrating proficiency in a course may earn course credit through alternate means. This can include any combination of examination, alternate assignments, projects, or other demonstrations of standards mastery as required by the content teacher. Students must meet eligibility criteria to utilize this option. Eligibility may include equivalent work experience in the field of study, a similar course is taken with no or partial credits earned, or completion of a higher-level course with a grade of A or B in the same content.

LATE WORK

The belief and expectation of our faculty and school governance structure are that our students will work to exceed their goals and personal expectations. CAVA 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. Makeup 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.

HIGH SCHOOL ACADEMIC INTEGRITY (DISHONESTY AND PLAGIARISM)

ACADEMIC DISHONESTY AND PLAGIARISM:

- This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

SOME EXAMPLES OF THIS INCLUDE:

- To use another's work and claim as your own
- To submit an assignment to more than one course
- To copy from the text, website, or another course material
- 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
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all the work and putting your name on it
- Letting a parent or mentor complete your assignments

- Asking for answers in a chat room
- Asking for answers in a 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

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 an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

CONSEQUENCES:

- 1st Offense
 - The student will receive an official warning and be required to watch an information recording. The student will be allowed to re-do the assignment, should he or she take the necessary steps. The student, parent, and teacher will also sign a behavior contract.
- 2nd Offense
 - The student will receive a grade of F for the assignment, 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 alert the Curriculum Specialist, Regional Lead, Guidance Counselor, and Principal. Included in this mailing will be a copy of evidence of plagiarism and cheating.
 - The student will be emailed a copy of the behavior contract on file from the previous offense. The contract will also be placed in the student's file.
 - The student will be required to attend a tutorial session, held with an administrator.
- 3rd Offense
 - The student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
 - The Parent and the student will be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and cheating.
 - A conference call will be set up with the student, parent, teacher, Curriculum Specialist, and Principal.
- 4th Offense
 - The Parents and the student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and cheating.
 - A student may be withdrawn from CAVA and placed back in the school of residence.
 - The incident will be noted in the student's permanent file.

AVOIDING PLAGIARISM:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, 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.

Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit is given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are 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 administrator and may result in loss of credit and revoked access to course(s).

CHANGE IN CLASS SCHEDULE

The school will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course before receipt of a transcript from the former district(s)
- Parent request

CAVA will not allow new courses to be added to a student's schedule beyond the first ten (10) days of each new semester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

COURSE CHANGE DEADLINE

Our Counseling Team works with students to ensure adequate progress is being made in courses and toward long-term goals. There are times when a student and learning coach determine that a course level or course, in general, is not working well for the student. In those instances, the counselor or freshman support specialist works with the family to discuss options available which ultimately may lead to a dropped or changed course.

Students and Learning Coaches will have 10 school days after the start of the semester (or student's start date in school) to request a course level change or request to drop a course. This deadline will be messaged and posted. Students must maintain a full course load (six classes in addition to Online Learning) and remain on track for graduation. Students wishing to change or drop a Math, English, Science, or History course may move to a course that meets the graduation requirements in the same content area. Requests for exceptions will be reviewed by the administration on a case-by-case basis.

CAVA2COLLEGE CONCURRENT ENROLLMENT PROGRAM

CAVA has partnered with Norco College to offer the CAVA2College Program. The purpose of the Cava2College initiative is to provide eligible CAVA high school students an opportunity to experience high-quality teaching and learning in selected virtual college courses to begin their journey toward the achievement of an associate degree and/or earn transferable credits to four-year universities. Students will be enrolled in courses that meet both high school and college requirements, allowing them the opportunity to earn dual credits. Students who have completed 10th grade (or higher) and meet all program entrance requirements are eligible to participate in the Cava2College program. The college has agreed to waive the enrollment fee, health fee, and any tuition costs. Families are responsible for the cost of books and supplies.

