

# Parent Student Handbook



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California Virtual Academy

2025 - 2026

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# WELCOME

## Welcome to California Virtual Academy (CAVA)

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

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

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

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

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

## The California Virtual Academy: An Overview

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

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

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

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

## School Calendar for 2025 - 2026

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

## SCHOOL MISSION AND VISION

### Our Mission Statement

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

### Our Vision Statement

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

### Our School Priorities

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

## Our B.E.A.R. Behavior Expectations

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

## Our Staff Collective Commitments

Our staff is collectively committed to:

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

## CAVA School-Wide Learner Outcomes

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

CAVA Students are Engaged Learners who:

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

CAVA Students are Critical Thinkers who:

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

CAVA Students are Global Citizens who:

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

## EXPECTATIONS

### Enrollment

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



[info@caliva.org](mailto:info@caliva.org).

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

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

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

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

## **Fees**

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

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

## **Enrollment Requirements**

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

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

To enroll a child in CAVA the parent must:

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

To maintain enrollment, the parent agrees to:

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

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

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

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

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

## **Admission**

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

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

### **Grade-level Placement**

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

### **Admission of Students Who Qualify for Special Education Services**

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

## **Attendance**

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

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

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

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

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

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

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

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

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

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

## **Non-Compliance Policy**

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

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

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

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

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

In these instances, the school will:

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

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

## **Withdrawals**

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

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

## **Independent Study Master Agreement (ISMA)**

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

## **K12 Curriculum**

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

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

## Online School Platform

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

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

Access Requirements:

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

## Learning Coach/Observer Account Set-up

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

## Student Account Set-up

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

## Classroom Teacher Assignments

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

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

## Virtual Classroom

### Class Connect (CC) Sessions

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

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

### **Safety and Monitoring**

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

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

### **Special Education**

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

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

### **Child Find**

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

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

### **Related Services Transportation**

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

For further support, contact:

Director of Special Education

Cassandra Marietta

[camarietta@caliva.org](mailto:camarietta@caliva.org)

50 Moreland Rd.

Simi Valley, CA 93065

## State Testing

Students participate in the following state standardized tests:

CAASPP: Grades 3-8 and 11

PFT: Grades 5, 7, and 9

CAST: Grades 5, 8, and 11/12

ELPAC: Annual testing for English Learners

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

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

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

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

There are four different categories of student accessibility resources:

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

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

## English Language Development

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

All ELs receive both Integrated and Designated ELD instruction.

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



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

## **Multi-Tiered System of Supports (MTSS)**

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

At its core, MTSS includes:

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

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

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

### **Student Study Team**

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

## **Code of Conduct**

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

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

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

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

### **Digital Citizenship and Virtual Classroom Guidelines**

Students are expected to follow these guidelines:

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

### **Student Computer Use Guidelines**

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

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

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

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

### **In-Person Events**

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

### **Consequences of Violations**

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

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

- Withdrawal from the program

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

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

## **Suspension and Expulsion**

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

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

## **Dress Code**

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

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

## **Roles and Responsibilities**

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

### **Parent/Legal Guardian**

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

Key responsibilities include:

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

### **Learning Coach**

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

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

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

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

### **Students**

Students are expected to be active participants in their education.

Responsibilities include:

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

### **Administrators**

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

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

## Change of Contact Information

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

## Internet Service Provider (ISP), Materials and Computer Policy

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

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

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

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

## Support Matrix

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

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

## School Information and Updates

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

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

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

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

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

## **School Communication**

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

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

## **Migrant Education Program**

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

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

## **Parent and Family Engagement**

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

## **Compass Program Overview**

### **Compass Support Program**

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

Compass provides direct support to:

- New students and families.

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

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

### **Accessing Compass Support**

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

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

### **Notice of Language Assistance Services for Parents**

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

### **Requesting an Interpreter**

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

### **School Activities**

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

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

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

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



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

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

## **SAFE LEARNING ENVIRONMENT**

### **Confidentiality**

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

### **Family Educational Rights and Privacy Act (FERPA)**

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

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

### **Protection of Pupil Rights Amendment (PPRA)**

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

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

### **Student Records**

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

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

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

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

## **Grievance Policy and Procedure**

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

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

## **Uniform Complaint Procedures**

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

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

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

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

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

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

## **Title IX - Gender Discrimination and Sexual Harassment**

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

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

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

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

## **Nondiscrimination and Harassment Policy**

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

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

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

## **Bullying Prevention, Intervention, and Reporting**

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

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

## **Prevention of Sexual Misconduct and Abuse**

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

## Seclusion and Behavioral Restraint

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

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

## Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

## Gender Identity and Expression

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

For more information or support, please contact:

Director SEL, Prevention & Intervention

Victoria Nelson

[vnelson@caliva.org](mailto:vnelson@caliva.org)

(949)354-3455

## Homeless Students and the McKinney-Vento Act

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

For more information and support, please contact:

Homeless & Foster Youth Liaison

Melisse Burns

[meburns@caliva.org](mailto:meburns@caliva.org)

(530) 421-8165

50 Moreland Rd.

Simi Valley, CA 93065

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

## Students in Foster Care

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

To request support, please contact:

Homeless & Foster Youth Liaison

Melisse Burns

[meburns@caliva.org](mailto:meburns@caliva.org)

(530) 421-8165

50 Moreland Rd.

Simi Valley, CA 93065

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

## **Rights of Married, Pregnant, and Parenting Students**

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

## **Title I School**

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

## **Immigration Enforcement and Student's Rights**

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

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

## **Comprehensive School Safety Plan**

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

## **Objectionable Materials**

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

## **Immunizations**

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

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

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

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

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

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

## Physical Examinations

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

## Safe Storage of Firearms

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

## Program Information

### Course Level Placement

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

### Elementary Courses

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

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

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

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

## Middle School Courses

All middle school students are assigned math, language arts, science, history, physical education, art, and either careers, music (6th grade only), or world language<sup>1</sup>.

