



California Connections Academy HANDBOOK SCHOOL SUPPLEMENT

Last Approved: May 23, 2023

Last Revised: October 3, 2023

(*Last Revised date includes non-substantive revisions.)

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both documents may be updated during the year as needed. If there are any discrepancies between this Handbook Supplement and the General Handbook, the policies in this Supplement override policies in the General Handbook and are the binding policies that should be followed.

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1 California Connections Academy Nondiscrimination Statement

California Connections Academy Schools¹ are committed to a policy of educational equality. The organization does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, national origin, ancestry, genetic information, race, color, sex (including pregnancy, childbirth, breastfeeding, sexual orientation, gender, gender identity, and gender expression), religious creed, religion, physical or mental disability, medical condition, age, marital status, familial status, military and veteran status, or any other category protected by federal or state law in the admission to, participation in, or receipt of the services under any of California Connections Academy Schools’ educational programs and activities. The organization provides equal access to the Boy Scouts and other designated youth groups.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title IX), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the *Age Discrimination Act of 1975*, the *Individuals with Disabilities Education Act of 2004 (IDEA)*, and *Boy Scouts of America Equal Access Act*.

The following individuals are designated to coordinate compliance with these laws:

For School Employment-Related Matters

Contact Information	
Assistant Superintendent of Human Resources	Stephen Ford – School Related Inquiries sford@calca.connectionsacademy.org 949-461-1667

For School Related Matters Other than Employment:

Contact Information	
Title IX Coordinator	Stephen Ford – Asst. Superintendent of Human Resources sford@calca.connectionsacademy.org
504 Coordinator and Student Matters	Harold Roney, Director of Student Services hroney@calca.connectionsacademy.org

***All staff can be reached via the main CalCA office phone number at (949)-461-1667.**

For further information on public and student rights and the responsibilities of public schools, please visit the California Department of Education’s [Equal Opportunity and Access](#) website.

¹ California Online Public Schools is the nonprofit corporation that governs the California Connections Academy network of six public charter schools, and which is referred to collectively as California Connections Academy Schools.

Any student and/or caretaker may file a complaint in compliance with the school's [Uniform Complaint Procedure](#).

For questions regarding the applicability of Title VII or Title IX, please contact:

U.S. Department of Education
Office of Civil Rights
Lyndon Baines Johnson Dept. of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202
Toll Free Call Center: 800-421-3481
Fax: 202-453-6012

OCR@ed.gov

[OCR Complaint Assessment System](#)

[OCR Regional Office Locations](#)

[OCR Discrimination Complaint Form](#)

Type 1 Diabetes Awareness

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

2.1 Mission Statement

California Connections Academy (CalCA) Schools educate to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students’ potential and meet the highest performance standards.

This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student has a Personalized Learning Plan and an entire team of experts committed to the student’s successful fulfillment of that plan. CalCA is a high-quality, high-tech, high-interaction virtual “school without walls” that brings out the best in every student through Personalized Performance Learning.

3 School Organization and Roles

3.1 Roles and Responsibilities

Parental involvement, while not required for enrollment in a CalCA school, is strongly encouraged. Please click on the link below to review a copy of CalCA’s Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan. Feedback is welcome; please send an email message to the Executive Director or one of the Principals or Assistant Principals at any time.

[CalCA 2022-2023 SY Title I Parent and Family Engagement Policy and Compact](#)

**The CalCA 2023-2024 SY Title I Parent and Family Engagement Policy and Compact will be added upon approval **

3.3 School Information

School Information	School Contact
CalCA SoCal Phone	(949) 461 – 1667
Fax	(949) 240 – 7895
Office Location*	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Central Valley Phone	(559) 571-2300
Fax	(559) 746 – 0497
Mailing Address*	580 N Wilma Ave Suite G Ripon CA 95366
CalCA North Bay Phone	(707) 232 – 5470
Fax	(707) 987 – 5770
Mailing Address*	580 N Wilma Ave Suite G Ripon CA 95366

CalCA NorCal Phone	(209) 253 – 1208
Fax	(209) 253 – 0406
Office Location*	580 N Wilma Ave Suite G Ripon CA 95366
CalCa Central Coast Phone	(661) 230-9820
Fax	(661) 568-0053
Mailing Address*	33272 Valle Rd. San Juan Capistrano, CA 92675
CalCA Monterey Bay Phone	(831) 200-1006
Fax	(831) 401-2669
Mailing Address*	580 N Wilma Ave Suite G Ripon CA 95366

School Leadership	<p>Richard Savage, Superintendent Richie Romero, Deputy Superintendent Stephen Ford, Assistant Superintendent of Human Resources Kara Mannix, High School Principal and Northern California Regional Site Administrator Heather Tamayo, Middle School Principal and Southern California Regional Site Administrator Marcus White, Elementary School Principal and Central California Regional Site Administrator Leslie Dombek, Director of Student Achievement Lauren Weed, High School Assistant Principal Amy Philips, High School Assistant Principal Jennifer Brunner, High School Assistant Principal Ryan Driefus, High School Assistant Principal Hazel Eng, Assistant Principal of Counseling Tracy Pinckney, Middle School Assistant Principal Ally Ireland, Middle School Assistant Principal Phil Wenker, Middle School Assistant Principal Marissa Carter, Elementary Assistant Principal Ashley Taylor, Elementary Assistant Principal Harold Roney, Director of Student Services LaChelle Carter, Director of Finance Dan Hertzler, Director of Business Services</p>
Board of Directors	<p>California Connections Academy Schools is governed by the California Online Public Schools (CalOPS) Board of Directors</p>
Email	<p>All staff and support services are in the Education Management System's email address book.</p>
School Hours	<p>8:00 am- 4:00 pm M-F</p>
Technical and General Support	<p>(800) 382-6010</p>

*Please note that the organization has two regional administrative offices. CalCA schools which are not located in the county where the regional offices are located use a mailing address only and do not have a physical location.

California Connections Academy School Names

California Connections Academy Schools (CalCA) refers to six charter schools located across the state. Each charter school is authorized by a different school district authorizer and is able to serve students in a specific geographic region under current state law. For most purposes, the schools are referred to by their regional name; however, some of the schools have a different legal name which must be used when looking up the school on any official websites, such as the California Department of Education, the WASC accreditation website, the UC Doorways website, etc. In addition, the legal name of each school is used on official school transcripts. While each school is a separate legal entity, they all work together closely and share staffing, policies and other resources, and all of them contract with Connections Academy to provide the high quality virtual school program. The following chart shows the legal name as well as the acronym and common name for each of the charters.

Legal Name	CalCA Name	Acronym	Authorizer	Counties Servied
California Connections Academy Northern California*	California Connections Academy NorCal	CalCA NorCal	Ripon Unified School District	Alameda, Amador, Calaveras, Contra Costa, Sacramento, San Joaquin, Stanislaus
California Connections Academy North Bay**	California Connections Academy North Bay	CalCA North Bay	Middletown Unified School District	Colusa, Glenn, Lake, Mendocino, Napa, Sonoma, Yolo
California Connections Academy Southern California***	California Connections Academy SoCal	CalCa SoCal	Capistrano Unified School District	Los Angeles, Orange, Riverside, San Bernardino, San Diego
California Connections Academy Central Valley****	California Connections Academy Central Valley	CalCa Central Valley	Alpaugh Unified School District	Fresno, Inyo, Kern, Kings, Tulare
California Connections Academy Central Coast	California Connections Academy Central Coast	CalCa Central Coast	Cuyama Joint Unified School District	Santa Barbara, San Luis, Obispo, Ventura

California Connections Academy Monterey Bay	California Connections Academy Monterey Bay	CalCA Monterey Bay	Scotts Valley Unified School District	Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz
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*formerly California Connections Academy @Ripon

**formerly California Connections Academy @ North Bay

**formerly Capistrano Connections Academy

***formerly Central California Connections Academy and California Connections Academy @Central

School Accountability Report Cards

Consistent with California Education Code Section 35256, the California Connections Academy Schools will prepare and publish annually, and make available to Caretakers of students, a School Accountability Report Card (SARC). Reports for each location can be found by following the links to the school websites below.

CalCA Southern California – [CalCA Southern California](#)

CalCA North Bay – [CalCA North Bay](#)

CalCA Northern California (formerly @Ripon) – [CalCA Northern California](#)

CalCA Central Valley – [CalCA Central Valley](#)

CalCA Central Coast - [CalCA Central Coast](#)

CalCA Monterey Bay-[CalCA Monterey Bay](#)

Printed copies are available upon request from the School Leader.

Local Control Accountability Plan

Consistent with California Education Code Section 47606.5 and 52064, the California Connections Academy Schools will prepare and publish annually a Local Control Accountability Plan (LCAP). Plans for each location can be found by following the links below.

CalCA Southern California – [CalCA Southern California](#)

CalCA North Bay – [CalCA North Bay](#)

CalCA Northern California (formerly @Ripon) – [CalCA Northern California](#)

CalCA Central Valley – [CalCA Central Valley](#)

CalCA Central Coast—[CalCA Central Coast](#)

CalCA Monterey Bay - [CalCA Monterey Bay](#)

3.4 School Schedule

2023-2024 School Calendar

Note: The School Status Legend below the calendar reflects the possible school statuses for each event. All events which show a status of School In Session indicates they are school days for students. All events which show any other status indicates they are NOT school days for students. Please refer to the legend to determine whether teachers and/or administrator staff are available for each event according to its status.

Event	School Status	Date
<i>First Day of School</i>	School and Office Open	September 5, 2023
Veterans' Day	School and Office Closed	November 10, 2023
Fall Break	School Closed/Office Open	November 20-21, 2023
	School and Office Closed	November 22-24, 2023
Winter Break	School Closed/Office Open	December 18-22, 2023
	School and Office Closed	December 25, 2023 - January 1, 2024
Martin Luther King, Jr. Day	School and Office Closed	January 15, 2024
<i>First Semester End Date</i>	NA	January 31, 2024
Teacher Workday	Staff Workday	February 1, 2024
Mid Semester Recess	School Closed/Office Open	February 2, 2024
<i>Second Semester Start Date</i>	NA	February 5, 2024
Presidents' Day	School and Office Closed	February 19, 2024
Spring Break	School Closed/Office Open	April 8-12, 2024
Memorial Day	School and Office Closed	May 27, 2024
Juneteenth	School and Office Closed	June 19, 2024
<i>Last Day of School</i>	School and Office Open	June 20, 2024
School Closed - Additional Administrator/12 Month Employee Days: July 3, 2023; July 5-7, 2023; November 10, 2023; November 22, 2023; February 19, 2024; June 24-28, 2024		
School Status Legend:		
School Closed/Office Open = Students and Teachers are not in school but Admin are on duty		
School and Office Closed = No one is in school		
School and Office Open = Everyone is in school		
Staff Workday = Students are not in school but Admin and Teachers are on duty		

3.4.2 Required Instructional Hours

To meet the State of California's required annual instructional time per year, the chart below lists the average hours per day and per week students should be engaged in school-approved educational activity.

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week	Required Annual Hours
Transitional Kindergarten/Kindergarten	3 to 4 hours	17 hours	600 hours
Grades 1 – 3	5 hours	24 hours	840 hours

Grades 4 – 8	5 hours	25 hours	900 hours
Grades 9 – 12	6 hours	30 hours	1080 hours

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time. The CalCA educational program is rigorous, and students usually need to work more than the minimum hours listed above. **The school requires regular daily schoolwork be completed on each day of the school calendar.**

3.5 Enrollment, Withdrawal and Transfers

In accordance with California law, if any CalCA school, or a specific grade or grade span in any CalCA school, has set enrollment limits for a school year, then applications will be accepted during a published open enrollment time period, and if applications exceed capacity, a public random drawing (referred to as an admissions lottery) will be conducted. Students will be offered a space in the school, and waiting lists will be developed, based on the lottery and admissions policies and procedures developed by the organization.

*No student will be involuntarily removed from a CalCA school until the Caretaker (defined as a Parent and/or Guardian associated with the student’s account) has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker no less than five (5) school days prior to the effective date of the removal. If the Caretaker requests a hearing within five (5) school days of the date that the written notice is sent, the student will remain enrolled at the school until a final decision regarding the student’s withdrawal has been issued. If the Caretaker does not request a hearing within five (5) school days, the student will be withdrawn on the date indicated in the notice.

*Involuntarily removed is defined under California law as dis-enrolled, dismissed, transferred, or terminated.

To complete a student withdrawal that is parent initiated, the Caretaker with educational rights must initiate the withdrawal process with a written notice of the intent to remove the student from CalCA. They must provide the effective date of the withdrawal and the information for the next school the student will be attending. This can be done through entering information in the applicable withdrawal DataView. Once a student is withdrawn their student account access in the Education Management System may be disabled, or otherwise restricted and all school property will be collected.

For enrolled students who wish to return the following school year, the school has an Intent to Return procedure during the spring semester. The Caretaker with educational rights must complete this process, including any required documents for re-enrollment, within the specified timelines. If all steps are completed, the student will be considered an eligible returning student for the next school year and the school will hold a place for the student. However, because the schools may have limited capacity, there may be waiting lists and an admissions lottery in any given year. Therefore, if the required Intent to Return tasks are not completed by the stated deadlines, the student will be withdrawn at the end of the school year (which may include summer school for certain students) and must re-apply. Students who are not considered eligible returning students are subject to any space limitation, enrollment requirements and waiting lists as new students.

CalCA schools comply with state laws regarding enrollment and dis-enrollment for charter schools,

including the state's independent study regulations which dictate the terms under which students may remain enrolled in an independent study program like CalCA's.

CalCA schools do not discriminate in enrollment practices and encourages families to become informed about the CalCA program before and during the enrollment process. Enrollment is limited to eligible students. In California, student eligibility requirements are determined by the state, which regulates all public schools including CalCA Schools. Before enrolling, please review the following eligibility requirements carefully to determine whether your student(s) is eligible to participate in grades TK–12. See the statement above regarding eligibility for returning students.

CalCA schools are open to all students who meet the state's age and geographic restrictions for virtual charter schools, subject to any limits on enrollment approved by the Board of Directors. While the schools are required to collect information to show that the age and residency requirements have been met, we do welcome all students, including students who have unusual circumstances, such as pregnant or parenting students, homeless and foster youth, immigrants, refugees, migrants, and students who are not U.S. citizens. Students identified as foster or homeless, or in other eligible categories, will be enrolled promptly and their academic history will be reviewed to determine if they can be awarded partial credits based on their educational history. Pregnant or parenting students have the right to remain at their school of origin. Children of military families may also be enrolled in an expedited manner even if the student is unable to produce records typically required for enrollment (e.g., proof of age or previous academic records) if proof is provided at the time of initial enrollment of active military service by the parent or legal guardian of the student. Children of military families must still meet the geographic eligibility requirements at the time of enrollment. [Contact the respective school office](#) for assistance enrolling a student for whom standard documentation is not readily available due to unusual circumstances. Students on an educational visa (such as F1 or J1 visas) are not eligible to attend a CalCA school. After providing information to determine eligibility, and subject to any enrollment limits and waiting lists, students will be offered a space in the school by one of the regional CalCA schools. Following review and acceptance of the "Intent to Attend" step, additional processes and documents are required for the student to receive their classes and start attending school. This is referred to as the registration and placement processes.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, are available in Appendix III of this supplement and upon request. Please contact the School Counselor for more information.

Immunization Status

California laws regarding student immunization status apply to students enrolled in a CalCA school. The CalCA program is generally considered a 'non classroom-based program' because students are in a virtual learning environment. Students may not be eligible to participate in certain classroom instruction, when applicable, as defined by school policy, if they do not have all required vaccinations.

Under California law, students are allowed to attend a public independent study program as long as they are not engaged in classroom-based instruction, regardless of their immunization status. The CalCA virtual school program meets the criteria of an independent study program for purposes of enrollment. The schools are required to collect information from parents and report to the state on immunizations. Therefore, all immunization records should be submitted for students during the registration process and resubmitted upon entry into seventh grade.

**Note: Students' immunization records do not need to document all vaccines required for full compliance with regulatory requirements to attend the school. However, students that want to participate in activities*

that are designated as classroom-based instruction, if and when the school offers this type of activity, must provide proof of all state-required vaccines or a proper allowable medical exemption, in order to participate in these activities. See Definition of Classroom Instruction below for additional information. Caretakers should contact the School with any questions. These policies are subject to change based on any public health orders in place at the local, county or state level.

Definition of Classroom Instruction

CalCA Schools are virtual charter schools and instruction is delivered exclusively online. The schools are defined under state law as non-classroom-based schools using the independent study model. The school does offer certain face to face, in-person activities which currently include but are not limited to educational field trips, college tours, social activities such as dances, picnics and other gatherings, graduation and honors ceremonies, and mandated state testing. Of these, none are considered “classroom instruction” by school policy. While on occasion these in-person activities may exceed two hours in length, they are not held in facilities operated by the school, so meals are not required to be offered under state law. All in-person activities are subject to cancellation and restrictions based on public health orders in place at the local, county or state level.

Military Family Eligibility

If you are a military family, are currently enrolled at a CalCA school, and are moving outside of one of the CalCA service areas, please reach out to the school for additional information. The school has policies to facilitate continued enrollment of military families. California law provides that a child of a military family may continue attending, regardless of any change of residence of the military family or the end of military service of the student’s parent, as long as the residence at the time of the student’s initial enrollment was located within the residency boundaries required by one of the CalCA schools. California law provides that such students enrolled in grades Kindergarten through 8th grade may attend through the end of the school year in which the move took place but would be ineligible to re-enroll for the following school year unless or until the family relocated back to an eligible county. For such students who are in grades 9 through 12 at the time of their move, California law allows that the student remain enrolled with CalCA through graduation. For all grade levels, continuing enrollment is subject to state requirements regarding residence in the state of California.

3.5.2 Kindergarten and First Grade Admission Policies

Kindergarten: As required by California Education Code Section 48000, a kindergarten student may enroll in a CalCA School if the student is five years of age on or before September 1st of that school year. A CalCA School may enroll a student who turns five after September 2nd but before February 2nd; these students are considered “transitional kindergarteners” and would typically complete two years of kindergarten. In future years, the eligible age for transitional kindergarten entry will shift in accordance with state law.