The concurrent enrollment policy, below, will stand. Students will be required to take a minimum of four courses with CAVA, in addition to Online Learning. Time spent on college coursework does not count toward CAVA attendance credit. To be eligible for CAVA2College, students must have and maintain a minimum cumulative GPA of 3.0 and maintain it throughout the program. Compliance with attendance and communication policies will also be taken into consideration when determining eligibility. Summer courses are 8 weeks in length. Fall and spring courses are 16 weeks in length. These may not align with the CAVA semester schedule.

CONCURRENT ENROLLMENT POLICY

The Board of Directors of the California Virtual Academies (“CAVA”) adopts this policy on High School Concurrent Enrollment to permit high school students the opportunity to enroll in courses at a local community college or a high school site for educational enrichment. The purpose of the concurrent enrollment program is to provide advanced scholastic, educational enrichment opportunities for eligible students.

The intent in allowing concurrent enrollment is to provide high school students with an accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work (work to make up for failed high school classes or middle school classes) are not eligible.

Students with the intent to take classes to make up for classes previously failed in high school, and it is disallowed under concurrent enrollment.

POLICIES AND REQUIREMENTS FOR CONCURRENT ENROLLMENT

1. CAVA High School students wishing to enroll in a community college must complete all forms with their high school counselor. The guidance counselor will help students select classes that meet their educational needs. Students are required to have a minimum GPA of 2.5 (the community college may have different requirements) and will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.
2. Students under 18 years of age must have the signature of a parent or guardian authorizing the student’s participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor before enrollment each semester in which they wish to participate.
3. Students may only enroll in up to two courses per semester at the community college.

4. For students enrolled in the Career Prep Academy (CPA) and wishing to complete any of the pathway courses through dual enrollment, any college course taken must be part of a CTE sequence of courses leading to a degree or certificate in the subject area covered by the sequence, unless otherwise noted in the student's Individualized Education Plan ("IEP").
5. CAVA students who are concurrently enrolled in a community college are required to maintain enrollment in at least four (4) courses at CAVA. Exceptions to this requirement may be made on a case-by-case basis as follows: 1) if it is decided by an Individualized Education Plan ("IEP") team that a student shall not be enrolled in at least four (4) courses, and documented in the IEP, or 2) if the high school director or designee approves a reduction beyond the four (4) course minimum based on student progress towards graduation or other student-specific needs.
6. All coursework taken at the community college will appear on the student's community college transcript. If the coursework is pre-approved by the CAVA guidance counselor, the student will receive credit from CAVA on his or her high school transcript.
7. The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Community college faculty and staff are not expected to wait with students until their ride arrives. At times, classes may be dismissed early. Please note that CAVA shall not supervise or be otherwise responsible for the safety of any CAVA student while they are on a community college campus pursuant to this Policy.
8. Students must adhere to all community college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See the college catalog or schedule of classes for policies or contact the community college to request more information.

STEPS FOR HIGH SCHOOL CONCURRENT ENROLLMENT

1. Read the community college class schedule and choose a course you would like to take.
2. Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form (if under 18). The form is available from the community college.
3. Mail or email the high school concurrent enrollment to your guidance counselor to obtain his/her signature and discuss your selection.
4. Once the concurrent enrollment form is signed and approved by the CAVA guidance counselor, complete an admissions application from the community college and take it to the community college's Admissions & Records Office along with the completed and signed high school concurrent enrollment form.
5. You may be required to take assessment tests if you enroll in English, math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each semester you wish to be concurrently enrolled.
7. For your student to receive the concurrent credit, the CAVA office must receive the final transcript with the class taken from the community college.

COLLEGE ADMISSION REQUIREMENT

California Virtual Academy is committed to offering high school students a variety of course options needed to meet the admission requirements of the California State University (CSU) and University of California (UC) system.

Information regarding California State University (CSU) and University of California (UC) admission requirements is provided to parents/guardians of students in grades 9 through 12. A list of CSU and UC websites to view high school courses that have been certified by the UC as satisfying admission requirements to CSU and UC is provided to all students via our internal email system and via the counselor website <https://sites.google.com/site/cavacounselor/home>. For information regarding the selection of courses that will meet college admission requirements, contact your student's high school guidance counselor. For additional information regarding college admission requirements and CAVA offered courses that meet the CSU and UC admission requirements please refer to the Strong Start website which is available at <http://cava.k12start.com/>. Also, these websites provide valuable information regarding college admission requirements and high school courses that have been certified by the University of California as satisfying California State University and University of California admissions requirements: www.csumentor.edu and www.universityofcalifornia.edu/admissions/.