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

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



Electives	<p><i>Elective Options - Choice of One</i></p> <p><u>Option 1</u> Sem 1: ART07A Summit Intermediate World Art I Sem 2: MS Music</p> <p><u>Option 2 – full year</u> CAR005-PBL Middle School Career Explorations 1</p> <p><u>Option 3– full year</u> WLG MS Spanish I</p>	<p><i>Elective Options - Choice of One</i></p> <p><u>Option 1 – full year</u> 2D Art</p> <p><u>Option 2 – full year</u> CAR007-PBL Middle School Career Explorations 2</p> <p><u>Option 3– full year</u> WLG MS Spanish I or II</p> <p><i>If completed CAR005 course in 6th grade, along with teacher recommendation, choice of 1:</i></p> <p><u>Option 1.1</u> Sem 1: TCH220 Computer Science Principles Sem 2: TCH125 Computing Fundamentals (Cert Course)</p>	<p><i>Elective Options - Choice of One</i></p> <p><u>Option 1 – full year</u> TCH083A Animation</p> <p><u>Option 2 – full year</u> CAR007-PBL Middle School Career Explorations 2</p> <p><u>Option 3– full year</u> WLG MS Spanish I or II</p> <p><i>If completed CAR007 course in 7th grade, choice of 1:</i></p> <p><u>Option 1.1</u> Sem 1: TCH220 Computer Science Principles Sem 2: TCH125 Computing Fundamentals (Cert Course)</p> <p><u>Option 1.2 – full year</u> CAR017 – Business and Marketing</p> <p><u>Option 1.3 – full year HS Course</u> CAR015 - CAR 015 PBL AV, Art, Communications Explorations</p>
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*Summit Integrated Science CA A or B will include the required comprehensive sexual health and HIV prevention curriculum. Please see the California Healthy Youth Act below.*

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

## Careers Technical Education (CTE) in Middle School

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

## High School Graduation Requirements

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

Students in grades 9-12 must enroll in at least 30 credits per semester, which includes six high school courses plus Online Learning<sup>2</sup>. Students must remain on track to graduate with their cohort and meet all subject-specific graduation requirements.

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

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

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

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

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<sup>3</sup> 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.

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

- Career Pathway Introduction course
- Career Explorations course

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

## **Differential Graduation and Competency Standards for Individuals with Exceptional Needs**

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

## **Certificate of Educational Achievement/Completion**

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

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

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

## **Transcript Policy for High School**

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

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

## **Math Placement Policy for High School**

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

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

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

## Career and College Prep in High School

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

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

## Concurrent Enrollment Policy and CAVA2College Dual Enrollment

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

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

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

## Course Changes in High School

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

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

## **Mid-Year Enrollment Elementary & Middle School**

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

## **Physical Education**

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

## **California Healthy Youth Act**

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

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

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

## **Online Learning Course in High School**

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

## **Class Connect**

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

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

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

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

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

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

## Progress in Coursework

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

## Assessments

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

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

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

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

## Grading

### Elementary Grading

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

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

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

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

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

## Middle School Grading

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

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

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

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

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

- Course and Live Session Work
- Teacher Graded Assignments



- Assessments
- Opportunities for Extra Credit

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

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

### Late Work in Middle School

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

### High School Grading

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

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

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

**Grading scale:**

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

### **Late Work in High School**

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

### **Grade Appeal Policy for Grades TK-12**

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

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

### **Student Work Portfolios**

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

Below are the qualifications for acceptable student coursework:

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

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

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

## **Academic Conferences**

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

### **Scheduling & Attendance**

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

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

## **Academic Support**

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

## **Math and English Lab Courses: High School**

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

## **Credit Recovery Courses: High School**

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

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

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

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

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

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

## **Individualized Learning Plans (ILPs) Elementary and Middle School**

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

## **Academic Integrity Policy**

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

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

## **Promotion, Acceleration, Retention**

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

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

## **Accelerated Course Level Changes for Elementary and Middle School**

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

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

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

Students must demonstrate:

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

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

## **Advanced Learners Program (ALP) Elementary & Middle School**

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

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

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

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

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

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

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

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

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

## School Achievements and Awards in High School

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

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

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

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

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

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

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

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

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

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

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

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

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

will receive an honor at graduation.

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

## College Admission Information

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

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

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

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

## Free Application for Federal Student Aid (FAFSA)

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

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

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

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

## High School In-Person Event Dress Standards

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

consistent with their health, safety, and welfare.

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

#### HS Graduation Attire Expectations:

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

## Work Permits

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

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



## **Parent-Student Handbook Acknowledgement**

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

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

## **APPENDIX**

**Academic Integrity Policy: Grades TK-8**

**Academic Integrity Policy: High School**

**Bullying Prevention, Intervention, and Reporting Policy**

**Concurrent Enrollment Policy**

**Dress Code Policy**

**Family Educational Rights and Privacy Act (FERPA)**

**Foster Youth Support Policy**

**Grade Appeal Policy**

**Mathematics Placement Policy**

**McKinney-Vento Rights**

**Promotion, Acceleration, Retention Policy**

**Protection of Pupil Rights Amendment (PPRA)**

**Response To Immigration Enforcement Policy**

**Suspension and Expulsion Policy**

**Title IX Grievance Procedure**

**Transcript Policy**

**Uniform Complaint Procedure (UCP) Annual Notice**