The School’s policy is to follow the state’s age guidelines for entry into Transitional Kindergarten and Kindergarten. Exceptions will be made if, and only if, the School Leader or Grade Level Principal determines that it is in the best interest of the student, and only after the Caretaker(s) is given information explaining the advantages and disadvantages of early admittance. State funding is partially based on student age, so it is only in very exceptional circumstances that the school would admit a student early if sufficient funding cannot be received for that student.

Please note that the transitional kindergarten program is subject to annual approval by the Board of

Directors. Therefore, updates or changes to the implementation of the transitional kindergarten program may be added to this Supplement as needed.

3.5.3 Enrollment After the Start of the School Year

Students may enroll after the start of the school year or semester up until the application deadline. The actual date for the application deadline is determined annually by the school's Board of Directors. This is typically near the beginning of the second semester. Applications may be closed at any time if enrollment limits for the year have been met. At the discretion of the Board, applications may close at different times for different grade levels. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. See also the section in the High School Policies below entitled "Enrollment after the Start of the School Year."

Additional Information for High School

High school students entering mid-year or mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the placement process. CalCA schoolteachers review the student's work and progress up to that point in the semester and enter an equivalent grade into the Education Management System's grade book that represents the student's efforts at the previous school. That grade will be averaged in with the CalCA grades earned in that same semester. If students enter after the school year has started and have no prior academic history for that school year or semester, they may be given an abbreviated schedule (fewer classes) depending on the date of enrollment. See also the Promotion information in *Section 6 High School Program and Policies*.

3.5.4 Dual Enrollment in Another K-12 Program

Because the CalCA schools are full-time public charter school programs, students must be enrolled full-time in the school and must exit from their previous school prior to their first day of attendance in a CalCA school. Under California law, students may *not* be enrolled in two different public schools at the same time. Even one day of attendance overlap is not allowed, so the prior public school must be notified of the student's exit immediately upon final placement into classes in a CalCA school. In addition, the California Education Code 47602(b) does not allow a student to attend a public charter school and a private school at the same time. Students must exit any full-time private school prior to their effective attendance date with a CalCA school.

If a student is confirmed to be enrolled in another public school or full time enrolled in a private school, the school reserves the right to dis-enroll the student from CalCA. If the student has been actively completing schoolwork and has been in contact with the teacher(s), the school will attempt to resolve the dual enrollment situation. If the student is not actively working and/or is not able to be contacted, the student will be removed from enrollment in the school.

While enrolled full-time at a CalCA school, it may be possible for a student to participate in a course or activity at another public or private school, for example, to participate in a sports or arts program. (Please see Section 6 for requirements specific to high school students (grades 9-12)). Seeking such permission should be initiated after the start of the CalCA school year. Approval by CalCA is based on individual circumstances and is subject to the policies and procedures of the partnering school and/or school district.

To make these arrangements, Caretakers must obtain the Request for Local School Activities form from the document repository. The form essentially outlines the activity, lists contact information, and indicates that the cooperating school agrees to: 1) not claim or collect any state, local or federal funding for the

student, and 2) assumes all liability for that student while on the school grounds. Once the form is completed and signed, the Caretaker should present it to the grade level Principal, who will ensure that the student is in good standing and consider the request. Approval by the grade level Principal (or designee) is required to participate in this type of activity.

As students must be enrolled full-time at CalCA, only a limited number of courses may be taken during the regular school year at a different school.

Violations of this policy may be grounds for dismissal from the program.

3.5.5 Dual Enrollment in a College or University

Families must consult with their student's School Counselor for prior permission to earn high school credit for college courses taken while the student is still enrolled in CalCA. Many colleges have specific requirements in place which apply to the enrollment of high school students. In addition, students wishing to earn high school credit for college courses must receive written approval from their School Counselor in advance. The School limits the total number of concurrent college courses a student may take, and students must be in good standing at California Connections Academy to be permitted to enroll in college courses. Student's overall success in their high school course of study is the most important priority. Examples of factors that the School Counselor will consider prior to approval of concurrent enrollment in college classes include the following:

- Ability to maintain a 2.0 average GPA
- Passing all current courses
- Meeting legal attendance requirements
- No Honor Code violations

Note that the school requires sufficient time to process requests for dual enrollment in a college. Please submit your request at least two (2) weeks in advance to provide your School Counselor adequate time to process. Contact the student's School Counselor for more information on the process and timeline. (See also the Credit for College Courses section in *Section 6 High School Programs and Policies, which includes information on grading and credits for college courses.*)

3.5.7 Location Change

The General Handbook describes the detailed processes needed for a Location Change. At the time of initial enrollment in a CalCA school, a proof of residency is required to establish eligibility. Students must physically reside at the address used to establish eligibility for one of the CalCA schools at the time of enrollment and are expected to work from that address throughout the school year. Students who are physically at a location for more than three weeks which is outside of the counties served by CalCA at the time of enrollment or re-enrollment are subject to immediate withdrawal. If a returning student is not at the address on file with the school at the end of the school year, they will not be considered an eligible returning student and must re-apply once the student has returned to their California address. In this case, the student is also subject to any enrollment limits or waiting lists in place at that time.

Once enrolled, prior to any relocation or travel that lasts more than three weeks, families must follow the procedures laid out in the General Handbook to be eligible to remain enrolled. Students must always participate in the program from the physical location established during the enrollment or re-enrollment process. If the student is not at that location, the procedures for a Location Change must be followed and the school must approve all temporary Location Changes. Approval of temporary Location Changes is

subject to revocation at any time at the discretion of School Administration. If the Location Change is denied or is revoked and the student does not return to the approved physical location, the student is subject to withdrawal from the school due to geographic ineligibility. The maximum length of time that a family may maintain their temporary Location Change status is five (5) months, and the request may not carry over into the next school year. Families may apply for an extension or renewal of the Location Change, but approval must be obtained upon each new request. Location Change requests will not be considered more than four weeks prior to the start of any given school year and will not be considered for newly enrolling (or re-enrolling) students who were not participating in the CalCA program during the prior school year.

Families must notify the school upon their return to their regular address. If the school is unable to verify that the student has returned to their regular address at the expiration of an approved temporary Location Change, the student is subject to withdrawal from the school due to geographic ineligibility. For more information see the General Handbook.

Enrollment Following a Change of Residence

If a family undergoes a “Permanent In-Area Location Change” as defined in the General Handbook but maintains residency in a county served by that school, the student may remain enrolled in their current CalCA School. If a student undergoes a permanent location change to a county not served by that school, they are no longer eligible for enrollment in that CalCA school per state law and must withdraw from the school. If the student moves to a county served by a different CalCA school, the student may transfer to the other CalCA school at any time during the school year. Transfers between CalCA schools are subject to space availability in the receiving CalCA school and are not guaranteed.

Families must follow all procedures for the permanent location change outlined in the School Handbook: General Portion and as directed by the enrollment staff and/or school administration. Re-enrollment for the following school year is also subject to geographic restrictions and the family may need to enroll in a different school. Students who are homeless are subject to the board approved Homeless Policies regarding enrollment eligibility if they change locations.

For questions concerning enrollment changes or eligibility, please contact the school.

Legal Name Change

If a student legally changes their name, they may request to have their name changed in their applicable academic records (i.e., transcripts, diplomas). To initiate this process, the legal documentation of the name change must be provided to the school. This request can be made at any time during enrollment or after the student has graduated or withdrawn from the school.

3.6.3 Mandatory Testing

As required by law, the CalCA schools must administer all achievement tests that are designated as part of the state’s California Assessment of Student Performance and Progress System (CAASPP). Additionally, students enrolled in a CalCA school may be required to take at least one academic proctored test at least once a year, as per the policy in the General Handbook, as well as the PLCA and Master Agreement. The state tests may be used to meet some or all the proctored test requirements. Therefore, students attending a CalCA School are expected to participate in the administration of the California CAASPP tests and/or all other state tests administered by the school (e.g., California Physical Fitness Test) in accordance with the State of California state testing program. Detailed information on state

standardized testing is available on the [state website](http://www.cde.ca.gov/ta/tg/ca) (<http://www.cde.ca.gov/ta/tg/ca>).

More information about the administration of the tests will be posted by the school once the school year is underway.

4 Attendance

4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Student Information System and the school verifies that the attendance logs are accurate. The school's attendance procedures under California law require that teachers determine final attendance based on several parameters, including the Education Management System's attendance log and the amount of work completed each day and over the course of the school month by the student. The day after each attendance month ends, attendance can only be changed in the Student Information System by the school. The cut off dates for each "attendance month" are determined by the school annually and Caretakers are regularly notified by their homeroom or advisory teacher of these dates. These dates are also found in the Academic Calendar distributed to families by the school. Additional information about the responsibility for marking attendance is found in the Parent Legal Guardian Acknowledgement, as shown in Appendix 5.

Attendance Codes

The following attendance codes are available in the Education Management System

Code	Definition of Code	Who enters the code?
P	Present for school	Learning Coach (and the school, as necessary)
N	No educational activity occurred	Learning Coach (and the school, as necessary)

Hours of Schooling

To meet the state's requirements (located in the *School Schedule* section of this Supplement), families should aim to complete the following minimum hours of schooling each day and week that school is in session according to the school calendar:

Grade Level	Recommended Minimum Hours per Day	Recommended Average Hours per Week
Transitional Kindergarten/ Kindergarten	3 to 4 hours	17 hours
Grades 1 – 3	5 hours	24 hours
Grades 4 – 8	5 hours	25 hours
Grades 9 – 12	6 hours	30 hours

Note that most students will need to complete more hours than the minimum required to keep on pace in

the educational program.

Learning Coach Attendance Responsibilities

- **Record Attendance at school** - For each instructional day, Learning Coaches enter a P or N in the Education Management System to indicate whether the student engaged in any educational activities for that school day. Sanctioned school events count as “educational activity”. They should aim to meet the daily and weekly totals listed above to ensure compliance with state regulations and to ensure that students are given attendance credit for every day of school. Students are expected to attend school every day of the academic calendar. Learning Coaches may ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the School Handbook: General Portion.
- **Alert School of Student Absences** – If a student is absent, the Learning Coach must send information to the student’s homeroom teacher about the absence. Attendance may only be marked for official school days on the school calendar, and never on the weekends (Saturday and Sunday) or student holidays.
- **Complete defined school year** – Regardless of the number of hours of schooling or amount of work a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to attend school up to and including the last day of the school year. If a student completes their regularly assigned lessons before the end of the semester or school year, the family must contact the homeroom teacher for additional work so that the student will not be marked absent on a school day. Absences at the end of the semester or school year can still trigger issues in the student’s official attendance record, which is part of the student’s official school record and cumulative file. Although the Education Management System may allow the end date of a course to be modified, course end dates should not be changed by the parent/Caretaker. **Course end dates may only be changed with approval of the grade level Principal (or designee).** Students must complete schoolwork on all days of the school academic calendar. If course work is completed before the end of the semester, it may lead to student attendance issues and result in unnecessary absenteeism.

School Attendance Responsibilities

- **Offer synchronous instruction and opportunities for live interaction with school staff**—Under the laws governing independent study, CalCA offers daily or weekly opportunities for students to interact virtually with their teachers and other school staff. These opportunities may be through phone calls, text messages or video conferences. Sessions offered to students using video conferencing technology are referred to as LiveLessons®. Attendance at these synchronous opportunities can contribute to the overall determination of whether the student is awarded attendance credit on any given school day by the homeroom or advisory teacher.
- **Review Attendance Records** – Teachers monitor and review attendance records on a daily and weekly basis. They remind Learning Coaches to enter attendance (P or N) for every school day. If a teacher has concerns about the validity of a student’s attendance records, they may place the student in an “alarm” status and will proceed with additional steps per school policy.
- **Monitor Attendance Issues** – School staff monitors student attendance. Families with low attendance rates are contacted by teachers and/or other school staff as appropriate; these staff members work with the family to help the student stay in compliance. The Attendance Manager can alter Learning Coaches’ attendance records (with proper documentation).
- **Maintain the Integrity of the Attendance Data** – At the end of each attendance month, the attendance records are reviewed and the school locks attendance on the Education Management

System to prohibit any further editing. Any requests for adjustments to the previously verified records must be sent in writing to the student's teacher as soon as possible for review, approval and adjustment.

- **Official Attendance Record** – the Education Management System's attendance system contains the record of the student's attendance as documented by the Learning Coach. It is, however, only one of many sources used to determine if a student is meeting the minimum requirements of the school program. In certain cases where it has been determined that a student has not completed enough work, or that certain other program requirements have not been fulfilled, the school may determine that the student has not fulfilled their contract (known as the Master Agreement) with the school, resulting in sanctions up to and including withdrawal. The student's official attendance record for legal and funding purposes is held in a state approved attendance system used by the school to report attendance to the state and is part of the student's cumulative file. Requests for the student's official attendance record can be made to the State Attendance Manager.

4.4 Truancy and Chronic Absenteeism

To maximize student learning, regular attendance is imperative. While the CalCA Schools offer a great deal of flexibility within the program, minimum attendance requirements are established by the state and students who do not complete work daily, and who do not complete adequate work throughout each month are at risk of losing attendance credit and being considered either chronically absent or truant from school.

Due to state requirements, the School will initiate serious consequences for truancy, ultimately including withdrawal from the School for non-compliance with the Master Agreement if the truancy is not addressed. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

To avoid truancy and chronic absenteeism, and to comply with the terms of the Master Agreement, the Caretaker must ensure that the following activities are taking place:

- The student is actively logging in to the Education Management System.
- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in *Section 3.4.2 Required Instructional Hours* of this Supplement.
- The student is available and participates in all regularly scheduled telephone calls with teachers, including any mandatory calls with the homeroom teacher.
- The student attends all mandatory LiveLesson® sessions.
- The student can demonstrate that they are doing their own schoolwork.
- The student attends all required state or other proctored testing.
- The student is making satisfactory educational progress in the independent study program.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance and received approval if they need to deviate from the regular school calendar.

Students are expected to do some amount of schoolwork on every school day of the academic calendar.

Students who are not actively participating or logging in as described above, may be at risk of having their student account access to the Education Management System disabled, or otherwise restricted. In addition, when the school has made repeated attempts to contact a household and has been unable to make contact, the accounts for the Caretaker and/or Learning Coach may be disabled until successful contact is made. Regular communication between the school staff and both the students and the parents/guardians is a requirement of the school program, and the school has procedures in place to ensure such communication. These requirements are laid out in the independent study Master Agreement. A completely executed Master Agreement is a requirement for participation in the CalCA program under state law.

On at least a monthly basis, students' teachers review the attendance log and the amount of work completed by the student. If the student is not fully participating in school as outlined above, attendance credit for the student will not be able to be given by the teacher. The homeroom/advisory teacher would then override the attendance codes previously entered by a Learning Coach, directing that the attendance code be marked as, or changed to an 'N', if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused". Absences are generally considered "excused" for state approved reasons, and/or documented reasons only, such as student illness or the death of an immediate family member. If there is a disagreement over whether an absence is considered excused or unexcused, the final decision will be made by the Executive Director (or designee).

According to Education Code 48260, a student is considered truant if they have three (3) or more unexcused absences from school in one school year. State law (as per Education Code 48263.6) defines a "chronic truant" as a student who has eighteen (18) or more unexcused absences (10% of the school year) within a single school year. The state considers a student "chronically absent" if the student misses 10% or more of the total days of enrollment for circumstances where the student is not enrolled in the school for the entire school year. Unexcused absences on a student's attendance record may result from lack of sufficient work completed. For this reason, it is crucial that a student complete schoolwork each day and that sufficient schoolwork is completed over the course of each month to meet the state minimum instructional time. (See also *Section 3.4.2 Required Instructional Hours and Section 4.2 Hours of Schooling*). Parents will be notified if their student's absences may lead to the student being considered "chronically absent".

In addition, if the student does not participate in the offerings that the school provides for daily or weekly synchronous instruction and live interaction, the student will be documented as "non-participatory" for any day the student does not attend.

The processes described above will apply for students who have excessive unexcused absences. In certain circumstances, the Counseling Department may also be involved to work with a student and family to reduce absences and determine if any additional supports may be needed. Since the CalCA virtual charter programs follow California's independent study rules, withdrawal from a CalCA school for non-compliance with the Master Agreement may result from excessive unexcused absences and if the student is not making satisfactory educational progress per the terms of the independent study Master Agreement.

No-Show Policy and Contact Requirement

CalCA schools require, in addition to completing course work in the Education Management System, that students and their Learning Coaches and Caretakers comply with all school communication and contact requirements, starting with the initial phone contacts between school and student/family immediately following the student's first scheduled day of attendance at the school. Therefore, if a student does not

meet the school's established minimum criteria for initial engagement in the program as described below, the student may be withdrawn from the program and reported to the state as a "no show."

If, within three (3) days of a student's start date for each school year, the student has not logged into the Education Management System and completed schoolwork (note that schoolwork completed must be done under the student's log in), the student will be considered a "no show" and may be removed from the school's enrollment. Prior to removing the student from the school's enrollment, the school will make repeated attempts to contact the student, using the contact information provided by the family. When a student mobile phone number is provided, the school will use this as one method to contact students, unless the parent/guardian has submitted written instructions not to contact the student through that phone number. Once a student has been identified as a potential "no show", access to the system may be disabled, and there are several requirements before a student may be re-activated as an enrolled student. These include the requirement that the student log in to the Education Management System with their assigned user credentials and complete schoolwork, as well as a requirement that the student must complete a successful synchronous contact with an assigned staff member within the school specified timeline. If the student does not complete all requirements as set out by the school, the student will be withdrawn from the school. See also Section 3.5.4 above regarding withdrawal due to Dual Enrollment.