If California Virtual Academy is unable to offer a course that meets the A-G requirements set by the CSU/UC system, the school will provide students and their parents with options for meeting the A-G requirement. The student and parent can work with their guidance counselor and the school principal to choose the most appropriate option and receive reimbursement of expenses (tuition, books, and/or testing fees) upon submitting proof of satisfactory completion.

Annually, CAVA counselors will contact every student in grades 9-12 to review chosen courses of study. Additionally, a student in grades 9-12 may at any time request a meeting with his/her counselor through the high school counseling center.

HIGH SCHOOL COUNSELORS

Our counselors are here to help our students with questions and make sure that our students are successful. If you have questions regarding classes, schedule, or graduation requirements, please look in the Online School at your child's assigned teachers to find your assigned guidance counselor.

The most important job of the counselor is to make sure students are enrolled in the right classes, will be graduating promptly, and are successful in CAVA.

Specific Functions:

- Coordinate yearly course selections, course changes, and long-term 4-year selection plan
- Review and maintain transcripts
- Monitor student's progress
- Communicate with teachers, parents, and students regarding academic status
- Write college recommendations
- Conduct post-high school planning
- Distribute scholarship information
- Make financial aid material available and guide parents and students through the process
- Provide registration information regarding PSAT, SAT, and Advanced Placement testing
- Coordinate teacher/parent conferences when requested

- Provide support for new high school students

SCHOOL ACHIEVEMENTS AND AWARDS

California Virtual Academy celebrates student achievement by offering several awards and recognitions.

Valedictorian Achievement: The student with the highest GPA in the graduating class will be awarded a Valedictorian Medal. Students are notified of their valedictorian status before graduation

Summa Cum Laude: A graduating student that receives a 4.0 or above receives a summa cum laude honor at graduation. Students are notified of their summa cum laude status before 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 three 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.

Dean's Honor List: All students (9-12) at the end of the fall and spring semester that have received a 3.0-3.49 receive a Dean's Honor certificate via mail.

Dean's High Honor List: All students (9-12) at the end of the fall and spring semester that have received a 3.5 and above will receive a Dean's High Honor certificate via mail

Golden State Seal Merit Diploma: Students may be eligible to receive a high school diploma and have demonstrated the 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: This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

RELEASE OF LIABILITY

My student has my permission to participate in any CAVA sanctioned activity for the school year 2021-2022. This includes, but is not limited to, field trips, park days, outings, testing, and graduation ceremonies.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the CAVA activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge California Virtual Academy, its officers, employees, and agents from all liability, claims, or demands for any damage, loss or injury to the student, the student's property, or parent's property or myself in connection with participation in these activities, unless caused by the negligence of California Virtual Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event. Please make sure to notify the school if your child has had allergies, medicine reactions, or an unusual physical condition that should be made known to a treating physician or which could limit participation in outings or in-person events.

APPENDIX 1:
YOUTH SUICIDE PREVENTION

National/Statewide Resources

- Care Solace: On-demand access to a mental health concierge service. Available 24/7 to all CAVA students, families, and staff
 - www.caresolace.com/caliva
 - (888) 515-0595
- Lifeline Chat: Call 1-800-273-TALK (8255); Chat online at: <https://suicidepreventionlifeline.org/chat/>
- Crisis Text Line: Text HOME to 741-741
- Suicide Hotline in Spanish (Nacional de Prevención del Suicidio) 1-888-628-9454
- California Youth Crisis Line 1-800-843-5200
- California Peer-Run Warm Line 1-855-845-7415
- CalHOPE Connect: <https://www.calhope.org/>

CAVA Fresno

Fresno County:

- County Behavioral Health Services
 - Outpatient Mental Health: (559) 600-8918
 - Crisis: (559) 600-6760
- Mental Health Resources and Information: 1-800-654-3937
www.co.fresno.ca.us/DepartmentPage.aspx?id=46044
- Outpatient Mental Health program for youth and adolescents aged 0-18:
(559) 600-8918
3133 N. Millbrook Avenue, Fresno, CA 93703
- Central Valley Suicide Prevention Hotline
 - Direct Line 559-256-7602
 - 24-Hour Hotline 888-506-5991

Madera County:

- County Behavioral Health: 209 E 7th St, Madera, CA 93638
- For referrals and emergency psychiatric services: (559) 673-3508
- County Mental Health Service locations:
 - Behavioral Health Services: 559-673-3508. 209 E. 7th Street, Madera
 - Chowchilla Recovery Center: 559-665-2947. 215 S. 4th Street, Chowchilla
 - Oakhurst Counseling Center: 559-683-4809. 49774 Road 426 #D, Oakhurst

- Madera County Crisis Line: 24-hour crisis intervention to assist in providing counseling and referrals to resources and services
 - 888-275-9779 or 559-673-3508
 - <http://www.madera-county.com/behavioralhealth/>

Merced County:

- Merced County Behavioral Health and Recovery Services: 209-381-6800
 - 101 E 13th Street, Merced, 95341
- Central Valley Suicide Prevention Hotline: Direct Line 559-256-7602 or 888-506-5991 (24-hour hotline)

Mono County:

- Mono County Behavioral Health: 760-924-1740. During business hours, individuals can call the Mono County Behavioral Health Department or walk in for help; after business hours the answering machine will ask you to call 911. One crisis staff is always on call after hours and available to take referrals from both law enforcement and hospital dispatch. After-hours evaluations are done in the emergency room.
- List of regional therapists:
https://therapists.psychologytoday.com/rms/prof_results.php?sid=1495477842.6937_23165&county=Mono&state=CA

San Benito County:

- San Benito County Behavioral Health: 831-636-4020
1131 San Felipe Road, Hollister, 95023
- Family Services Agency of the Central Coast Suicide Crisis Line: Family Services Agency of the Central Coast offers a crisis line 24 hours a day, 7 days a week to anyone who is in need or to anyone who is concerned for someone else. The call is free and confidential.
 - 877.663.5433 or 877.ONE.LIFE
 - <http://www.fsa-cc.org/suicide-prevention-service/>

CAVA Kings

Kings County:

- Kings County Behavioral Health: 559-852-2444
460 Kings County Dr. #101, Hanford, 93230
- Local Crisis Line: 1-800-655-2553
- Warm Line: 1-877-306-2413
- Tulare and Kings County Suicide Prevention Task Force: Multi-disciplinary collaborative focused on suicide prevention.
 - 559-624-7471
 - <http://www.sptf.org/english/>

Monterey County:

- Behavioral Health Services and referral information: 888-258-6029
- Mental Health Crisis line at Natividad Hospital: (831) 755-4111 - ask to speak to a member of the Crisis Team.
- ACCESS Walk-in hours for referrals to mental health:
 - Salinas: 10 am-2 pm Monday-Friday – 1441 Constitution Blvd. Building 400, Suite 202, Salinas, 93906
 - King City: 10 am-2 pm Tues/Thurs – 200 Broadway Suite 88, King City, 93930
 - Soledad: 10 am-2 pm Mon/Wed – 359 Gabilan Drive, Soledad, 93960
 - Marina: 10 am-12 pm Monday-Fri – 299 Twelfth Avenue, Marina, 93933
- Mental Health Crisis Response: If you are experiencing a mental health crisis, please call 911 and request to speak with an officer who is Crisis Intervention Trained (CIT Trained) to handle psychiatric emergencies and crises.
- Tri-County Suicide Prevention Hotline; Family Service Agency of the Central Coast: 24-hour crisis intervention to assist in providing counseling and referrals to resources and services.
 - 877-663-5433
 - <http://www.fsa-cc.org/suicide-prevention-service>

San Luis Obispo County:

- County Behavioral Health - Mobile Crisis Services: 1-800-838-1381
- SLO Hotline: 1-800-783-0607
- Clinics with mental health services serving youth/ adolescents:
<http://www.slocounty.ca.gov/health/mentalhealthservices.htm>
 - Community Counseling Center - (805) 543-7969. 1129 Marsh Street, San Luis Obispo, 93401
 - Family Care Network Inc: (805) 781-3535
1255 Kendall Road, San Luis Obispo, CA 93401

Tulare County:

- Tulare County Health and Human Services / Mental Health Crisis Line: 1-800-320-1616
- Tulare and Kings County Suicide Prevention Task Force: Multi-disciplinary collaborative focused on suicide prevention.
 - 559-624-7471
 - <http://www.sptf.org/english/>

CAVA-LA**Kern County:**

- Kern County Mental Health Crisis Line: 800-991-5272; <https://www.kernbhhrs.org/>
The Crisis Line provides 24/7 crisis and suicide intervention and referrals for individuals of all ages.
- Kern County Access and Assessment Center: 661-868-8080
- Kern County Suicide Prevention Hotline: 800-273-8255

- Mary K. Shell Mental Health Center: 661-868-6600
2001 28th Street, Bakersfield, California 93301
 - 24-hour walk-in crisis support

Los Angeles County:

- ACCESS/HOTLINE: 1-800-854-7771
 - ACCESS operates 24 hours/day, 7 days/week as the entry point for mental health services in Los Angeles County. Services include deployment of crisis evaluation teams, information, and referrals, gatekeeping of acute inpatient psychiatric beds, interpreter services, and patient transport.

Riverside County:

- Regional Medical Center 24 Hour Emergency Treatment Services:
 - (951) 358-4700 or (951) 486-4000
- Telecare Riverside Crisis Stabilization Services:
 - (760) 863-8600 or (760) 863-8650. Se habla español.
Emergency psychiatric assessment and crisis stabilization available 24/7.

San Bernardino County:

- Rialto: (909) 421-9495 • 7-1-1 for TTY for Users
 - M-F 8:00 AM – 10:00 PM
- High Desert: (760) 245-8837 • 7-1-1 for TTY Users
 - 24 hours a day, 7 days per week
- Morongo Basin: (855) 365-6558
 - 24 hours a day, 7 days per week

Ventura County:

- Ventura County Behavioral Health: (805) 981-6830. Crisis Services are available 24/7
- County mental health referrals: 1-866-998-2243.
- County Clinics:
 - 125 W. Thousand Oaks Blvd, Ste 600, Thousand Oaks, CA, 1-866-998-2243
 - 828 W. Ventura Street, Ste 240, Fillmore 93015, CA, 805-524-8660
 - 1911 Williams Drive - Ste 150, Oxnard, 93036, CA, 805-981-9250
 - 1227 E. Los Angeles Avenue, Simi Valley, CA, 805-582-4080
 - 5740 Ralston Street, Ste. 100, Ventura 93003, CA, 805-289-3100

CAVA-Maricopa

Inyo County:

- Inyo County 24-Hour Mental Health Crisis Line: 1-800-841-5011 or call 911.

Kern County:

- Kern County Mental Health Crisis Line 800-991-5272; <https://www.kernbhhs.org/>
 - 24/7 crisis and suicide intervention and referrals for individuals of all ages.

- Kern County Access and Assessment Center: 661-868-8080
- Kern County Suicide Prevention Hotline: 800-273-8255
- Mary K. Shell Mental Health Center: 661-868-6600
2001 28th Street, Bakersfield, 93301
 - 24-hour walk-in crisis support

Santa Barbara County:

- Santa Barbara County 24-Hour Crisis Response Line: 1-888-868-1649
- Child Crisis Line: 1-888-334-2777
- Behavioral Health Clinics for Children:
 - Santa Maria: 500 West Foster Road, 805-934-6385
 - Santa Barbara: 429 N. San Antonio Road, 805-884-1600
 - Lompoc: 401 East Ocean Avenue, 805-737-6600

CAVA-San Diego

Imperial County:

- Imperial County Behavioral Health Services System of Care
 - 442-265-1525 or 1-800-817-5292
 - <https://bhs.imperialcounty.org/children-and-adolescent-services/>

Orange County:

- Children and Youth Behavioral Health Crisis Assessment Team: (866) 830-6011.
 - Will bring assessment team and police escort to home for minors under age 18.
 - http://ochealthinfo.com/bhs/about/cys/crisis_service
 - Hours: 24 hours a day, 7 days a week, 365 days a year
- County Mental Health Clinics serving Children:
 - Placentia: (714) 577-5400. 377 E. Chapman Avenue., Ste. 110, 92870
 - Seneca Family of Agencies / Canyon Acres Ranch Anaheim Hills: (714) 383-9400. 233 S. Quintana Drive, 92807
 - Child Guidance Center Inc.
 - Buena Park: 714-736-0231. 6301 Beach Blvd., Ste. 245, 90621
 - Fullerton: 714-871-9264. 2050 Youth Way, Bldg. 1, 92835

Riverside County:

- Regional Medical Center 24 Hour Emergency Treatment Services:
 - 951-486-5850 or 951-486-4000
- Telecare Riverside Crisis Stabilization Services:
 - 760-863-8650 or 760-863-8455. Se Habla Español.
Emergency psychiatric assessment and crisis stabilization available 24/7.

San Diego County:

- San Diego 24/7 Access and Crisis Line: 1-888-724-7240
 - <http://up2sd.org/resources/mental-health-local/>
 - KICKSTART: 619-481-3790
 - 6160 Mission Gorge Road, #100 San Diego, 92120
 - <http://www.kickstartsd.org/individual-family-services-youth-parents-support/>
 - Outpatient Clinics List: <http://sandiego.networkofcare.org/content/client/61/BHS-CYFOutpatientClinics1-23-17.pdf>
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CAVA San Joaquin**Alameda County:**

- Crisis Support Services of Alameda County:
 - 1-800-309-2131
 - 510-420-2460
 - www.crisissupport.org/
- Text SAFE to 20121 - 4pm-11pm daily

Amador County:

- Amador County Behavioral Health: 209-223-6412 or 1-888-310-6555
10877 Conductor Blvd., Ste 300, Sutter Creek, 95685

Calaveras County:

- Calaveras County Mental Health Department
 - 1-800-499-4030
 - 209-754-3239
 - Text Line: Text ANSWER to 839863
- San Andreas: 209-754-6525
891 Mountain Ranch Road, 95249

Contra Costa County:

- Contra Costa Behavioral Health Services: 925-957-5150
1340 Arnold Dr., Ste 200, Martinez, 94553
- 24-Hour Crisis and Suicide Line: 1-800-833-2900

Sacramento County:

- Mental Health Services of Sacramento / Dept. of Health & Human Services: 916-732-3637
- Family Service Agencies:
 - Sacramento WellSpace 916-368-3111
 - Placer-Lincoln: 916-645-8866
 - Placer-Roseville: 916-773-3111
 - Auburn: 530-885-2300

- TLCS (respite for individuals in crisis, will provide transportation): 916-737-7483
<http://tlcssac.org/>

San Joaquin County:

- Crisis Intervention Center, San Joaquin County Mental Health Services: 209-468-8686
- Crisis Clinic: 209-468-8686. 1212 N California Street, Stockton, 95202
- Manteca Clinic: 209-239-5553. 129 E Center Street, Ste 3, Manteca, 95336

Stanislaus County:

- Emergency Mental Health Assessment & Referral Services: 209-558-4600
- Stanislaus County Behavioral Health & Recovery Services: 209-558-4598
1904 Richland Avenue, Ceres, 95307
- Stanislaus County Mental Health Triage
 - Adults: 209-402-0727
 - Children and Youth: 209-576-1750

CAVA San Mateo

San Francisco County:

- San Francisco Suicide Prevention: 415-781-0500
 - www.sfsuicide.org
- Family Service Agency of The Central Coast: 877-663-5433
- San Francisco Linea de Apoyo: 415-989-5212 or 800-303-7432