Note that a working phone number is required for enrollment in the school; therefore, if the school is unable to contact the student or Caretaker via the phone numbers provided during enrollment, written correspondence will be sent, and the student may be removed from enrollment if a phone number is not provided in accordance with the timeline outlined in the correspondence. A working phone number is defined as a number that is active, in service, and where a voice mail message can be left. If the school is unable to contact a student through the contact information supplied, the school may disable, or otherwise restrict, the student's access to the Education Management System.

5 Grading and Student Evaluation

CalCA Grading Policy

The grades given for any course (or for any subject area for elementary students) is the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of a clerical mistake, shall be final.

If a Caretaker or student elects to contest the final grade given by the teacher of the course or subject, the school's grade level Administrator will be consulted, and the teacher, to the extent practicable, will be given the opportunity to state orally, or in writing, or both, to the Administrator and the student/Caretaker the reasons for grade given. The teacher will also be given the opportunity to participate in all discussions related to a potential grade change and thereby have input into any decision to make a change to a final grade. When necessary, the School's Executive Director or designee may be involved in the discussions and will be authorized to make a final decision on whether a grade change should be made.

The School determines which courses are considered "weighted" for purposes of GPA calculation. For more information see also Section 6 High School Programs and Policies, under the High School Course Credit section below.

National Honor Society

Students who are in good academic standing, have attended a CalCA school for at least one semester, and meet grade level and other eligibility requirements, may be eligible to join the National Honor Society. Please contact the school for more details.

Advancement via Individual Determination (AVID)

The CalCA AVID program is available to students in 6th through 12th grade. AVID is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. At its heart, AVID is a philosophy that resonates with the ideas of holding students accountable to the highest standards, providing academic and social support, and expecting they will rise to the challenge. Students must apply for the program each year. Students who typically receive grades in the B through D range but who are willing to work hard and have a desire to go to college are ideal candidates for AVID. The class is given for credit for high school students.

Currently students in the CalCA AVID program have three (3) weekly AVID LiveLessons. Students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. LiveLesson topics include the following: developing note-taking and study skills; exploring college and careers; and practicing writing, inquiry, collaboration, organization, and reading (WICOR).

For more information about this national program, please visit avid.org or contact the grade level administrator.

Gifted and Talented Program (Grades 3 through 8)

CalCA offers Gifted and Talented coursework for students in grades 3-8. Gifted and Talented (GT) courses are offered in English Language Arts and Science. In addition, elementary students in grades 3-4 who are formally designated as gifted in math are offered a GT math course. These courses are designed to provide additional academic challenges to students. Some students may already be formally designated as Gifted and Talented by their previous school prior to enrollment. Those students are eligible to be placed initially into GT courses if they choose. Students in grades 3 through 8 who are enrolling into a CalCA school and who are not already formally designated as Gifted and Talented are eligible only after completing CalCA coursework with a grade of A or B in their standard courses. For middle school English Language Arts GT courses, a student must complete a year of the standard English course, and for Science GT courses, a student must complete a semester of the standard science course.

Gifted and Talented courses have additional requirements to continue participation. Students can expect to work additional hours in these courses. Students and Caretakers must complete an acknowledgement of all course requirements prior to participation. Because the GT courses are based on projects and discussion, the additional requirements include mandatory attendance at LiveLessons and a working microphone. Students must also keep up on the coursework and maintain their grade above a minimum level to stay in the course. Details of the participation requirements for middle school students are laid out in the Middle School Gifted and Talented Acknowledgement Data Views which must be signed by both the student and Caretaker. Students who do not meet the continuing requirements of the program may be moved back to courses from the regular school curriculum.

Retention and Promotion in Grades K-8

For new incoming students, grade levels will be determined during the enrollment, registration and placement process based on prior school history. Students will not be retained in a grade level already completed based on Caretaker request. If the Caretaker has concerns about the academic placement or abilities of the student, the teacher, counselor and/or grade level administrator should be consulted. Retention decisions for grades K-5 for continuing students are made by the student’s homeroom teacher. The recommendation for retention (repeating of a grade level) is made in the spring and the Caretaker is notified in writing. Final decisions for retention are made at the end of the school year. Students in grades 6-8 are not generally retained but rather are placed in academically appropriate courses and promoted to the next grade level.

6 High School Programs and Policies

Promotion

For new incoming students, grade levels will be determined during the enrollment, registration and placement process based on prior school history. At the time of a student’s placement, school counselors will establish estimated grade levels based on preliminary information about such things as past school history, previously earned credits, state testing results, and the school counselor’s professional judgment.

Typically, students are placed in cohort grade level classifications regardless of credits previously earned. The table below shows the minimum number of credits needed to be on track for graduation. If a student is not earning enough credits to stay on track for graduation, their school counselor and/or advisory teacher will work with them to create a plan for graduation.

Classification	Grade	Minimum Number of Credits
Sophomore	10	5
Junior	11	10
Senior	12	16

CalCA uses the Connections Academy standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). A student must take a minimum of five (5) courses per full semester to be enrolled as a full-time student, or a minimum of four courses if the student is concurrently enrolled in one (1) or more community college course(s). Under certain circumstances, students enrolling late in the semester may be assigned a modified schedule (less than five courses) in order to be able to complete their assigned coursework in a shortened amount of time. The final recommendation in these situations is made by the student’s counselor and/or advisory teacher and the assigned course load will ensure that the student will still be considered a full-time student.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student’s grade and/or course load to match the student’s current academic needs most appropriately.

Mathematics Placement

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic

background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). A student's 9th grade math course placement is a crucial crossroads for their future educational success.

The policy for all CalCA schools is listed below.

[California Connections Academy – Mathematics Placement Policy](#)

Maximum Age

Based on Education Code Section 47612(b) and CCR Title 5, Section 11960, all students, including students with an IEP or 504 Plan, who are below the age of nineteen (19) years old on the first day of attendance at the School are eligible to enroll. Any student, including students with an IEP or 504 Plan, who are nineteen (19) years of age or older may be eligible to enroll, but must meet specific eligibility requirements, including being continuously enrolled in public school prior to turning nineteen (19). Therefore, if a student will be nineteen (19) years old by the first day of attendance at a CalCA school, and has experienced a gap in public school enrollment, they are not eligible to enroll. Students who first apply when over nineteen (19) years of age are not eligible to enroll. In addition, if a student first applies while nineteen (19) years old but will turn twenty (20) years old by the first day of attendance at CalCA, they are not eligible to enroll.

Students with an Individualized Education Program (IEP) may remain continuously enrolled, as long as they have enrolled before the age of nineteen (19), remain continuously enrolled, and are making adequate progress, until the student reaches their 22nd birthday. Maximum age limits also apply to students who choose to re-enroll.

Students who are enrolled in 12th grade but do not meet the school's graduation requirements to graduate that year may be eligible to re-enroll in 12th grade the following year, subject to certain age and other eligibility criteria, including a determination by the School Leader or designee that the student was in good standing at the end of the previous school year.

For more information regarding the maximum enrollment age, please contact the School Counselor or administrator.

Progress Monitoring

When the school has identified concerns with a student's performance, a progress monitoring meeting may be set up with the student, parent, teachers, and an administrator. The purpose of this meeting is to discuss student progress in courses, next steps, and ways the school staff can support the student. Teachers will offer feedback on the student's progress as well as strategies for success in their course. Because contact between the student and teachers is a requirement of the program, if the teachers are unable to contact a student through the contact information supplied, the student's access to the Education Management System may be disabled, or otherwise restricted, until contact is established. This may also trigger a progress monitoring meeting. Any student, Learning Coach or Caretaker who would like to request a progress monitoring meeting can reach out to the student's homeroom teacher.

Mid-Semester Deadline

The Mid-Semester Deadline is a high school-wide deadline that falls around the middle of each semester. Students will need to reach a target lesson in each of their classes by this date. The target lesson for each class is determined by the teacher of each course and will be communicated to both students and

Caretakers. Students who do not reach the target lesson in one or more of their classes will receive “conference zeros” on all overdue assignments and will be required to take part in a Caretaker/Student/Homeroom Teacher conference to discuss the reason they are behind in school and come up with a plan for success going forward. Once this conference has taken place students will be able to complete their overdue assignments. Students who complete the required lessons early, prior to the mid-semester deadline, must also continue to work daily to avoid unexcused absences on their attendance record.

**Note: If students are following the planner each day, they will be current with lessons, and the Mid Semester Deadline conference will not be applicable. All students are expected to work daily and complete all assigned lessons.*

Graduation and Diploma Requirements

To be eligible to receive a diploma from CalCA, a student must meet **all** the following requirements:

- Be enrolled at a CalCA school during the semester immediately prior to graduation, and not be enrolled full-time in any other school.
- Earn a minimum of two and one-half (2.5) of the credits (or five (5) courses) required for graduation at CalCA, with at least one and one-half (1.5) of these credits (or three (3) courses) earned in the semester immediately prior to graduation. *
- Earn a total of twenty-two (22) credits (in specific areas and subjects as outlined in this Supplement)
- Meet any other additional graduation requirements required by the school or state**.

**Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as CalCA schools.*

***Official transcripts from all previous schools must be received to issue a diploma. See “Credit from Other Schools” section below for more details.*

These requirements exceed the minimum requirements established by the state of California. Additional requirements of the University of California (UC) and California State University (CSU) are noted below.

The following chart summarizes the coursework and credits a student must complete to receive a diploma from a CalCA school (see first column). In addition, the requirements for entry into a University of California system or the California State University system are shown in the other columns for reference for those students on a college preparatory pathway.

Graduation Requirements

California Connections Academy Graduation Requirements	University of Calif. Requirements for Freshman Admission	California State Univ. Requirements for Freshman Admission
Language Arts – 4 credits <ul style="list-style-type: none"> • 4 years of approved English courses, usually following this pattern: • English 9 • English 10 	Language Arts – 4 years 4 years of college-prep English that include frequent writing, and reading of classic and modern literature	Language Arts – 4 years 4 years of college prep English composition and literature

<ul style="list-style-type: none"> English 11 English 12 		
Mathematics – 2 credits <ul style="list-style-type: none"> Algebra I (or higher)* Other Mathematics *If the student has previously taken an Integrated Math course, or a Mathematics I course or courses deemed to be equivalent in content to Algebra I, this may be used to meet the Algebra I requirement, either during high school or prior to high school entry.	Mathematics – 3 years <ul style="list-style-type: none"> Algebra I Geometry Advanced Algebra *4 years recommended	Mathematics – 3 years <ul style="list-style-type: none"> Algebra I Geometry Algebra II or higher *4 years recommended
Science – 3 credits <ul style="list-style-type: none"> Biological Science Physical Science Other Science	Laboratory Science – 2 years <ul style="list-style-type: none"> Biology Chemistry Note: Physics may be substituted for either Biology or Chemistry *3 years recommended	Laboratory Science – 2 years <ul style="list-style-type: none"> Biological Science Physical Science
Social Studies 3 credits <ul style="list-style-type: none"> World History U.S. History American Government (.5 credit) Economics (.5 credit) 	Social Studies 2 years <ul style="list-style-type: none"> World History U.S. History *can take U.S. History (.5 year) and American Government (.5 year) OR Economics (.5 year) 	Social Studies 2 years <ul style="list-style-type: none"> U.S. History OR U.S. History (.5 year) and Civics or Am. Government (.5 year) AND Social Science (1 year)
Physical Education 2 credits PE (2 credits)	Physical Education 0 years	Physical Education 0 years
Foreign Language, Art, OR CTE (Career and Technical Education) 1 credit	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended	Foreign Language 2 years <i>Must be in the same language</i> *3 years recommended
Visual/Performing Art 0 credits (see above)	Visual/Performing Art 1 year Dance/drama/theater/music or visual art	Visual/Performing Art 1 year Dance/drama/theater/music or visual art

Additional Electives 7 years	Additional Electives 1 year *Additional year chosen from UC a-g list	Additional Electives 1 year *Additional year chosen from UC a-g list
Total Credits: 22	Total Courses: 15 Year Long Classes	Total Courses: 15 Year Long Classes
TESTING There are currently no required state tests for a high school diploma.	TESTING* ACT Assessment + writing or SAT Reasoning Test Two SAT Subject Tests* *Subject tests are recommended, though not required	TESTING ACT Assessment or SAT Reasoning Test *CSU does not require writing scores for ACT or SAT

Note: Due to the online environment, many, but not all of Connections Academy’s lab sciences and visual and performing arts are currently “a-g” approved. Please refer to the options for satisfying “a-g” requirements on the UC website at <https://hs-articulation.ucop.edu/guide>.

UC “a-g” Course Approval

The UC “a-g” subject requirements for freshman admission are unique to the University of California and California State University systems. A set of Connections Academy core foreign language, multiple Advanced Placement (AP) courses and most core English, Math and Social Studies courses have been approved by the University of California.

Many lab science, visual/performing arts and career/technical education courses have also been approved. Additional courses may be submitted by the school annually for approval. The “a-g” approved courses for California Connections Academy schools appear on the [University of California Doorways Home website](https://doorways.ucop.edu/list/app/home?execution=e2s1). (Go to <https://doorways.ucop.edu/list/app/home?execution=e2s1>). Enter the legal name of the school the student is or has been enrolled in to find the courses approved for that school. You may also contact the school counselor for more information.

Alternatives to meet the UC “a-g” requirements if the school does not offer an approved course are as follows: Students can take the SAT subject exam at the end of the course(s) and earn a qualifying score, take the Advanced Placement (AP) exam at the end of the course and earn a qualifying score, or complete a three (3) or more semester unit (or four (4) or more quarter unit) UC-transferable California college course in the UC “a-g” subject(s). Students may also complete “a-g” course requirements prior to coming to, or after leaving a CalCA school.

The UC and CSU “a-g” requirements are detailed below, and can be researched in more detail at the University of California website (www.universityofcalifornia.edu/admissions).

a-g	Content Area	Requirements
“a”	History/Social Science	2 years required
“b”	English	4 years required

“c”	Mathematics	3 years required, 4 years recommended
“d”	Laboratory Science	2 years required, 3 years recommended
“e”	Language other than English	2 years required, 3 years recommended
“f”	Visual and Performing Arts	1 year required
“g”	College Preparatory Electives	1 year required

Physical Education

CalCA requires two years of Physical Education to meet its graduation requirements. School administration may grant temporary exemption to a student from courses in physical education, if (1) the student is injured or ill and cannot be provided a course that meets the student's needs or (2) if the student's unique circumstances cause the student to be enrolled in one-half, or less, of the work normally required of full-time students. School administration may grant permanent exemption from courses in Physical Education on a case-by-case basis. Students granted a permanent exemption will be required to earn two additional credits of elective in place of the physical education courses needed to meet graduation requirements.

Certificate of Completion

In accordance with California law, students with an IEP may earn a Certificate of Completion if they are not eligible for a diploma. Education Code Section 56390 lays out guidelines for a Certificate of Completion which the schools choose to use as a basis for determining eligibility for a Certificate of Completion. A student may be eligible for a Certificate of Completion from CalCA schools based on satisfactory completion of their IEP goals and objectives during high school, as determined by the IEP team. Once earned, the student's transcript will reflect the earning of a Certificate of Completion.

Foster, Homeless, Migratory and Adjudicated Youth Course Credits and Graduation Requirements

A student identified as foster, homeless, migratory or adjudicated, or participating in a newcomer program and who enrolls during their 11th or 12th grade year will be supported in their progress towards a diploma. Foster, homeless, migratory or adjudicated students in grades 11-12 who have transferred schools after completion of their second year of high school, or are participating in a newcomer program, are eligible for full or partial credit for coursework satisfactorily completed while attending another school. If the student did not complete the entire course, credit will be applied to the same or equivalent course, and the school will not require the student to retake any completed portions of that equivalent course. The school will not require a migratory student or student participating in a newcomer program who did not complete an entire course to retake the uncompleted portion of the course unless the Executive Director (or designee), in consultation with the Caretaker, finds the student is able to complete the requirements in time to graduate high school. The student shall not be prevented from taking or retaking a course to meet California State University or University of California eligibility requirements. In addition, when a student in one of these categories withdraws from a CalCA school, the school will award partial credits for course

completion whenever applicable.

When an 11th or 12th grade student has been identified as foster, homeless, migratory, adjudicated or part of a newcomer program, either during the enrollment process or at any point during the school year, the school will do the following:

1. Obtain any verification or documentation that might be needed for the student's status.
2. Determine if the student was previously granted a reduction in graduation requirements at a previous school.
3. Determine if the student is eligible for a review of graduation requirements based on their past school history.
4. For students eligible after the above steps have been completed, review the student transcript and make a determination as to whether the student can reasonably complete CalCA graduation requirements and graduate with their cohort by the end of the student's 12th grade year.
5. If the student cannot reasonably complete the CalCA graduation requirements as determined above, then the eligible student (and Caretaker if the student is under eighteen (18) years of age) will be notified in writing that they qualify for a diploma after completion of the state's minimum graduation requirements.
6. If the student (and Caretaker for students under eighteen (18) years of age) agree to the modified graduation requirements, the school will issue a written designation of this determination which will become part of the student's school record and will also modify the graduation requirements in the student information system as needed to align to these modified requirements.

The school will determine any additional exceptions based on this policy and state law and notify the student and their Caretaker of the exemption(s) within thirty (30) days of the determination of their qualification. If a student declines an exemption, they may request an exemption at any time if do they still qualify. Once the school exempts a student from the local graduation requirements, the exemption may not be revoked.

If the Executive Director or designee determines the student is reasonably able to complete the school's additional graduation requirements within the student's fifth (5th) year of high school, the student may be permitted to stay in school for a fifth (5th) year. The school will inform the student and Caretaker (if the student is under eighteen (18) years old or if the student agrees) of the following possible outcomes:

- The student has the option to remain in school for a fifth (5th) year to complete the additional required coursework for graduation
- The student's completion of the additional graduation requirements may positively affect their ability to gain admission to a college or university
- The student's transfer opportunities available through California Community Colleges

Upon agreement of the student (if eighteen (18) years of age) and/or Caretaker, the student will be permitted to complete the additional coursework during their fifth (5th) year.

See the California Department of Education website at <http://www.cde.ca.gov/ci/gc/hs/hsgtable.asp> for more information. Similar procedures may also apply to students of military families. Contact the School Counselor for more information on the state's minimum graduation requirements.

The School's homeless policies, adopted in compliance with the federal McKinney Vento Act, can be found in Appendix III of this supplement and are available upon request. Please contact the School Counselor for more information.

High School Peer Mentoring

Students who begin attending a CalCA school after October 1st are eligible to be partnered with a peer mentor, under the guidance of teachers and counselors. Peer mentoring assists the enrolling student in making positive connections with other students and navigating the Education Management System, and also helps with the adjustment to online school.

National Collegiate Athletic Association (NCAA) Eligibility

To be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA- approved high school courses. Most of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Accreditation

All CalCA Schools are fully accredited for Grades K-12 by the Schools Commission of the Western Association of Schools and Colleges (WASC). Because the schools are WASC-accredited, all their high school courses are considered transferable to other high schools.

Early Graduation and Graduation Date

At the close of the second (2nd) semester, the grade level Administrator, Counselor, and/or other staff will review each senior's records to ensure that these students have completed all graduation requirements. The High School Principal or designee will then initiate the "withdrawal for graduation" process in the Education Management System for those students who have completed all requirements. (See also the section below called *Enrollment Following Graduation Requirements*.) Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the High School Principal. The High School Principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the High School Principal grants approval for early graduation, they will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in a CalCA School and will not have access to the Education Management System.

The graduation date for every student will be the date of the last day of the semester during which the student completes all graduation requirements. Students who complete their graduation requirements during the summer may be given a graduation date of the last day of the previous school year but will usually have a graduation date based on the date they complete all summer coursework. Students enrolled in credit recovery courses who are making up credits towards the graduation requirements (see section on Project Success below) may be eligible to have a mid-semester graduation date if they complete all the required credits and are approved by their counselor for a mid-semester graduation.

Exceptions to the graduation date policy will be made on a case by case basis and only with reasonable

documentation of the reason that an earlier graduation date is needed. Exceptions will only be made by the Executive Director (or designee) upon recommendation by the High School Principal or Director of Counseling Services.

Enrollment Following Completion of Graduation Requirements

Students who complete all graduation requirements may remain enrolled with a full time load of courses through the remainder of the school year if they first entered ninth (9th) grade less than four school years earlier (in other words if the student did not start high school more than four (4) years prior to the expected completion date at the end of that school year). Students who have taken longer than four (4) years to complete the high school graduation requirements must exit as a graduate at the end of the semester when they meet all the CalCA graduation requirements.

Unofficial transcripts will be available to students via the Education Management System *as long as the student is enrolled in a CalCA School*, and official transcripts will be available at any time by request through the School’s contracted transcript service, Parchment. Graduates may also request unofficial transcripts through Parchment at any time. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in all graduation activities offered by their CalCA School but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

CalCA uses the transcript service Parchment to provide official transcripts, and unofficial transcripts to students who are no longer enrolled. Information on how to request transcripts through Parchment is available on the School’s website. Please contact the school counselor or the school records department with any questions regarding transcript requests. Questions about transcripts can also be directed by email to CalCA-Transcripts@calca.connectionsacademy.org.

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at a CalCA School and at other accredited schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned and re-taking such courses may delay the student's graduation. CalCA typically does not award course credit from schools or programs which are not accredited. (See also the section below on *Credit for Coursework Completed in a Non-Standard School Program*).

Accredited high school courses taken prior to enrollment at a CalCA school with a weighted grade on the incoming student transcript will be considered as weighted on a CalCA transcript. The School’s grading scale is below. To earn high school credit for a college course, a passing grade of C- must be earned (see also the section below: *Credit for College Courses*).

Semester and year-end GPA calculations will follow a four-point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student’s GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point. Courses taken concurrently or in the summer at a college are not weighted.

Grade	Grade %	Passing?	Non Weighted	Weighted (Honors)	Weighted (AP)
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A+	98-100	Yes	4.00	4.50	5.00
A	92-97	Yes	4.00	4.50	5.00
A-	90-91	Yes	3.67	4.17	4.67
B+	88-89	Yes	3.33	3.83	4.33
B	82-87	Yes	3.00	3.50	4.00
B-	80-81	Yes	2.67	3.17	3.67
C+	78-79	Yes	2.33	2.83	3.33
C	72-77	Yes	2.00	2.50	3.00
C-	70-71	Yes	1.67	2.17	2.67
D+	68-69	Yes	1.33	1.83	2.33
D	62-67	Yes	1.00	1.50	2.00
D-	60-61	Yes	0.67	1.17	1.67
F	0-59	No	0.00	0.00	0.00

Class Rank

The CalCA Schools will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from CalCA will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. Credit and grades for transferred courses are subject to verification through an official transcript from the previous school.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is *not* included on the student's official high school transcript but is available for release upon written request.

Prerequisites

Students must meet all course prerequisite requirements prior to registration. Prerequisites are listed by each course's overview in the course catalog. A student may not take Part B of a course prior to taking Part A. School counselors may waive prerequisites in some cases.

Duplicate Course Work: Repeating a Course

Students may repeat a course to improve their grade; however, repeating a course is subject to course availability and counselor approval. Not all courses are offered each semester. Credit will be awarded only once, and only the higher of the two grades will be included in the GPA. Both courses and both grades will

show on the transcript.

Schedule Changes and Adding/Dropping Courses

Students may request changes to their schedules within the first six (6) weeks of the first (1st) day of attendance at the school, or within the first six (6) weeks of the semester. To add or drop a course, a Caretaker (or the student, if eighteen (18) or older) must submit a written request to the School Counselor.

If the School Counselor receives a request to drop a course, the process must be completed no later than thirty (30) calendar days prior to the last day of that semester. The final deadline to be withdrawn from a course is thirty (30) calendar days prior to the end of each semester. Courses may not be dropped after the course withdrawal deadline. Requests to drop a course must be submitted PRIOR to the course withdrawal deadline. If a course has not been dropped by the course withdrawal deadline, the course will appear on the student's transcript with the grade earned. If a course is approved to be dropped after the first six (6) weeks of the semester, but prior to course withdrawal deadline of thirty (30) calendar days before the last day of the semester, it will appear on the student's transcript as a "withdraw other". When a student withdraws from the school without completing any course, those courses will also be indicated on the transcript as "withdraw other". Courses shown in this manner do not count in the student's GPA calculation.

Transcripts

Students will be able to access ongoing information about their courses through their online gradebooks within the Education Management System. To request an official copy of a transcript, or to obtain an unofficial transcript for a student who is no longer enrolled, families must make the request via Parchment, a service that the CalCA Schools have contracted with to provide free electronic and paper transcripts. Students may go through the link on the School website to make the request or may go directly to www.parchment.com to set up an account and request a transcript. Both official and unofficial transcripts can be generated via the online Parchment system, which can be reached via a link from the School website, on the "Request a Transcript" page.

Official transcripts are sent directly to the appropriate agency and have all official required designations. Unofficial transcripts can be viewed or downloaded directly from the Parchment website. Caretakers will be able to view and print a copy of the unofficial transcript at any time through the Education Management System if the student is currently enrolled and attending and are able to request a transcript through Parchment if the student is not currently enrolled. When a student withdraws from the school without completing a course, or drops a course, that course is indicated on the transcript as "withdraw other". Please contact the School with any questions regarding transcript requests. Questions about transcripts can also be directed by email to CalCA-Transcripts@calca.connectionsacademy.org.

Release of Educational Records

Educational records, including transcripts for all grade levels, may only be released to third parties with a written request and with parental consent (or student consent if the student is over eighteen (18) years old.) unless such requests are of a nature that would require the school to release the records, such as upon receipt of a legal subpoena or a valid request from a state agency.

For students in grades TK-8 the transcript is considered the equivalent of the final report card and requests are made through the same process described above.

Each CalCA school will provide educational records, including transcripts, class rank, test scores, and letters of recommendation to third parties such as post- secondary institutions, scholarship committees, and/or potential employers, only after the *Authorization for Release of Educational Records and Letter of Recommendation* form is completed and submitted to the school, except as permitted by FERPA. See the School Handbook: General Portion for the full Connections Academy FERPA policy. For information on requesting official transcripts, see the *Transcript* section above.

To ensure that application deadlines are successfully met, we require advance notice of at least **ten (10) working days for requests to provide educational records** to students, Caretakers, and/or third parties. **We require thirty (30) days' notice for letters of recommendation.** Note that class rank is only calculated twice a year.

Requests for records should be made using the *Authorization for Release of Educational Records and Letter of Recommendation* form available in the document repository.

Parents (or students over the age of eighteen (18)) may request a copy of items in the student's record by completing the *Official Records Request Form for Parents/Students*, which is available from the school records clerk. If a student is over the age of eighteen (18) and has graduated, they must either directly request their school records, or must sign a release form to allow parents/Caretakers to receive copies of the student's records.

Credit Recovery Courses

Students who are deficient in credits due to having failed a course or courses may be assigned to credit recovery (CR) courses to get them back on track for graduation. Students take one credit recovery course at a time but may complete that course and start the next course at their own pace. Teacher support will be provided, and students will be monitored to be sure they are making progress in the credit recovery program.

Note: students interested in NCAA initial eligibility should not take credit recovery courses, as these courses are not accepted by the NCAA.

Project Success

High school seniors (and some eligible juniors) that are severely credit deficient and meet specific requirements outlined by the high school Administrative team, will be evaluated for entrance into Project Success. This program sections the school year in to four (4) quarters instead of the traditional two (2) semesters. This allows students to complete more courses, including credit recovery courses, in order to earn the credits, they need toward graduation at a faster rate. Entrance to the program and the courses taken are determined by the high school Administrative team and the high school Counseling team. Caretakers and students must agree to the requirements of the program prior to entrance. Students who are actively participating in Project Success are eligible to graduate immediately upon completion of all the school's graduation requirements.

Credit from other Schools

As part of the placement process, families are asked to submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the CalCA School. The School Counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. The accreditation

status of the previous school is also considered when transferring credit. Official transcripts are required within the first thirty (30) days of enrolling in the School for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official transcript will display both the credits earned at the CalCA school as well as any transfer credits. Transfer credits shown are based on official transcripts only. **An official transcript must be received from the student's previous school(s) to issue a diploma to graduating students.**

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three (3) options for requesting and being granted credit by California Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** the student takes and achieves a passing grade (D-) on the California Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. The school may require that the test be taken in a school approved proctored setting. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher they will be granted credit for that course. The state test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
 - Samples of prior work
 - Lists of texts used in prior courses
 - Artwork
 - Writing samples
 - Report card from prior school/home school
 - Student Interview
 - Other materials as requested by the school counselor

The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in California Connections Academy in the appropriate courses and grade level, as determined by the school counselor.

The School Counselor and/or grade level Principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether credit is to be granted.

3. **Validation:** If the student earns a "C" grade or better in the California Connections Academy course that follows a course taken in a non-standard school, the Counselor, in consultation with the subject teacher, may award credit(s) for the course(s) taken in the non-standard school at the

end of the semester. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

For courses that are not in a clearly linear sequence, the student should also be able to demonstrate some evidence of having done work in the subject, such as portfolio items and/or assessments.

Students may request any combination of the above-listed methods for requesting credit. For example, a student may request option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language. Content teachers may require that a certain method be utilized to award credit for a particular course.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of “Pass,” which is not included in the calculation of the student’s GPA. These credits are not entered into the student’s records until the student has completed a full semester at CalCA.

High School Courses Taken in Middle School

Students **may** earn high school credit for high school level courses taken while the student is enrolled as a middle school student in 7th or 8th grade. High school-level courses will appear on the high school transcript to document that the student has met college admissions requirements. Check with the School Counselor for more specific information. Currently, credits for advanced math and foreign language classes taken in middle school are being recognized for high school credit.

High school students taking middle school courses will not receive high school credit for those courses. Only high school-level classes provide high school credit toward graduation (unless stipulated by a student’s IEP team). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses.

Credit for College Courses

Families must consult with the School Counselor for permission prior to earning high school credit for college courses taken while the student is still enrolled in CalCA. Students wishing to earn high school credit for college courses must have written approval of the School Counselor in advance. The number of college courses taken in any semester will be limited by the School based on the student’s individual circumstances. Note that the School requires sufficient time to process requests for dual enrollment in a college. Due to the increased number of requests for dual enrollment in college courses prior to the start of school, additional notice and processing time will be needed through the end of September.

Contact the student’s Counselor for more information on the process and timeline. Students must be in good standing at CalCA to be permitted to enroll in college courses. See also Section 3.5.5 *Dual Enrollment in a College or University* above for more information. The School Counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. To receive high school credit for a college course, the student must pass the course with a grade of C- or higher. College courses are not weighted in the calculation of the student’s high school GPA. College credits and letter grades from dual enrollment courses will appear on the CalCA high school transcript. The student is responsible for providing a copy of the college transcript to CalCA at the conclusion of the course. If a student has replaced a core course in their schedule (defined here as one needed for high school graduation) with a college course, and has reduced their course load of CalCA courses, the grade

in the college course must be included on the high school transcript. If a student is taking an enrichment elective course at a college, and has NOT replaced a regular core course, then the student may request that the Counselor exclude the grade in the college course from the high school transcript. Approval is subject to a determination by the School Counselor based on the individual circumstances. In either case the student must provide a copy of the transcript from the college course upon completion.

Students should provide the following to the School Counselor in advance of the enrollment:

1. Name of college
2. College website address
3. College course title and number
4. College course description
5. Number of units offered for course
6. College course term (Fall, Winter, Spring, Summer)
7. Corresponding High School course that college credit will replace (if applicable)
8. College paperwork to be filled out by High School

Regional Occupational Centers and Programs (ROCP)

California's seventy-four (74) Regional Occupational Centers and Programs (ROCPs) have been a strong and integral part of California's educational system for over thirty-five (35) years. ROCPs provide high school students sixteen (16) years of age and older with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge.

Students receive training at a variety of venues from regular classrooms on high school campuses to actual business and industry facilities, such as automotive dealerships and hospitals. In most ROCPs, courses are offered during the regular school day throughout the school year, in the late afternoon and evening, and sometimes during the summer months. ROCPs provide rigorous and high quality programs which contribute to students' academic and career achievement which, in turn, support the economic development of the state. Students gain a unique edge in the workforce by successfully completing ROCP training.

ROCPs help to close the "achievement gap" by motivating students to learn both academic and occupational skills for future success in a career of the student's choosing. Students may take an ROCP course while being enrolled full-time at a CalCA School. Students interested in ROCP training should contact the School Counselor.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, art lessons, foreign language instruction, and participation on athletic teams. While the CalCA Schools recognize the value of these activities, in most cases they cannot be used to earn high school credit.

Work Permits Requests

Students under the age of eighteen (18) who have not graduated from high school and who desire to obtain employment during the year, including summer, where an employer-employee relationship is established, are required by state law (California *Labor Code* Section 1299) to obtain a “Permit to Employ and Work form (CDE Form B1-4)”, otherwise known as a work permit. The School may issue the work permit upon written request but is not required to issue one. Note that the School requires sufficient time to process requests for work permits. School Counselors are designees of the school and can issue work permits. To process work permits in a timely manner, School Registrars are also designees when a School Counselor is unavailable. Contact the School Counselor for more information.

Prior to requesting a work permit to be issued by a CalCA designee, students should carefully review the following guidelines and be aware of the conditions under which the School will issue a work permit:

- Success in school should be the most important priority for all students
- Students should demonstrate that they are able to maintain a 2.0 average GPA
- Students must be able to meet the School’s legal attendance requirements
- Students should be passing all courses at the time of request
- Students should not have Honor Code violations

Students may be issued a temporary work permit if their current GPA is a 2.0 and they are **NOT** passing their current courses. The School may revoke the permit due to poor grades and/or attendance. In such cases, the employer would no longer be authorized to offer employment to the student. To ensure student success while working, grades will be monitored weekly.

Students who have completed the placement process for the upcoming school year may request a work permit for the summer. The School Counselor or designee will consider the student’s prior academic record when making the decision to issue the work permit. For students new to a CalCA school, work permits for summer work may be issued using the student’s past academic history, but the permit issued will be temporary and will expire once school begins. For students exiting a CalCA school, the student should first attempt to work with the new school to issue the work permit. However, if that is not possible, the School Counselor would be able to evaluate the exiting student’s status for the previous semester and is allowed to issue a work permit for the summer following the last day of school. Work permits issued to exiting students would only be valid through the end of that summer.

See the [Frequently Asked Questions](#) on the state website for more information about work permits and the state requirements.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Caretakers that students **not** be permitted to drive unaccompanied to any CalCA school sanctioned events (“Event(s)”). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. To be able to drive unaccompanied to a CalCA sanctioned event, students must meet the following guidelines:

- Must be eighteen (18) years of age. Where students are under the age of (eighteen) 18, even though California may permit minors to drive, an adult is required to supervise a minor at an Event*.
- Must possess a valid driver’s license and follow all rules regarding licensing.

- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

*Exceptions may be made for state testing. Contact the School more information about these limited exceptions.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the document repository or the school).
- Document school permission to drive to Events by obtaining the School Leader's (or designee approval on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules, policies, and procedures for Events.
- Always adhere to all state and local laws.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, CalCA shall not be liable for any injuries or damage; all liability rests with the student, their Caretaker and/or any insurance maintained by the Caretaker and/or the student.

Students who attend a sanctioned event without the Caretaker may be asked to show a government issued photo ID or a current school photo ID to establish their identity.

Students shall not drive other students to an Event unless the situation falls under an exception as listed above*. If a student nevertheless permits another student or students to ride with him/her, CalCA shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, shall be responsible for any/all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be always adhered to. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School.

Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

7 Services for Special Populations

7.1 Individuals with Disabilities Education Act (IDEA) & Section 504 of the Rehabilitation Act of 1973 (Section 504) Eligible Students

Special Education Placement

During the registration and/or placement process, all Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) or 504 Plan. To serve each student promptly as of the first day of attendance at the school, it is important that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the Director of Student Services (or designee), and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information in the IEP. In accordance with California Education Code Section 47605(d)(1), CalCA will proceed with placement of students with IEPs in a timely, non-discriminatory manner.