San Mateo County:

- Star Vista Crisis Intervention & Suicide Prevention Program: 650-579-0350
- Teen Text Line & Chat:
 - www.onyourmind.net
 - 650-747-6463
- YFES Crisis & Suicide Prevention Center: 650-579-0353
 - YFES Coastside: 650-726-6655
 - South County: 650-368-6655
 - North County: 650-579-0350
- San Mateo County Suicide Prevention:
 - 650-578-7165
 - www.smchealth.org/SuicidePrevention

Santa Clara County:

- Suicide and Crisis Services of Santa Clara
http://santaclara.networkofcare.org/mh/services/agency.aspx?pid=SantaClaraCountyMentalHealthServicesSuicideandCrisisServices_356_2
- Santa Clara County Health & Hospital System Suicide & Crisis Hotline
 - 24 Hours/7 days: 855-278-4204
 - San Jose: 408-279-3312

- South County: 408-683-2482

Santa Cruz County:

- Santa Cruz County Suicide Crisis Line:
 - 831-458-5300; 877-663-5433 (ONE.LIFE)
 - <http://fsa-cc.org/suicide-prevention-service/>
- Santa Cruz County Behavioral Health:
 - Santa Cruz: (800) 952-2335 Or (831) 454-4900
 - 1400 Emeline Avenue, Santa Cruz, 95060
 - Watsonville: (831) 763-8200
 - 1430 Freedom Blvd., Suite B, Watsonville, 95076

CAVA Sonoma

Lake County:

- County of Lake Behavioral Health Services
 - North Shore: 707-274-9101. 6302 Thirteenth Avenue, Lucerne, 95458
 - South Shore: 707-994-7090. 7000-B South Center Drive, Clearlake, 95422
- 24-Hour Crisis Line: 800-900-2075
- Suicide Prevention North Bay / Hotline of Lake County: 855-587-6373

Marin County:

- Suicide & Prevention Crisis Hotline FSA of Marin: 415-499-1100
- Grief and Counseling Services: 415-499-1195
- Behavioral Health Access Line: 1-888-818-1115

Mendocino County:

- Community Help Line: 1-800-575-HELP (4357)
- Willits: 707-456-3850
- 24/7 Crisis Line: 1-855-838-0404

Napa County:

- 24-Hour Mental Health Crisis Hotline: 707-253-4711
- Mental Health Assessments: 707-259-8151

Solano County:

- Access Line: 1-800-547-0495
- Crisis Stabilization Services: 707-428-1131

Sonoma County:

- 24-hour Access Line: 707-565-6900 or 1-800-870-8786. Mental health information, screening, and referrals
- 24-hour Suicide Prevention: 855-587-6373

- Crisis Stabilization Unit: 707-576-8181. 2225 Challenger Way, Santa Rosa

CAVA-Sutter

Butte County:

- Crisis Line/Crisis Stabilization Unit: 800-334-6622 or 530-891-2810
<https://www.buttecounty.net/behavioralhealth/helpincrisis.aspx>
- Butte County Behavioral Health: 530-538-7705. Therapy, referrals, and other behavioral health support services.
 - 18 County Center Dr, Oroville, 95965
- North Valley Talk Line: 855-582-5554. 4:30-9:30 pm daily. Non-crisis warm line offering peer-to-peer support, compassionate listening, and county-wide resource referrals.

Colusa County:

- Colusa County Behavioral Health: 530-458-0520
 - 162 E Carson Street, Colusa, 95932

Placer County:

- ACCESS Team Placer: 916-787-8860 or 888-886-5401. Child & Adult Crisis Emergency Services.