It is important to note that the CalCA school program follows an independent study model pursuant to Education Code Section 51745(c). California law provides that a student with an IEP may not participate in independent study unless their IEP specifically provides for participation in independent study. (Education Code § 51745(c)). Applicants whose IEPs are silent as to participation in independent study are eligible for admission and, as with all admitted students with IEPs, their current IEPs will be implemented, and comparable services provided while a thirty (30)-day administrative review is conducted. Applicants whose IEPs state that independent study is NOT an appropriate option may not be eligible for enrollment since the CalCA program uses an independent study model.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches. Special Education students are expected to adhere to the requirements of the School's Master Agreement for Independent Study and in accordance with the educational plan laid out in the student's IEP.

Conducting IEP Meetings

The special education team plans for and schedules all placement and annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Meetings are generally held virtually, and all IEP meetings occur in compliance with all state and federal laws.

Related Services

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services may either be provided 1) by telephone; 2) virtually over the Internet with real-time conferencing software, or 3) in person with a local service provider. In all cases, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the School locates and secures the provider, and handles all contracting and financial issues. See also Section 3.5.7 of the School Handbook: General Portion and this School Supplement regarding Location Transfers. Because services may be provided face to face, and because of potential licensing concerns for providers working across state lines, students receiving related services must almost always remain in the physical location with which they established enrollment eligibility for their CalCA school. If a student is not at this physical location services temporarily, some services may need to be suspended. If the student

is away from their eligible physical location for a longer period of time, they may be subject to withdrawal due to eligibility issues.

Child Find

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education and related services. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, they will then refer the student to the School's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended intervention strategies fail, the team (along with the Caretaker) will officially refer the student to the School's special education team. In some limited or special circumstances, the SST process may need to be shortened or bypassed.

Once the team receives the referral, they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. If the special education team determines that an evaluation for a 504 plan is needed, the Caretaker must sign a Consent form for the team to proceed with a 504 Evaluation.

Due Process for Special Education

Caretakers are provided a copy of Procedural Safeguards which includes information on how to file for Due Process or mediation. The SELPA (Special Education Local Plan Area) is responsible for special education oversight and can assist Caretakers if disagreements should arise.

Procedural Safeguards are available in the document repository under "My School: CalCA-Resources Special Education." Any questions or concerns regarding Procedural Safeguards can be answered by the Director of Student Services, who oversees the CalCA Special Education program.

7.3 English Language Learners

All families must complete the California Home Language Survey during the initial placement process. Students who have indicated any language other than English on the Home Language Survey must be administered an assessment using California's language proficiency assessment screener to determine English fluency within thirty (30) days of the first day of attendance at the School. If the student has taken this test (currently the state is using the English Language Proficiency Assessments for California or ELPAC) at a previous school, test results should be provided to the School during the placement process. If the student has not previously been tested, CalCA staff will contact the family to arrange testing within thirty (30) days of the first day of attendance at the School. If the student has been designated as an English Language Learner (ELL) at any time and has NOT yet been re-designated as fluent in English, CalCA is required to administer an annual ELPAC test within a certain required timeline to determine the student's progress in learning English. If a student is identified as an ELL, the school will offer specialized sheltered instruction services to assist the student in becoming fluent in English. Caretakers will be provided with appropriate forms to either accept or waiver these additional services. Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselor, as well as the English Language teacher and administrator, when necessary. See Appendix I for complete "Plan for English Language Learners"

Re-designating English Language Learners as Fluent in English

CalCA is responsible for assessing ELL students to determine if they are making progress towards becoming fluent in English. To determine if a student may be re-designated as fluent, the state mandates that four factors must be considered as follows:

1. Scores on the state assessment of English proficiency (currently the ELPAC)
2. Scores on state standardized assessments (currently under the CAASPP system)
3. Student progress and performance in the curriculum
4. Caretaker (parent/guardian) and teacher input

All four factors must indicate that the student is ready to be re-designated. Once the determination for re-designation has been made, the date of re-designation is determined, and the Caretaker is notified in writing. The student then enters a two year monitoring phase. During the monitoring phase, teachers will be looking at the student's progress and performance in their schoolwork as well as on both school and state assessments. If students appear to be struggling academically, additional supports will be provided. Once a student has been monitored and determined to be academically successful for two years, the student will be removed from the monitoring process. See Appendix II for the complete "Reclassification of English Language Learners Policy" of CalCA Schools.

8 Community Events, Trips, and Activities

The CalCA Schools are public charter schools that provide a free virtual public school education to all their students. As part of this free public education, the CalCA Schools offer their students educational field trips, for which no fees are charged to current students. The school also offers social events such as dances, picnics, graduation ceremonies, etc. Field trips and other school social events are NOT considered "classroom instruction" even though they usually take place in person at a designated location. Transportation to and from field trips and other events is *not* provided by the School; however, to ensure that students are able to attend as many field trips and events as they would like, the CalCA School will, upon request, provide families with reasonable assistance in making transportation arrangements for field trips. Note that family members who accompany enrolled students on field trips *will* be required to pay any admission fees associated with the field trip. At times, field trips will occur at locations that offer entertainment, additional activities and food for an additional cost. These costs and fees are outside of the scope of the field trip and are not covered by the School.

The School may participate in fundraising activities to help cover the cost of field trips for current students. Additionally, the School may ask families to provide *voluntary* donations to help defray the cost of field trip fees for current students. These donations are strictly voluntary; under no circumstances will any student be denied access to a field trip because their family does not make a voluntary donation, nor will the school retaliate in any way against families who choose not to make voluntary donations to the field trip fund.

Student-Led Clubs

A student-led club permits a group of students to meet under the supervision of a faculty advisor. If student-led clubs are approved, CalCA must treat all student-led clubs equally. Discrimination based on any class outlined in CalCA's Non Discrimination Statement within a student-led group is prohibited.

Students must adhere to the rules established by the club and the faculty advisor, and failure to follow the rules may lead to removal from the club. Students who wish to join or form a student-led club can reach out to their homeroom teacher who will put them in touch with the appropriate faculty advisor for more information.

9 Conduct, Grievance, Due Process, and Communication

Medical Cannabis Administration

Pursuant to California state law, qualified students and their primary caregivers are solely responsible for the administration of medical cannabis, to a qualified student. Students who require administration of medical cannabis during a school-sponsored activity or field trip may only receive medical cannabis administration from their Caretaker and/or Guardian. To receive medical cannabis a written recommendation for medical cannabis for the student must be provided and be on file with the school in accordance with the process described below.

Primary caregivers of a qualified student who may require administration of medical cannabis during a school-sponsored activity or field trip, should contact the grade level principal at least two (2) weeks in advance of the activity/trip to discuss student needs, administration parameters, and to provide the required documentation demonstrating compliance with California law. Primary caregivers are solely responsible for the safekeeping, administration, and storage of any medical cannabis during a field trip or school-sponsored activity. After the primary caregiver has administered the medical cannabis, they must remove any remaining medical cannabis. Primary caregivers are **prohibited** from the following:

- Administering medical cannabis in a school setting in a way that causes disruption to the educational environment.
- Exposing other students or any other participant in the school sponsored activity to medical cannabis.

Students are **prohibited** from possessing, storing, or self-administering medical cannabis during a school-sponsored activity or field trip. The school prohibits student possession, use, distribution, sale, or being under the influence of a cannabis product in a manner inconsistent with provisions of JoJo's Act, applicable California law and this policy.

Communication of Available Mental Health Services

CalCA wants to ensure that all families have access to valuable pupil mental health services resources in their local communities.

During the school year School Counselors work with families to identify long term community mental health support. There is a collaborative effort between the School Counselors and Student Services team to identify these resources.

- At the High School level, each high school student has an assigned School Counselor listed on their homepage in the Education Management System, along with an email button and business phone number.
- For Elementary and Middle School levels, please contact Mia Hardy, Director of School Counseling, to be referred to an available Counselor.
- The school offers group counseling on various topics during the school year. For more information, contact your school counselor.

Year-round support and mental health services are provided in local communities. For the different school regions, some of the support services available are listed below:

Southern California

[Orange County Health Care Agency - Behavioral Health](#)

[Los Angeles County Dept. of Mental Health](#)

[Riverside County Dept of Mental Health](#)

[San Bernardino County Dept. of Mental Health](#)

[San Diego County Behavioral Health Services](#)

Central California

[Kern County Mental Health Department](#)

[Fresno County Mental Health Services](#)

[Inyo County Public Health](#)

[Kings County Behavioral Health](#)

[Tulare County Health & Human Services](#)

Northern California

[Colusa County Behavioral Health Department](#)

[County of Glenn Behavioral Health](#)

[Lake County Behavioral Health Services](#)

[Mendocino County Behavioral Health Services](#)

[Napa County Mental Health](#)

[County of Sonoma- Behavioral Health Division](#)

[Yolo County Mental Health Services](#)

[Alameda County Behavioral Health](#)

[Amador County Behavioral Health](#)

[Calaveras County Mental Health](#)

[Contra Costa Health Services](#)

[Sacramento County Dept. of Health Services](#)

[San Joaquin County Behavioral Health](#)

[Stanislaus County Behavioral Health](#)

National Suicide Prevention Lifeline-24/7 1-800-273-TALK (8255)

Crisis Text Line- Text HOME to 741741 anywhere in the US

From “What is Mental Health?” www.mentalhealth.gov

In addition, the California Department of Education (CDE) has added additional mental health resources statewide which can be found on its website (see link below).

Students in Crisis Help

To support students, schools, and communities during challenging times, the CDE has developed a [website](#) to offer resources and information regarding mental health. This website offers links for direct access to mental health professionals, crisis numbers, and virtual mental health services and information.

Should you have any questions or concerns please feel free to contact your School Counselor or a grade level administrator.

Suicide Prevention Policies

The Governing Board of the CalCA schools have adopted a Youth Suicide Prevention Policy, which is available upon request and may also be found in Appendix II of this Supplement. The Suicide Prevention Policy aims to safeguard students and staff against suicide attempts, and includes supports for students, staff, and families affected by suicide attempts and loss. The Policy is part of a comprehensive support system provided by our Schools to enhance the emotional and behavioral wellness of our students.

The Director of Counseling Services is the primary suicide prevention liaison for CalCA Schools. Additional resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>. In accordance with state law, school-issued student identification cards will have the telephone number for the National Suicide Prevention Lifeline printed on the ID card.

See Appendix III for the complete “Youth Suicide Prevention Policy”.

LGBTQ Youth

CalCA is responsible for a safe learning environment for all students, including LGBTQ youth. The Schools have adopted policies (See Section 9.2 below) which prohibit discrimination, bullying, harassment, and other retaliatory acts based on sexual orientation, gender, gender identity or gender expression. In addition, the Schools provide support and resources to students and staff to help foster a safe learning environment for all students.

The Director of Counseling is the primary liaison for training, resources and support for LGBTQ youth. Community resources are available upon request. Resources are also available from the California Department of Education at <http://www.cde.ca.gov/ls/he/se/resources.asp>.

Parental Information on California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education be taught to students at least once in middle school

and once in high school, beginning no later than grade seven. CalCA Schools provide this instruction in grades 7 and 10. By state law, instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all students, as defined by law. The law requires that instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality.

The purpose of this instruction is to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

The oversight for this course will be provided by one or more designated teachers as a separate pass/fail non-credit bearing course from the standard Health and PE courses offered. The school will offer detailed information about the curriculum as part of the parent notification.

Parents will have the ability to “opt out” of having their student participate in the comprehensive sexual health and HIV prevention education course. Parents will be notified annually and/or upon enrollment of the method for opting out of the course. If the parents choose to opt out, the course will be removed from the student’s course list.

You may find more information about the California Healthy Youth Act (*California Education Code sections 51930–51939*) and obtain copies of the law online at the California Department of Education website at <https://www.cde.ca.gov/ls/he/se/faq.asp>.

Freedom of Speech

The CalCA Schools respect students’ rights to express ideas and opinions, take stands, and support causes – whether controversial or not – through their speech, writings, printed materials and/or the wearing of buttons, badges and other insignia. The School will limit students’ freedom of expression as allowed by law, to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. For the purposes of this policy, “school premises” includes the Education Management System as well as the School’s physical premises. In addition, any venue where a school event is held, including but not limited to such places as state testing sites, field trip locations, school social Event venues, school dance venues or graduation venues, will also be considered “school premises” while that school activity is taking place and while school personnel and students are there.

Limitations on student expression include the following:

- Students are prohibited from expressing ideas, or distributing or posting any materials, which are obscene, libelous, or slanderous.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which demonstrably incite students to commit unlawful acts.
- Students are prohibited from expressing ideas, or distributing or posting any materials, which violate school rules or substantially disrupt the orderly operation of the School.

- Students are prohibited from engaging in conduct in any school setting or activity, which for any reason materially disrupts schoolwork or involves substantial disorder or invasion of the rights of others.
- The use of "fighting words" or epithets is not constitutionally protected if the speech, considered objectively, is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents a danger that it will cause a breach of the peace.

Written Publications Code

Students are free to post or distribute handbills, leaflets and other printed or electronic material, as long as they comply with the above guidelines, and bear the name and the address or contact location of the sponsoring organization or individual. Students may collect signatures on petitions concerning either school or out-of-school issues.

Printed materials or petitions may be distributed only:

1. Before or after any school sponsored activity;
2. In locations that do not obstruct the normal flow of traffic to or from any school sponsored activity; and
3. Without undue noise.

Students must not use any form of coercion to convince students or any other person to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students have a right to express their opinions in school publications such as newsletters, written assignments, and other school publications that are distributed, but must follow the limitations listed above regarding the legally allowable limits on student expression in a school setting. If there are pupil editors of official school publications who may be responsible for assigning and editing the news, journalism advisers (school employees) remain ultimately responsible for supervising and maintaining professional standards of English and journalism.

There shall be no undue delay in publishing student materials unless there are valid concerns that the material violates these guidelines.

Clothing/Buttons and Badges

Buttons, badges, armbands, or clothing bearing slogans or sayings may be worn unless their message falls within the categories prohibited above. No teacher or administrator shall interfere with this practice on the grounds that the message may be unpopular with students or faculty.

Discipline and Appeals

Students may be disciplined for speech or communication which violates the above policies. However, students will not be disciplined solely for activities which are constitutionally protected speech or communication.

9.2 Bullying and Prohibited Behaviors

CalCA is committed to providing a safe, positive, productive, and nurturing educational environment for all its students, and encourages the promotion of positive interpersonal relations among members of the

school community. The Non-Discrimination Policy for the CalCA Schools can be found page 4. It can also be found in the document repository and on the school's website.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, gender identity, race, color, national origin, parenting or marital status, immigration status, disability or any other category protected by state or federal law.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

- Possible forums for social media bullying include, but are not limited to:
 - » Internet websites with free registration and ease of registration.
 - » Internet websites offering comment forums or sections.
 - » Internet website offering peer-to-peer instant messaging.
 - » Internet websites offering image or video posting platforms.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse, or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

Sexual Harassment – (as defined by Title IX regulations) – conduct on the basis of sex that may be one or more of the following:

1. An employee of California Connections Academy conditioning the provision of aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (commonly referred to as quid pro quo).
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to the school's education program or activity.
3. Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the FBI.
4. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of these factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
5. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Prohibited behaviors include all the above.

The School Administration and School Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This Policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property.

This Policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated using any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation by using the Uniform Complaint Procedure found here:

CalCA – [California Connections Academy Uniform Complaint Procedure](#)

When the target of the prohibited behavior is a student, the School shall provide that student with a written copy of the rights, protections, and support services available to them. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the School shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the School's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Supplement.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s)' Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying/cyberbullying, and/or dating violence.

If, after investigation, the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying/cyberbullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This Policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Caretakers may file formal written reports regarding any suspected prohibited behavior by following the [Uniform Complaint Procedures](#) available on the school website. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports shall be promptly forwarded to the designated person for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential

student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, on the document repository.

This written report shall be promptly forwarded by the school staff member and/or administrator to the School Leader for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

9.3 Discipline and Due Process for Students

All students enrolled in CalCA are expected to conduct themselves in accordance with the rules for the School, and Caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this Supplement. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Discipline Measures

There are three levels of disciplinary measures utilized by the School: 1) Warning 2) Suspension 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the School Leader. All CalCA schools comply with federal and state constitutional procedures surrounding suspension and expulsion, including a student's right to due process.

No student will be involuntarily removed from a CalCA school until the Caretaker and/or Guardian has been provided written notice of the intent to remove the student from the school as well as the required Charter School Complaint notice. Notice will be provided to the Caretaker and/or Guardian no less than five (5) days prior to the effective date of the removal. If the Caretaker and/or Guardian requests a hearing upon receipt of the written notice, the student will remain enrolled at the school until a final decision regarding the student's disciplinary measure has been issued.

1. Warning

Students that receive warnings from the school will have a conference (via phone, video conference or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., the Education Management System). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

2. Suspension

When a student is suspended, they are temporarily removed from class (i.e., the Education Management System) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to ten (10) days at a time). A suspension will be documented in writing in a

timely manner and will become part of a student's school record. Please see the below Suspension (no more than ten (10) days) section for more information.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of the Education Management System is restricted. Student access to email, online clubs/activities, and/or all the Education Management System may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Education Management System and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying/Cyberbullying:* A student that repeatedly engages in negative actions against another student to exercise control over him/her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, gender, gender expression, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the School reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as Caretakers.
- *Repeated violation of any disciplinary issues.*

3. Expulsion (Suspension of more than ten (10) days)

When a student is expelled, they are separated from the School for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented timely and in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The School will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts and state law.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to ten (10) days. Upon subsequent violations that result in suspensions that exceed ten (10) days or exceed ten (10) days cumulatively within a school year, the School will determine if the behavior manifested from the student's disability. If the School determines that the violation is not a manifestation of the student's disability, the School will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the School will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

See Appendix IV for the complete "Suspension, Expulsion and Involuntary Removal Policy".

9.4 Academic Honesty

Plagiarism

CalCA requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the School Leader or designee.

Consequences for Violating the Academic Honesty Policy

Infractions

The following list includes most instances of plagiarism infractions but is not intended to be exhaustive. Additional types of infractions may occur. The student's teacher(s) will determine if an infraction has occurred in any particular circumstance, and the student can request a final determination from a member of the administrative team.

An infraction occurs when a student:

- Copies or uses text from another source (including course textbooks) when writing essays, lab reports, responding to test questions, or creating other student-generated work.
- Cheats on a quiz, test, or written assignment by preconceived acts such as using outside sources for answers, obtaining answers from other students, plagiarism of written work, or other means.
- Provides answers for a quiz or test to another student or provides schoolwork for other students to use, including previously submitted assignments.
- Other examples where a student has not properly cited work in an assignment.

Consequences for first infraction:

- The student will receive a permanent zero on the assignment *or portion* of the assignment and/or assessment, as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.

Consequences for second infraction:

- The student will receive a permanent zero on the assignment and/or assessment as determined by the teacher.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.

Consequences for third infraction:

- The student will receive a permanent zero on the *entire* assignment and/or assessment.
- Written reprimand of the student and notification of the Caretaker and/or Learning Coach by the teacher.
- A Caretaker conference will take place which includes the Caretaker, Learning Coach (if different), the student, the teacher, and the grade level Principal or Assistant Principal.
- Repeated offenses of plagiarism by a student may result in disciplinary action that may include being withdrawn from the course with a grade of "F" where applicable, and/or suspension.

9.5 Grievance Policy for Caretakers

Each CalCA school is committed to ensuring parent satisfaction and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Master Agreement, the Parent Legal Guardian Agreement (PLCA) (see Appendix 5) and the School Handbooks and include such things as contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Each CalCA School will ensure that families and students adhere to their responsibilities stated in the

Master Agreement, the PLCA and the School Handbooks, and when necessary, will discipline, withdraw a student, or take legal action against a family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory testing events (except when exempted by law), failure to return materials, or behavior which violates the Prohibited Behavior policy.

Caretaker Remedies

If a Caretaker has concerns with the School's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the school administrator or General Information Services via phone at 1-800-382-6010 or via e-mail at support@connectionseducation.com.

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts.

If charges are brought against a student for a breach of the School's Discipline Policies, which could result in a suspension of up to an additional ten (10) days or an expulsion, the due process procedures in the *Discipline and Due Process for Students* section of this Supplement are to be followed.

Grievance Process

1. To trigger the informal grievance process, a Caretaker (or the student, if 18 (eighteen) or older) with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate CalCA staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with their supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the complaining party may then trigger a formal grievance by using the Uniform Complaint Procedure found on the school website.
4. If the School has not been able to address the Caretaker's concern through the grievance process set out above, it should be noted that the Uniform Complaint Procedure allows for appeal to the School's Board of Directors for further recourse. The School's Board of Directors is the final level at the school for resolution of a grievance. Current contact information for the Board of Directors is listed on the school website. If additional concerns remain, Caretakers always have the right to contact the sponsoring district for the charter school or the state Department of Education as a last resource.

Student and Employee Communications

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by CalCA. All communications must be appropriate and remain educationally relevant.

External Video and Web Conferencing Services

CalCA may use internal or external video and web conferencing services and tools (e.g., Zoom) in addition to the Education Management System. When using these communication services and/or tools students must comply with the expectations provided by their teacher, school policies and the Honor Code.

10 Educational Materials Provided by the School

The CalCA Schools are publicly funded charter schools and provide a complete course of study upon completion of the placement process. Lesson instructions are online, but the CalCA Schools provide access to curricular materials, such as textbooks and workbooks in online and/or print format. Students also receive any required supplemental materials. Please contact the School if you believe you are missing any required supplies. In some cases, a course may require certain additional materials. The School will provide you with a list of those materials at the time you begin the course. Please review those materials lists. If you do not have access to some or any of the materials, please contact your teacher so that an alternative can be suggested, or the needed materials may be provided to you.

10.2.2 Technology Provided by California Connections Academy

Consult the [Hardware and Connectivity](#) section of the school website to find out what technology is provided by your school. See also *Section 10.2.4 Access to Equipment and Software* below. In accordance with the organization's Independent Study Policy and Master Agreement, the school will ask to verify that students have access to devices and connectivity needed to successfully complete the program.

The School typically provides one computer per student, up to two per household, upon request. If additional school computers are needed, the family may make a written request. If a household has three (3) or more enrolled students, a written request for an additional computer or computers may be made to the Executive Director.

10.2.4 Access to Equipment and Software

Caretakers who do not have access to equipment and software that meet the School's minimum specifications may request that such equipment and software be provided to them. Please note that all equipment and software is being loaned to you and ownership of the equipment and software remains with the School. Accordingly, please review Section 10.2 of the School Handbook: General Portion, which outlines what materials and equipment must be returned to the School and the circumstances that will trigger the need for return.

If the equipment and software are not returned, the School may act against the Caretaker as set forth in Section 10.1 of the School Handbook: General Portion. Please also review Section 10.2.7 of the General Handbook to understand what steps may be taken if there is willful damage, loss or theft of the equipment and/or software.

10.2.5 Use of the Internet

Internet Subsidy

During enrollment, families can elect to receive a subsidy for their internet use. The subsidy is designed to cover the portion of internet needed for participation in our school. The subsidy is awarded on a per-family basis, not a per-student basis, and is paid via debit card. For the household to receive the internet subsidy, the following information is provided to the third-party vendor contracted to issue the debit cards: payee name, email address, and mailing address. No other information will be provided to such third-party vendors.

The subsidy will be equal to \$16.95 a month but will be paid out three times during the year through a third-party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be \$50.85. If the family starts school after the first day of any of the three payment periods, then the payments are prorated. Families must be enrolled at the time of the disbursement to be eligible. The debit cards will be sent according to the approximate schedule listed below.

Debit Card Number	Approximate Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 25	December	Sept, Oct, Nov
2	February 25	March	Dec, Jan, Feb
3	May 25	June	Mar, April, May

Internet Safety Policy

It is the policy of each CalCA school (the “school”) to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of the Education Management System when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbooks, the Education Management System Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of the Education Management System and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the school's handbooks and the Education Management System's Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by each Board for each of the CalCA schools at a public meeting, following normal public notice, in April of 2013.

Appendix 1: Plan for English Learners

Approved October 3, 2023

California Connections Academy & California Online Public Schools Plan for English Learners

Updated 9.20.2023

PLAN FOR ENGLISH LEARNERS

CalOPS/CalCA uses required criteria and procedures to identify English Learner (EL) students. All incoming students are required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the English Language Proficiency Assessments for California (ELPAC)) and using trained test administrators. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

CalOPS/CalCA will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms). The Home Language Survey consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student use most frequently at home?
3. What language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often used by the adults in the home?

If any of the questions in the HLS indicates the use of a language other than English by the student or in the home, the student must be assessed for language proficiency.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
 - The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)
 - ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school.

The SA testing window will be from February 1 to May 31. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CalCA/CalOPS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

INSTRUCTIONAL PROGRAM DESCRIPTION FOR ENGLISH LEARNERS

The Structured English Immersion (SEI) model develops proficiency in English as rapidly and effectively as possible. This instructional program implemented in the TK-12th grade levels and all content areas works successfully in a virtual setting. The goal is to provide all students with English instruction and support to make the curriculum accessible. Instructors implement various instructional practices and strategies to support ELs in learning content area concepts while acquiring English language skills. EL students will receive virtual English language support based on grade and proficiency level. The instructors will support the EL student during a Live Class. EL students will receive Designated ELD instruction and Integrated ELD support within the content area classes.

Designated ELD Instruction

Designated ELD will occur during a dedicated time specific to the EL level (1, 2, 3, 4). The ELD teacher will target the students’ language needs through a group or individual Live Class. The purpose of ELD is for literacy and oral development.

The three levels represent the stages of English language development, describing the expectations for how well the students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging:

Students at this level have minimally developed oral (listening and Speaking) and written(reading and writing) English skills. Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding:

Students at this level have somewhat to moderately developed oral (listening and speaking) and written (reading and writing) skills. Students at this level receive instruction designed to challenge them to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures. Students will also apply their growing language skills in sophisticated, Grade-level, and age-appropriate ways.

Bridging:

Students at this level have moderately to well-developed oral(listening and speaking) and written(reading and writing) skills. Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, all EL students, regardless of the EL level, will participate in grade-level content areas with various scaffolding strategies to develop content knowledge and English development. Designated ELD instruction is aligned with the CA ELA/ELD Standards (2012) and focuses on the following:

- Live Classes and support calls focus on the four domains: Listening, Speaking, Reading and Writing
- Focus on vocabulary development
- Will teach language through content and themes
- Provide opportunities for meaningful speaking practice
- Build on background knowledge
- Teach through a variety of reading comprehension strategies
- Focus on providing targeted writing instruction.

The following table illustrates the Designated ELD instruction delivered and time devoted for TK-8th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
4 Live Classes per week/ 30 min. sessions	4 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	3 Live Classes per week/ 30 min. sessions	1 Live Class per week/ 30 min. session

The following table illustrates the Designated ELD instructional time delivered and time dedicated to 9th-12th grade EL students.

Newcomers	ELD 1	ELD 2	ELD 3	ELD 4
Work 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe* (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of 90 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for a maximum of seventy-five minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.	Works 1:1 with EL Homeroom Teacher in Zoom for 30 - 60 minutes each week. Also attends Academic Support Hour hosted weekly. Encouraged to attend Live Classes for content area instruction and Culture Cafe (30-min session offered 1x per week) to practice Listening and Speaking skills.

High School Culture Café Section

Culture Café is a safe space reserved for all English Language Learners, ninth through twelfth grade, to practice their Speaking and Listening skills in a low-stress environment. Culture Cafe takes place from October to February, and resumes from May to June. Students of all language levels are invited to participate, creating a mix of abilities where Newcomers can learn from L3's, and L4's can bolster L1's, for example. Each week, students can log on to a 30-minute session where they are introduced to a cultural topic they may or may not be familiar with; such as traditions, music, dance, and cuisine from different cultures around the world. Students who attend are also entered into a monthly raffle to win a school t-shirt. The 2023-2024 school year will be our third year implementing this section.

Integrated ELD Instruction TK-12th Grade

Integrated ELD will occur with the content teacher of English Learners to make grade-level content comprehensible and accessible by using the appropriate ELD strategies. The ELD standards, used in tandem with the academic content standards, guide instruction. Live Classes focuses on language acquisition, helping

students attain grade-level content and academic language. The following are examples of Integrated ELD Instruction:

- 1) Scaffolds used during Live Classes or portfolios to make content more accessible (such as word banks, graphic organizers, and sentence stems) to help students build on previous knowledge and strengthen areas for growth.
- 2) Monitor for understanding during a Live Class or weekly contact from the homeroom or ELD teacher.
- 3) Alternate Scaffolded Portfolio Assignments to help students demonstrate their content knowledge while also supporting their language growth.
- 4) The EL Homeroom Teacher works closely with the Content Area Teachers to ensure that scaffolds are implemented effectively and removed gradually once growth is measured. For example, the ELD and Economics teacher may determine a mutual goal to have their student who started the year writing a single paragraph confidently write four more paragraphs by the end of the semester.
- 5) Content Area teachers offer 1:1 support and implement scaffolds that allow students to complete assessment corrections and revisions that bolster their mastery of previously identified gaps in comprehension related to content and/or academic language. Teachers will encourage students to attend ELD Live Classes.

EL PLACEMENT

Newcomer/ ELD 1	Proficiency Level Descriptor	Exit Criteria
<p>Newcomer English Learner Descriptor: Newcomer to the country (0-24 months) whose primary language is other than English.</p> <ul style="list-style-type: none"> • Two or more years below grade level achievement • Often require 1-1 Live Classes, alternate portfolios, and scaffolded lessons <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> • ELPAC: Level 1 Minimally Developed • SBAC: No Score or Does not Meet the Standard (3rd-12th grade) • MAP: No Score or lower than 16 points of the mean (9-12th) • iReady: No Score or below 2-3 grade levels (K-8th) 	<p>Emerging: Students at this level have minimally developed oral (listening and Speaking) and written(reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp</p>	<p>Students should have basic English communication skills in social and academic contexts</p>

Interventions
<ul style="list-style-type: none"> • Alternate portfolios • Learning Labs and iReady Intervention (K-5th grade) • 1-1 or small group Live Class • iReady Intervention (6th-8th Grade) • Provide students with sentence stems • Provide templates and graphic organizers to guide student writing • Supplemental Instructional Support Programs • Weekly Progress Monitoring contact to cultivate a caring environment • Provide visual representations • Give wait time during 1:1 sessions • Provide choral repetition in a group setting during Academic Support time • Use translators and translation apps when needed

ELD 2/3	Proficiency Level Descriptor	Exit Criteria
<p>ELD 2/3: Identified EL for 2-5 years</p> <ol style="list-style-type: none"> 1. Two or more years below grade level achievement 2. Small group Live Classes, alternate portfolios, and scaffolded lessons <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> • ELPAC: Level 2, Somewhat Developed or the early stages of level 3, Moderately Developed • SBAC: No Score or does not Meet the Standard or Nearly Met the Standard (3rd-12th grade) • MAP: No Score or lower than 16 points of the mean (9-12th) • iReady: Below 1-2 grade levels (K-8th) 	<p>Expanding: They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.</p> <p>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpac/gpld.asp</p>	<p>Students can use English to learn and communicate about a range of topics and academic content areas.</p>

Interventions

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- 1-1 or small group Live Class
- iReady Intervention (6th-8th Grade)
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing
- Provide students with visual representations
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

ELD 3/4	Proficiency Level Descriptor	Exit Criteria
<p>ELD 3/4 Descriptor: Identified EL for 2-5 years</p> <ul style="list-style-type: none"> • At or within two years of grade level achievement • May experience minor difficulties with academic English • May need additional learning time, practice, and reteaching <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> • ELPAC: Level 3 Moderately Developed or Level 4 Well Developed • SBAC: Nearly Met Meet Standard or Standard Met (3rd-12th grade) • MAP: Within 10 points of the Mean (9-12th) • iReady: at grade level (K-8th) 	<p>Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpac/gpld.asp</p>	<p>Students can communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.</p>

Interventions

- Alternate portfolios
- Learning Labs and iReady Intervention (K-5th grade)
- iReady Intervention (6th-8th Grade)
- Small group Live Class or 1-1 Live Class by appointment
- Provide students with sentence stems
- Provide templates and graphic organizers to guide student writing
- Supplemental Instructional Support Programs
- Weekly Progress Monitoring contact

Long Term english Learner (LTEL)	Proficiency Level Descriptor	Exit Criteria
<p>LTEL: Identified EL for 6 or more years</p> <ul style="list-style-type: none"> • At or within two years of grade level achievement • May experience minor difficulties with academic English • May need additional learning time, additional practice, and alternate portfolios <p>Identifying Criteria for K-12th Grade</p> <ul style="list-style-type: none"> • ELPAC: Level 3 Moderately Developed or Level 4 Well Developed • SBAC: Does not meet the Standard or Nearly Met Standard • MAP: Within 15 points of the Mean (9-12th) • iReady: Below 1-2 grade levels 	<p>Bridging: As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p> <p>Source: CA ELD Standards & https://www.cde.ca.gov/ta/tg/ep/elpac/gpld.asp</p>	<p>Students can communicate effectively in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.</p>
Interventions		
<ul style="list-style-type: none"> • Alternate portfolios • iReady Intervention (6th-8th Grade) • 1-1 Live Class by appointment • Provide students with sentence stems • Provide templates and graphic organizers to guide student writing • Weekly Progress Monitoring contact 		

DIFFERENTIATED INSTRUCTION

Differentiated instruction is different in every grade band, but shares the same objective of making the curriculum accessible to all students. The table below describes the differentiated instructional strategies implemented by grade span.

Elementary TK-5th Grade

- Alternate portfolios
- Engaging lessons that involve reading, writing, speaking, drawing, and listening
- Explicit teaching of comprehension
- Progress monitoring in reading and oral language
- Sentence starter and frames
- Math manipulatives, and alternative assignments
- Incorporate technology (starfall, kahoot, Nearpod, quizlet, etc.) as well as providing visual and added images to live class PPT's
- Provide verbal and written instructions
- Teaching language skills across all curriculum topics offer student choices
- Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant

Middle School 6th-8th Grade

Social Studies 6th- 8th grade:

- Offer project options for students.
- Provide Thinking Maps and reading supports to help students with primary source analysis and paragraph writing.
- Thinking Maps are worked on together during Live Classes (LLs)
- Alternate portfolio using visual arts and bullet points instead of written paragraphs

Science 6th-8th Grade:

- Differentiated instructions- built into our science lesson videos and LL, explanation of vocab words, similar words prefix/ suffix use
- Alternative portfolios
- Science Support on Thursday

Math 6th-8th Grade:

- All tests are completed in DeltaMath which can be translated into any language. Examples are also included in the students' language preference
- Tests and quizzes have built-in corrections, allowing students 30 days to complete, edit and correct or receive individualized help by booking an appointment with a teacher.
- Review Live Session before every quiz and every test with a study guide and answer key.
- Alternate portfolios are available (2 portfolios per semester, with 4-6 choices for students to show understanding).

Language Arts 6th-8th Grade:

- Study guides with examples, definitions, visuals and videos.
- A help document is provided for tests with sentence starts for the short answer response questions.
- Sentence starters are provided for discussion questions.
- An alternative portfolio may be offered.
- Graphic organizers and sample essays are provided for portfolios.
- Sentence starters on graphic organizers for writing assignments which scaffold student writing.