Sacramento County:

- Mental Health Services of Sacramento / Dept. of Health & Human Services: 916-732-3637
- Family Service Agencies:
 - Sacramento WellSpace: 916-368-3111
 - Placer-Lincoln: 916-645-8866
 - Placer-Roseville: 916-773-3111
 - Auburn: 530-885-2300
- TLCS (respite for individuals in crisis, will provide transportation): 916-737-7483
<http://tlcssac.org/>

Sutter and Yuba Counties:

- Sutter-Yuba County Behavioral Health Services: 530-822-7200
- 24-Hour Psychiatric Emergency and Crisis Services: 530-673-8255 or 888-923-3800
 - Yuba City: 1965 Live Oak Blvd, Yuba City
 - Marysville: 726 4th Street, Marysville

Yolo County:

- Davis - Suicide Prevention/Crisis Services: 530-756-5000
- West Sacramento: 916-372-6565
- Woodland: 530-666-7778
- Ask Teen Crisis Lines:
 - Davis- 530-753-0797

- Woodland- 530-668-8445
 - West Sacramento- 916-371-3779
-

Policy Background

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency that serves pupils in grades seven to twelve adopts a policy on pupil suicide prevention, intervention, and postvention. The policy outlined below was approved by the Governing Board in March 2021, is reviewed annually as part of the CSSP, and specifically addresses the needs of high-risk groups. The policy includes suicide awareness and prevention training for teachers and ensures that school employees act within the authorization and scope of the employee's credential or license. For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

Information

California Virtual Academies recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing environment. Recognizing that the school must support the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in

all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide. The Head of School or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Head of School or Designee shall involve all stakeholders in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, California Virtual Academies will have the Compass Team serve as the suicide prevention point of contact for the school.

Messaging about Suicide Prevention

Messaging about suicide affects suicidal thinking and behaviors. Consequently, California Virtual Academies has reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

Training shall be provided for all school staff members.

- All staff shall receive training annually on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year to year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts.
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment;
 - Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School

Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- Suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals);
- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences.

Employee Qualifications and Scope of Services

Employees of the California Virtual Academies must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior,

treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools can provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals employed by California Virtual Academies.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the school's suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the school's web page and included in the parent-student handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- Receive student-focused suicide prevention education that can be incorporated into classroom curricula.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Intervention, Assessment, Referral

Action Plan for Suicide Attempt During-School Hours

If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented. Follow Threat Assessment Process and remember the following:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Call 911 (local authorities based on the location of the student) and provide as much information about the student and your concerns;
- Move all other students out of the immediate area (when in-person for outing or testing) or remove them from the online classroom;
- Please follow the Threat Assessment Process for documentation, communication processes, and follow-up.

Action Plan for Suicide Attempt After-School Hours

If a suicide attempt by a student is after hours, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt;
- Obtain permission from the parents/guardians to share information with staff;

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

California Virtual Academies shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After the Threat Assessment process is followed, the administrator shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the administrator will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of the importance of care.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. California Virtual Academies administration will follow the re-entry process to ensure the student's successful reintegration into the school, or successful transfer to another setting.

APPENDIX 2

MENTAL HEALTH REFERRAL PROCESS

2021 – 2022

Introduction:

The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering a referral to mental health services, and the different services provided.

Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have “emotional disturbance” as their identified disability.

*Please note ERMHS supports are provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and the student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:

Services must be included in the IEP and can include individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student’s IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:

Mental health services are provided through a three-tier model:

*Please review progress as necessary to determine the possible end of services and/or if additional supports are needed.

- Tier 1
 - New referral (SPED)
 - Mild level of needs
- Tier 2
 - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
 - Severe level of needs
 - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An

IEP meeting is held, and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured.

APPENDIX 3
BULLYING AND HARASSMENT INCIDENT REPORTING FORM
2021 – 2022

Bullying and Harassment Incident Reporting Form

Please send the completed form to your CAVA Principal.

Date: **Time:** **Reporting Person:**

Student Name (Target of the Bullying): **SID#:** **Grade:**

Name(s) of Alleged Bully:

On what date(s) did the incident occur?

Location of the incident?

Describe what occurred:

Witnesses: *Names of staff or students who witnessed this incident.*

Was the administration or school staff notified of this incident? *If yes, please indicate the administrator notified and the date and time of notification:*

Any other relevant information or details about the incident:

The school is not permitted to provide information about other students or discipline issued to other students with the reporting parent.