High School 9th-12th Grade

- ELD teachers and content area teachers work as a team to provide instruction.
- Scaffolding: Teachers often use visual aids such as charts, graphs, and pictures or scaffolding techniques like sentence stems, concept maps, essay templates, note taking templates and other graphic organizers to support ELs' understanding of concepts and complex ideas.
- Content Modification: While maintaining the rigor of the curriculum, teachers may modify assignments or readings to make them more accessible to EL students. They may also provide additional background information to develop cognitive schema.
- Cultural sensitivity: Teachers are culturally sensitive and incorporate diverse perspectives into the curriculum to engage ELs and make learning relevant.
- Academic Language Development: Students are encouraged to attend our Culture Cafe so they can practice their speaking and listening skills while listening to culturally relevant presentations.
- Individualized Instructional Support: Weekly Homeroom Calls with an ELD teacher provides an opportunity for 1:1 modeling, support, and intervention.

PROGRESS MONITORING

All grade level bands will monitor student academic progress and provide the appropriate interventions to English Learners in grades TK-12th. The students are monitored regularly to provide any support needed due to language barriers in each subject matter. Progress Monitoring is regularly analyzed through student work, local assessments, as well as data analysis that tracks student engagement, growth, and overall performance. If a concern arises, a parent-teacher progress monitoring meeting will be held with the appropriate stakeholders. This allows the family to collaborate with the student's academic team (*Homeroom Teacher, Content-Area Teachers, Counselor, and Principal*). If interventions are needed to support the student, parents will be notified and included in the planning process to restore the student's good academic standing. Students will be monitored for an agreed upon time span at the Progress Monitoring Meeting. The exit criteria depend if improvement is demonstrated or if further assistance is required. If improvement is demonstrated, the Homeroom Teacher, Student, and Parent will stay in touch to encourage the student to stay on an upward academic trajectory. If further assistance is required, Homeroom Teachers will continue scheduling weekly/bi-weekly Progress Monitoring Meetings so the student's academic team can work to adjust their approach in individualizing instruction to bolster the student's academic success.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalOPS/CalCA schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalOPS/CalCA schools are to establish "local reclassification policies" that allow for the "the effective and efficient conduct of the language reclassification process" (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of

academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalOPS/CalCA's reclassification criteria align with the CDE's requirements as follows:

1. Overall score of 4 on the student's most recent Summative ELPAC test.
 - Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In such instances, the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.
2. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate grade- level proficiency.
 1. **If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas**, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.
3. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
 1. If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
 2. ELD Coordinator will document the following questions:
 1. How do you feel about your child's English language proficiency?
 2. Do you agree with reclassifying your student?
 3. Would you still want your child to continue receiving EL services until the end of the school year?
4. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
 - a. Grades TK-2nd: Scores Above or meets standard on iReady (ELA)

- b. Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
- c. 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
- d. Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
 - If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

RECLASSIFICATION CRITERIA FOR STUDENTS WHO TAKE THE SUMMATIVE ALTERNATIVE ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

- 1) Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
- 2) Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
- 3) Parent or guardian opinion and consultation
- 4) Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*An assessment (e.g California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

CalOPS/CalCA's Alternate reclassification criteria align with the CDE's requirements as follows:

- a. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
- b. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
 1. The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.

- c. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
- d. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
 - a. the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

MONITORING OF RECLASSIFIED STUDENTS

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RFEP Monitoring Form

Student Name: _____
Grade: _____ **SSID:** _____
RFEP Date: _____ **Monitoring Year:** _____
EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	

Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

CalOPS/CalCA conducts the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students are administered as required by law. Support for families of EL students includes coordinating an interpreter to act as a liaison between the school and the family in their home language when needed. In addition, per state guidelines, when 15% or more of the students enrolled in a school speak a single primary language other than English, the school will examine what additional supports need to be in place for those families, such as translation of materials.

Appendix 2: Reclassification of English Language Learners Board Policy

CALIFORNIA CONNECTIONS ACADEMY SCHOOLS

RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS BOARD POLICY

First APPROVED in 2015

As updated and amended August 2018

Approved by Board of Directors on August 28, 2018

As updated and amended August 25, 2020

Last reviewed May 2022

Updated and Approved October 3, 2023

Reclassification Criteria for Students Who Take the Summative ELPAC

Reclassification is the process determined by a school district if an English Learner has acquired sufficient proficiency in English to perform successfully in core subjects without ELD services. It is the process by which a student is reclassified from English learner (EL) to Fluent English Proficient (RFEP) status. The goal of CalCA/CalOPS schools is that ELL students receive high-quality instruction and support to become fluent in English as quickly as possible.

As Local Educational Agencies (LEAs), CalCA/CalOPS schools are to establish “local reclassification policies” that allow for the “the effective and efficient conduct of the language reclassification process” (California Code of Regulations [CCR], Section 11303). LEAs are afforded flexibility when identifying appropriate measures of academic performance for local reclassification policy. This policy is designed to provide the framework for consistent and reliable local reclassification of EL students as they become fluent in English. Criteria for Reclassification EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

2. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
3. Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery
4. Parental opinion and consultation
5. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

CalCA/CalOPS's reclassification criteria align with the CDE's requirements as follows:

3. Overall score of 4 on the student's most recent Summative ELPAC test.
 - 5) Some EL students with unique or dually-identified needs, may need specific considerations for how this criterion is met as described in the student's individualized education plan (IEP). In

such instances, the student's IEP team should confer to document and discuss how the student's unique needs affect their ability to obtain an Overall PL 4.

4. Teacher evaluation of the student's academic performance. Students who have a C- or better in ELA on their most recent report card and who demonstrate grade-level proficiency.
 3. If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from demonstrating readiness for reclassification.
5. Parental opinion and consultation: Parent(s) or guardians are contacted by phone and/or webmail to give input into whether the student is ready to be reclassified.
 - e. If the parent/guardian cannot be contacted by phone and/or webmail, the student will be reclassified. The school will continue to inform parents/guardians of their student's reclassification.
 - f. ELD Coordinator will document the following questions:
 - How do you feel about your child's English language proficiency?
 - Do you agree with reclassifying your student?
 - Would you still want your child to continue receiving EL services until the end of the school year?
6. Students demonstrate English Proficiency on a basic skills assessment by any of the following:
 - Grades TK-2nd: Scores Above or meets standard on iReady (ELA)
 - Grades 3rd- 5th: Scores Exceeded or Met Standard on CAASPP ELA, or equivalent score on the iReady assessment
 - 6th-8th: Student scores Nearly met standard on CAASPP ELA, or equivalent score on the iReady ELA assessment.
 - Grades 9th-12th: Student score Nearly met standard on CAASPP ELA or equivalent score on MAP
 4. If other reclassification criteria suggest that a student who scored at Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) has learning deficits in other areas, decision-makers are encouraged to discuss these results with those who know the student (e.g., classroom teachers, parents, instructional specialists or coaches) to identify needed services and supports, so as not to preclude a student with unique needs from reclassification or reclassify too soon.

Reclassification Criteria for Students Who Take the Summative Alternate ELPAC

The reclassification criteria set forth in EC Section 313 and 5 CCR Section 11303 are unchanged. The local IEP team and the ELD Coordinator, parent(s)/guardian(s), and other stakeholders determine other criteria for reclassification based on the student's needs. For dually identified students, their disability, as determined by the IEP team and not ELP, should not preclude them from meeting the LEA's reclassification criteria.

LEAs are required to continue using the following four criteria to establish reclassification policies and procedures:

5. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP)
6. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
7. Parent or guardian opinion and consultation
8. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*(*An assessment (e.g. California Alternate Assessment [CAA] for ELA) administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.)*

CalCA/CalOPS Alternate reclassification criteria align with the CDE's requirements as follows:

2. Assessment of English Language Proficiency: Overall PL 3 on the Summative Alternate ELPAC
3. Teacher Evaluation: The student's classroom performance information is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a).
 5. The IEP team will determine if the student has demonstrated an appropriate academic performance level based on their abilities compared to English-proficient students with similar disabilities.
4. Parent Opinion and Consultation: Parent(s) or guardians are contacted and give input into whether the student is ready to be reclassified.
5. Comparison of Performance in Basic Skills: CAA ELA Score Level 3, or equivalent score on the iReady assessment
 - b. the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the CAA for ELA or a locally determined assessment) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). If the IEP team selects any locally determined assessment, it must have technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team already uses to inform initial or triennial evaluations of eligibility. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.

Monitoring of Reclassified Students

Once a student is moved to RFEP status, an RFEP date is assigned, and the student is monitored for four years from the RFEP date. Monitoring will include reviews a minimum of two times throughout the school year using the RFEP Monitoring form. If the student is struggling, additional academic support will be provided based on an individual assessment of the student's needs.

RESPONSIBILITY: The Director of Student Achievement, overseeing and in conjunction with the ELD Program Coordinator, is responsible for identifying students who may be reclassified based on ELPAC scores and for applying and documenting the remainder of the criteria and for oversight of the proper application of the

reclassification policy to reclassification of EL students. The State Testing Coordinator is responsible for the identification of students who need to take the ELPAC and for the ELPAC administration and scoring. The Director of Business Services, overseeing and in conjunction with the staff member responsible for State Reporting, is responsible for gathering and reporting information to the state and to the Board of Directors regarding students who have been reclassified and for collecting any audit documentation or procedures that involve EL or RFEP students. The teaching staff assigned to each EL or RFEP student is responsible for the instruction of EL students, assistance with monitoring of RFEP students, and providing input into reclassification decisions.

RFEP Monitoring Form

Student Name: _____

Grade: _____ SSID: _____

RFEP Date: _____ Monitoring Year: _____

EL Monitoring Teacher: _____

Semester 1

Date	
Gradebook: Document Academic Achievement	
Was academic performance satisfactory? Yes/ No	
Alarm Status	
Any previous PM meetings? (Provide IA #)	
ELA Teacher Input	
Meeting Notes	
Academic Support (Document the specific Academic Need)	
Action Plan (Set goals/ Interventions)	

Appendix 3: Youth Suicide Prevention Policy

California Connections Academy Schools

Youth Suicide Prevention Policy

Approved by the Boards of Directors on August 22, 2017

And Updated February 2020

Update approved by the Board of Directors of California Online Public Schools

Last reviewed May 2022

BACKGROUND and INTENTION:

The Governing Board of California Connections Academy Schools (governed by California Online Public Schools) recognizes that suicide is one of the leading causes of death among youth and that an even greater amount of youth consider and attempt suicide. In addition, the educational environment provided in our virtual school setting may attract students who have been bullied or otherwise previously victimized and who may therefore be more vulnerable.

California Education Code (EC) Section 215 mandates that the Governing Board adopts a policy on pupil suicide prevention, intervention, and postvention for students in kindergarten through grade 12. The policy must specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response when responding to suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing educational environment to attempt to minimize suicidal ideation in students.

Recognizing that it is the duty of our schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. This policy is part of a comprehensive support system provided by our schools to enhance the emotional and behavioral wellness of our students.

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

Designation of Responsibility

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director hereby designates the Director of Counseling Services for California Connections Academy Schools to have primary responsibility for the development of strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal

thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are able to recognize the risk factors and warning signs of suicide.

The Director of Counseling Services shall involve school-employed credentialed counselors, administrators, other school staff members, Connections Education staff, as well as other stakeholders and experts when possible, such as other mental health professionals, health care professionals and community organizations in the planning, implementing, and evaluating of the strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Executive Director or designee will ensure that the policies and procedures are reviewed periodically, but at least every five years, and revised as needed. The Director of Counseling Services will be responsible for development and implementation of training for all appropriate school staff.

The Director of Counseling Services or designee will be the primary suicide prevention liaison for California Connections Academy Schools.

Additional comprehensive resources for staff, students, and family members can be found on the Youth Suicide Prevention webpage of the California Department of Education:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

Overall Strategic Plan for Suicide Prevention

The Director of Counseling Services shall develop and implement preventive strategies and intervention procedures as follows:

1. Which specifically address the needs of high risk groups of students, including, but not limited to:
 - Youth bereaved or otherwise affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance use disorders.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth who have suffered traumatic experiences.
 - Youth who have been bullied or harassed.
2. Which cover:
 - Suicide Prevention
 - Suicide Intervention, Assessment and Referral
 - Suicide Response Action Plans for suicide or suicide attempts by students or staff members
 - Responding After a Suicide Death (Postvention)
3. Which include training for all appropriate employees.
4. Which include information, resources and roles for students, parents and family members/friends and which includes students and families to the greatest extent possible in the development and implementation of the policies and procedures. Information about the

suicide prevention program and policies will be included in the School Specific Handbook Supplement.

5. Which will demonstrate support for the creation and implementation of programs and/or activities within the school environment that raise awareness about mental wellness and suicide prevention.
6. Which will examine ways to incorporate developmentally appropriate and student- focused suicide prevention education into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Suicide Prevention and Intervention Training and Education

California Connections Academy carefully reviews available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Connections Academy has critically reviewed and will continue to review all materials and resources used in awareness and training efforts to ensure they align with best practices for safe messaging about suicide.

Training shall be provided for all school staff members unless the Director of Counseling determines that a staff member does not have any significant interaction with students.

Training will take place at least annually, and all staff will receive training on the risk factors and warning signs of suicide, suicide prevention, intervention and referral procedures, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed credentialed counselors who have received advanced training (as determined by the school) specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Additional professional development in suicide risk assessment and crisis intervention will be provided to mental health professionals (e.g., school counselors or psychologists) employed by California Connections Academy Schools/California Online Public Schools.

Materials provided for training shall include how to identify appropriate mental health resources, both within the school and within the larger community, and when and how to refer youth and their families to those services.

The training will include access to a list of resources for staff and families, including where additional programs that allow further self-training can be accessed.

The training also will include additional information regarding groups of students regarded to be at elevated risk for suicide, such as the groups listed above.

Employee Qualifications and Scope of Services

Employees of California Connections Academy Schools/California Online Public Schools and of any contracted entity working with California Connections Academy students must act only within the authorization and scope of their credential or license. While it is expected that school professionals are

able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, ongoing treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention, Assessment, Referral

The Director of Counseling Services or designee will be the primary suicide prevention liaison for California Connections Academy Schools.

All staff members will be informed about the notification process in case of a suicide crisis. A referral process should be disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Determination of notification to parents/guardians/caregivers should follow an assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

All attempts will be made to make sure that students experiencing suicidal ideation are not left unsupervised.

The Director of Counseling Services, in coordination with the Executive Leadership Team, have established crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult at a school office or at a school-sponsored activity.

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

If parents/guardians/caregivers, after notification by the school, refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the Director of Counseling (or other appropriate designated school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

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

Responding After a Completed Suicide (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Director of Counseling Services for California Connections Academy Schools shall ensure that the schools have an action plan for responding to a suicide death as part of a general crisis

response plan. One component would be the use of the Employee Assistance Plan already in place. The Suicide Death Response Action Plan (or Suicide Postvention Response Plan) should incorporate both immediate and long-term steps and objectives.

Areas to be addressed in the Suicide Postvention Response Plan are:

- Identify designated staff members and their roles
- Sharing of resources
- Identify students significantly affected by suicide death as well as students at risk of imitative behavior
- Notification of staff and families if appropriate
- Determination of what information can be disclosed and to whom
- Response to memorial requests, which should be handled in a thoughtful way with consideration of their impact on other students
- Consideration of media coverage if needed, including identifying a media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media and/or school based messaging outlets as needed:
- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses such as important dates, long term support for family members, close friends, teachers, and/or students of deceased, and long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Appendix 4: Suspension, Expulsion and Involuntary Removal Policy

California Connections Academy / California Online Public Schools Suspension, Expulsion and Involuntary Removal Policies

Updated 9.22.2023

The school's discipline, suspension, expulsion, and involuntary removal policies are in accordance with students' rights and with applicable law. As a charter school, the delineated suspension and expulsion offenses contained in California Education Code Section 48900 *et seq.* are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

Board Policies

CalOPS follows formal due process procedures to deal with the discipline of students. Students are guaranteed due process of law. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. Discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. CalOPS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom CalOPS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by CalOPS for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, CalOPS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until CalOPS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

- 1) Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the

- performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
 - q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
 - r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (ii) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (ii) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (ii) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 3. An act of cyber sexual bullying.
 - a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (ii). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a

minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs (ii) and (iii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2) Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3) Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of

materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 3. Causing a reasonable student to experience substantial interference with their academic performance.
 4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 3. An act of cyber sexual bullying.
 - a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to

school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 4) Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

CalOPS will use the following definitions:

- c. The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- d. The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- e. The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or CalOPS employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or CalOPS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If CalOPS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when CalOPS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CalOPS Board of Directors following a hearing before it or by the CalOPS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the CalOPS School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the CalOPS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CalOPS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CalOPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by CalOPS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- b. CalOPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- d. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- e. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- g. If one or both of the support persons is also a witness, CalOPS must present evidence that the witness' presence is both desired by the witness and will be helpful to CalOPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

B. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

C. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the

evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

D. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

E. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

F. Disciplinary Records

CalOPS shall maintain records of all student suspensions and expulsions at CalOPS. Such records shall be made available to the chartering authority upon request.

G. No Right to Appeal

The student shall have no right of appeal from expulsion from CalOPS as the CalOPS Board of Directors' decision to expel shall be final.

H. Expelled Students/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CalOPS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

I. Rehabilitation Plans

Students who are expelled from CalOPS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to CalOPS for readmission.

J. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon CalOPS's capacity at the time the student seeks readmission or admission to CalOPS.

F. Notice to Teachers

CalOPS shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

G. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the CalOPS's Board policy on independent study, after missing the number of assignments indicated on the Master Agreement, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, CalOPS may involuntarily remove the student after CalOPS follows the requirements of the Missed Assignment Policy or similar and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

H. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

- a. CalOPS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that CalOPS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

- b. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP

would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

- c. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CalOPS, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and
- d. any relevant information provided by the parent/guardian to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CalOPS, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CalOPS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- iii. Return the child to the placement from which the child was removed, unless the parent/guardian and CalOPS agree to a change of placement as part of the modification of the behavioral intervention plan.

If the CalOPS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CalOPS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CalOPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or CalOPS the student shall remain in the interim alternative

educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CalOPS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if CalOPS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or CalOPS may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CalOPS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the CalOPS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CalOPS had knowledge that the student was disabled before the behavior occurred.

CalOPS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CalOPS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CalOPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CalOPS supervisory personnel.

If CalOPS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CalOPS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CalOPS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by CalOPS pending the results of the evaluation.

CalOPS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix 5: Homeless Policy

California Connections Academy Schools

Homeless Education, Title X: McKinney-Vento Policy

Approved by Board of Directors on April 28, 2020

As updated on August 24, 2021

Updated on May 24, 2022

The Board of Directors recognizes the right of all students, including those who are homeless, to receive a free appropriate public education and to be given meaningful opportunities to succeed in schools. The network of California Connections Academy Schools (“The School”) will ensure that homeless children and youth are free from discrimination, segregation, harassment, and being stigmatized.

Information regarding this policy, including the educational rights of homeless children and youth, will be available to all students upon enrollment in the Education Management System and at any school office location and on the school website in the Public Notices section. The homeless liaison for purposes of publication and state reporting is Frances Sassin, Director of Business Services.

Definitions

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If a child or youth’s living situation does not clearly fall into the situations described above, the school should refer to the McKinney-Vento definition of “fixed, regular and adequate nighttime residence” and consider the relative permanence of the living arrangements. Determinations of homelessness should be made on a case-by-case basis. Note that incarcerated children and youth and children and youth in foster care are *not* considered homeless.

Unaccompanied Youth means a youth not in the physical custody of a parent or guardian, who lack a fixed, regular, and adequate nighttime residence as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

School of Origin means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local Liaison is the staff person(s) designated by our School organization as the person(s) responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act and other duties as appropriate. CalCA has a Homeless Support Committee wherein staff members work together on the implementation of applicable laws and policies. Different members of this Committee serve as the designated homeless liaison for different purposes, for example, for different grade levels.

Identification

Homeless children and youth will be identified. Data will be collected on the number of enrolled students identified as homeless children; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each homeless child and youth has the right to remain at their school of origin or to attend any school that houses students who live in the attendance area or area of eligibility in which the child or youth is actually living. As a charter school, the School is a school of choice and eligibility of students to attend depends on student age and the county in which the student resides or has permanent residency. Therefore, in selecting a school, homeless children and youth will remain at their school of choice to the extent feasible, unless that is against the parent's or youth's wishes. Eligibility for homeless students enrolling for the first time in the school will be based on the location of the student at the time of enrollment. At the time of first enrollment, the student must be residing in a county served by one of the California Connections Academy schools. Once enrolled, students may remain at their school of choice the entire time they are in transition and until the end of any academic year in which they become permanently housed. This also applies if a child or youth loses their housing during the summer, in which case eligibility and continued enrollment is based on the location that was last documented for the student when they were deemed eligible to enroll. Homeless students who become permanently housed during the school year or during the summer before a school year starts will only be able to attend a California Connections Academy School at the start of that following school year if the location of the permanent housing is in a county served by one of the schools. Services that are required to be provided, including services under federal and other programs, will not be considered in determining feasibility. Because continued eligibility for homeless students is determined in accordance with federal law, the school will claim state pupil funding for any homeless student who decides to remain enrolled even if they are not residing in a county served by one of the California Connections Academy schools, but as long as they are still residing in the state of California. Continuing enrollment for homeless students is subject to state requirements regarding residence in the state of California.

Enrollment

The school shall immediately enroll the eligible homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, or other documentation. Enrollment is subject to school and grade level capacity limits. The

Master Agreement is required by California law and will be collected as part of the application process. School staff will expedite collection of the Master Agreement so that it does not delay enrollment.

Transportation

Homeless children and youth will be provided with transportation services as the need arises and on a case-by-case basis if extraordinary barriers or circumstances exist that would otherwise impair the student's successful participation in academically required or meaningful opportunities.

Services

Students experiencing homelessness must be provided with services that are comparable to services offered to other students not experiencing homelessness. These services include educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services. Homeless students will not be subject to separation or stigmatization in any aspect of their educational program.

Training

The Homeless Support Committee will designate the local liaison(s) who will participate in, and share information with staff, regarding McKinney-Vento Title X requirements and sensitivity/awareness regarding homeless issues.

Coordination

The Homeless Support Committee will designate the local liaison(s) who will be appointed as the school's primary contact between homeless families, school personnel, and other service providers. The designated liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically. The designated liaison(s) shall also collaborate and coordinate as needed with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

Disputes

If there is a dispute regarding any issue covered in this policy, the student will have the rights of a homeless child or youth to all appropriate educational services, transportation, and Title I, Part A services while the dispute is pending. The school will provide the parent or unaccompanied youth with a written explanation of its decision regarding any dispute, and the right to appeal, and will refer the parent or unaccompanied youth to the appropriate designee of the Homeless Support Committee immediately.

Such notice will be in language the parent or unaccompanied youth can understand, and include a summary of the dispute resolution process. Detailed dispute resolution procedures are included in the school's Homeless Education Procedures. Complaints about how the school is generally complying with or adhering to the legal requirements for homeless students are handled through the Uniform Complaint Procedures, found on the school website.

LEGAL REFERENCE:

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sections 11431-11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. Sections 6311- 6315

- The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400 et. seq.
- Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Sections 1751 et. seq.
- June 5, 1992 Policy and Administration for Children and Families of the U.S. Department of Health and Human Services.

ADOPTED as REVISED by the Board of Directors on: May24, 2022

Appendix 6: Education of Foster and Mobile Youth Policy

Introduction

The Governing Board of California Connections Academy Schools/California Online Public Schools (“Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

- “Foster youth” means any of the following:
 1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.²
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “Former juvenile court school student” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- “Child of a military family” refers to a student who resides in the household of an active duty military member.
- “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to

² The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

secure temporary or seasonal employment in an agricultural or fishing activity.

- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Shannon Doss, School Social Worker
sdoss@californiaops.org
909-347-0058

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall

provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

- 5) When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
- 6) As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- 7) As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
- 8) Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to the Executive Leadership Team, Principals, Assistant Principals, and attendance team of the requirements for the proper enrollment, placement, and transfer of foster youth.
- 9) Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
- 10) Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory

child, or child of a military family seeking re enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program (“IEP”), the student’s IEP team will determine if the student requires special education transportation as a related service regardless of the student’s status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student’s placement, in which case the student’s grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school³, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil’s seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student’s ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is

³ For purposes of coursework completed by a student who is a child of a military family, “public school” includes schools operated by the United States Department of Defense.

issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Superintendent or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while they are enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is **reasonably able to complete the Charter School's additional graduation requirements** within the student's fifth year of high school, the Superintendent or designee shall:

1. Consult with the student and the student's ERH about the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide

coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
 - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades,

immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and is posted on the schools website.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Appendix 7: Title IX – The Final Rule

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the *Final Rule*. The Title IX sexual harassment protections apply to Connections Academy schools that do or may receive Federal financial assistance.

Under the *Final Rule*, California Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The *Final Rule* establishes an emphasis on restoring a student's access to the California Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the *Final Rule* places the burden of proof on the school and requires a strict adherence to due process measures.

Definitions

Actual Knowledge

Actual knowledge occurs upon receipt of notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures. Under state law, school employees are mandatory reporters. In the K-12 environment any employee may receive notice of sexual harassment.

This standard is not met when the only person with actual knowledge is the respondent. Additionally, the ability or obligation to report sexual harassment or to inform a student how to make a report of sexual harassment or having training on how to report sexual harassment does not qualify an individual to have the authority to institute corrective measures on behalf of the school.

Complainant

An individual who has alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by California Connections Academy.

Respondent

An individual who has been reported to be the perpetrator of conduct that may constitute sexual harassment.

Sexual Harassment

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of California Connections Academy conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to a California Connections Academy education program or sanctioned activity.
- Sexual assault as defined by 20 USC 1092(f)(6)(A)(v), dating violence, domestic violence, and stalking as defined by 34 USC 12291(a)(10), (8), (30).

Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, free of charge to the complainant or the respondent before or after the filing of a formal complaint, as well as, instances where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to California Connections Academy education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment.

Supportive measures may include:

- Counseling
- Deadline extensions or other course related adjustments, including changes to class schedule
- Modification of class schedules
- Restricted contact between parties
- Supportive measures provided to the complainant and/or respondent will remain confidential to the extent that confidentiality would not impair the ability of the school to provide such measures.
- Effective implementation of supportive measures is the responsibility of the Title IX Coordinator.

Title IX Coordinator

The employee designated by California Connections Academy to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours through the Uniform Complaint Procedures.

Formal Complaint

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the Uniform Complaint Procedures:

Initial Response

The school must treat complainants and respondents equitably by offering supportive measures to a complainant and respondent. The grievance process outlined below is followed prior to imposing disciplinary sanctions or other actions outside supportive measures against a respondent.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes with respect to the use of such supportive measures, inform the complainant of the availability of supportive measures regardless of filing a formal complaint, and explain the process for filing a complaint.

Anyone may report instances of sexual harassment or potential violations to the Title IX Coordinator; reports may be anonymous. However, formal complaints of sexual harassment can only be filed by the complainant or the Title IX Coordinator.

In instances where the respondent faces allegations of sexual harassment and is determined to be an immediate threat to the physical health or safety of a student or other individual, they may be removed upon completion of an individualized safety and risk assessment. If a student is removed under emergency conditions, instant notice will be provided, and the student will be afforded the opportunity to respond to the emergency removal.

An employee respondent may be placed on administrative leave during the grievance process.

Required Grievance Procedures

California Connections Academy is required to follow the grievance process defined by *the Final Rule* before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

All parties will be treated equitably through the remediation process. Remedies under *the Final Rule* are designed to restore or preserve equal access to California Connections Academy's education program and sanctioned events and activities.

An objective and thorough investigation and evaluation of the relevant evidence will be reviewed. This includes both evidence that can establish guilt (inculpatory) and evidence that can exonerate guilt (exculpatory).

Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:

- the definition of sexual harassment;
- the scope of California Connections Academy's education program or sanctioned events/activities;
- the process for investigation and grievance process including, hearings, appeals, and informal resolution processes;
- how to serve impartially, including by avoiding prejudgment of the facts at hand, conflicts of interest, and bias;
- any person identified as a decision maker must complete training on any technology used during any part of the grievance process, on issues of relevance of questions and evidence (including instances when questions and evidence arise that are not relevant regarding the complainant's sexual predisposition or previous sexual behaviors);
- any person identified as an investigator must complete training on issues of relevance to properly compose a report that summarizes the relevant evidence;
- all training materials must not rely on sex stereotypes and must promote objective investigations and final disciplinary decisions (adjudications) of formal complaints of sexual harassment.
- A presumption the respondent is not responsible for the alleged conduct until the conclusion of the grievance process.
- A reasonably prompt time frame for conclusion to the grievance process, filing and resolving appeals and informal resolutions processes, if offered. A temporary delay or the limited extension of time frames for good cause may be granted. In such instances, written notice outlining the reason for the delay shall be sent to all parties. Examples of good cause are the absence of a party, a party's

advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or to provide an accommodation of disabilities.

- There will be a range of disciplinary sanctions and remedies that may be issued in the event responsibility of the respondent is determined.
- The standard of evidence used may be the preponderance of evidence standard **or** the clear and convincing standard. The chosen standard must be used throughout the complaint process.
- Include the procedures and permissible bases for the complainant and respondent to appeal.
- List the range of supportive measures available to complainants and respondents.
- Disallow the use of questions or evidence that seek disclosure of information protected under a legally recognized privilege, unless waived by the party holding such privilege.

Notice

If a formal complaint is made, written notice will be provided to all known parties. Included within the notice are the grievance process and the informal resolution process. Any details known at the time of report of sexual harassment may include the identities of the parties involved (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident (if known). The notice will include a statement acknowledging the respondent is presumed not responsible until the conclusion of the grievance process. The parties may have an advisor who may inspect and review evidence. Such an advisor may be an attorney, though the presence of an attorney is not required. All parties will be afforded enough time to prepare. Finally, the notice will include that knowingly making false statements is against the student and employee code of conduct.

If, during an investigation, California Connections Academy decides to investigate allegations not included in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

Dismissal

Under some circumstances, California Connections Academy must dismiss a formal complaint of sexual harassment.

If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed. However, the school may pursue action under the Section 9.2 Bullying and Prohibited Behavior.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations
- the respondent is no longer enrolled, registered, or employed by California Connections Academy, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.

If conditions exist that require the school to dismiss the complaint, prompt written notice indicating a dismissal including any reason(s) must be sent to all parties.

Consolidation of Formal Complaints

Consolidation of formal complaints to allegations of sexual harassment may occur under the following conditions due to the same facts or circumstances:

- against more than one respondent
- by more than one complainant against one or more respondents
- by one party against the other party

Investigation

Under *the Final Rule*, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to Connections Academy. Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist, or other professional treatment records.

An equal opportunity to present witnesses and evidence will be provided to all parties. The ability of either party to discuss the allegations investigated or gathered and present evidence may not be restricted.

All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, California Connections Academy may limit or restrict their participation.

Written notice of the date, time, location, participants and purpose of all hearings, investigations, or any related meetings will be provided to all parties. Such notice shall permit enough preparation time for all parties.

Equal opportunity to inspect and review all evidence regardless of intent to rely upon said evidence in reaching the final determination will be provided to all parties. Prior to the investigative report, an itemized evidence list subject to review will be sent to all parties, including advisors/attorneys if applicable, in electronic format or hard copy. The parties will have ten (10) days to submit a written response. The response will be considered by the investigator prior to completing the investigative report. All evidence subject to inspection and review will be available at any hearing for reference and purposes of cross-examination.

Finally, an investigative report will be prepared to summarize the relevant evidence and sent in an electronic format or hard copy to all parties and their advisors/attorneys, if applicable. The report shall be sent to the relevant parties at least ten (10) days prior to a hearing to permit review and the opportunity to provide a written response.

Hearings

The Final Rule does not require hearings in the K-12 environment.

The designated decision maker shall provide each party the opportunity to submit relevant written questions to any party or witness, permit time for parties to respond, and subsequently allow for limited follow-up questions.

It is an important distinction that questions and evidence relating to the complainant's sexual predisposition or prior sexual history are not considered relevant to the final determination.

The exceptions to this rule are if the pertinent information proves that someone other than the respondent committed the alleged sexual harassment, or if the evidence offered relates to specific incidents and prove consent between the complainant and respondent.

Determination

- The decision maker may not be an investigator or the Title IX Coordinator.
- The decision maker will issue a written determination with respect to responsibility. Under *the Final Rule*, the determination must include:
 - A description of the allegation that meets the definition of sexual harassment
 - A full description of the procedural steps from receipt of the complaint through final determination (notices, interviews, site visits, evidence gathering methods, and hearings)
 - Findings of fact supporting the final determination
 - Conclusions as to the application of the school's code of conduct and the known facts
 - A statement and rationale for:
 - » Each allegation and determination of responsibility
 - » Disciplinary sanctions imposed on the respondent, if any
 - » If remedies designed to restore or preserve equal access to Connections Academy's education program and/or sanctioned activities will be provided by the school to the complainant; any such remedies will be implemented by the Title IX Coordinator
- The school's allowable reasons and procedures for appeal (see Appeals section below)
- The school shall issue written determination to all parties at the same time. The determination will be considered final when the time for filing a timely appeal has passed. If the allegations are appealed, the decision is considered final upon receipt of the final written determination.

Appeals

Both the complainant and respondent have the option to appeal under the following circumstances:

- A procedural irregularity
- New evidence that could affect the outcome – not available prior to dismissal or determination
- Conflicts of interest or bias by the Title IX Coordinator, investigator(s), and/or decision maker(s)

The school may provide additional equitable circumstances as situations warrant. If a party wishes to appeal the determination, written notice will be provided to the other party that an appeal has been filed and provide procedures that apply to both parties. A new decision maker(s) will be appointed on appeal and such person will not have participated in the complaint prior to appeal, including investigators or the Title IX Coordinator.

Both parties will be permitted and equal opportunity to submit written statements supporting or opposing the outcome. A written decision will be provided to both parties at the same time and will indicate the result of the appeal and the rationale for the final determination.

Informal Resolution

Informal resolutions may be offered once a formal complaint is filed.

Parties are not required to participate in an informal resolution however, the school may offer this option instead of a full investigation and determination. The school will disclose information about the informal resolution process, including the right to withdraw from the informal resolution process prior to an agreed

resolution. Once a party withdraws from the informal resolution process, the grievance process of the formal complaint will resume.

If both parties wish to proceed with an informal resolution, a voluntary written consent must be obtained waiving the right to an investigation and adjudication of a formal complaint. A common example of informal resolution is mediation.

The informal resolution process may not be used in instances where the school's employee is the respondent of alleged sexual harassment against a student.

Recordkeeping

The school shall maintain a complete record for seven (7) years relating to:

- All investigations, determinations regarding responsibility, disciplinary sanctions (respondent), and remedies (complainant); including audio/audiovisual recordings and/or transcripts
- Appeals and their result,
- Any informal resolutions and their result,
- Training materials used (posted publicly on the school's website), and
- Any actions, including supportive measures, in response to a formal complaint of sexual harassment.

The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to California Connections Academy's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

Retaliation

Retaliation is prohibited. Prohibited behavior includes intimidating, threatening, coercing, or discriminating against anyone for the purpose of interfering with the rights protected by *the Final Rule*.

Specifically, retaliation because an individual made a report or complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing. Retaliation against a student for code of conduct violations that arise from the same facts and circumstances as a report or complaint of sexual discrimination/harassment is also prohibited.

Speech protected by the First Amendment does not constitute retaliation.

The identity of parties and witnesses shall remain confidential except as permitted by FERPA.

Any party that makes a false statement in bad faith may be charged with a code of conduct violation.

Appendix 8: Parent Legal Guardian Acknowledgement

The DataView of the Parent Legal Guardian Acknowledgement from the Education Management System will be included once finalized for the upcoming school year.