

CHULA VISTA LEARNING COMMUNITY CHARTER SCHOOL

**A Charter School Renewal Proposal
Presented to
The Governing Board of the
Chula Vista Elementary School District
July 1, 2017 through June 30, 2022**

Prepared in compliance with the terms, conditions and requirements of
S.B. 1448 - The Charter School Act.

Submitted by Chula Vista Learning Community Charter School and Chula Vista
Elementary School District in cooperation with the parents, teachers, staff, community
leaders and other concerned citizens of Chula Vista, California.

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Vision, Mission and Instructional Focus

Vision:

We believe in the full potential of each and every individual to act with integrity and to create their own knowledge.

Mission:

At the Chula Vista Learning Community Charter School, students are respected as intellectuals as they develop their individual and authentic self. Our robust academic program is focused on expanding language, developing core ethics, and building knowledge across content areas.

Instructional Focus:

By increasing the quality and quantity of our students' reading, writing, and problem-solving across all content areas, our students will be able to clarify their thinking, process their ideas, and precisely communicate their understanding effectively both verbally and in writing.

The Chula Vista Learning Community Charter School is a non-sectarian school and does not discriminate against any pupil or employee on the basis of race, national origin, ethnic group identification, creed, color, sex, gender, mental or physical disability, gender identity, gender expression, sexual orientation, gender dysphoria and gender transition.

In the event of an expulsion of a student or if a student leaves the Chula Vista Learning Community Charter School without graduating or completing the school year for any reason, a notification of the student's last known address, a copy of the cumulative record of the pupil, a report card, and health information will be sent to Chula Vista Elementary School District.

The Chula Vista Learning Community Charter School will admit all pupils who wish to attend. However, if the number of pupils who wish to attend exceeds capacity, then admittance, except for current pupils, shall be determined by a lottery process. The Chula Vista Learning Community Charter School will not charge tuition.

ELEMENT ONE

Educational Program

The Chula Vista Learning Community Charter School prides itself on the pillars of dual language immersion, global perspectives, social justice and community engagement.

Dual Language Immersion

The Chula Vista Learning Community Charter School is a 50/50 model connecting theory into practice by developing multi-literacy and multiculturalism. Language is an asset rather than a deficit and all stakeholders are language learners.

Global Perspectives

The Chula Vista Learning Community Charter School provides learning opportunities to understand complex, social topics to support the intellectual, personal development of all students. It challenges learners to explore cultural perspectives to empathize with others. By promoting knowledge of human geography and having students challenge the status quo, they can critically assess the validity of commonly held assumptions about others. By producing committed global citizens, learners understand how events around the world are interconnected to allow for problem solving that transcends borders.

Social Justice

The Chula Vista Learning Community Charter School highlights social justice through classroom pedagogy and curriculum. Students explore current events, critical race theory, diversity and participate in community service. Active learning comprises of self-reflection, knowledge acquisition, action with consciousness and personal transformation. Students develop their own understanding of the relation between individual and society.

Community Engagement

The Chula Vista Learning Community Charter School differentiates between engagement and participation. Community members are engaged in the learning process with the purpose of supporting the academic and social emotional needs of all learners. Stakeholders are included in the processes to establish ethical responsibilities and are invested in the educational organization from the school to the home, community and world.

The school is committed to providing an innovative, supportive and safe environment for students, parents and community members. The school encompasses a transitional kindergarten through twelfth grade educational experience that challenges paradigms. Students create and articulate their knowledge in order to thrive in the global community, and creatively and critically transform their world.

Chula Vista Learning Community Charter School develops rigorous curriculum and assessments. High academic standards are implemented through action-oriented curriculum and instruction to engage learners in critical pedagogy.

Curriculum is research-based, culturally inclusive, relevant and student-centered to develop each child's full potential, while recognizing their authentic self. Our high expectations result in confident global citizens who are becoming:

- Multi-literate,
- Reflective and inquisitive,
- Collaborative and independent critical thinkers,
- Passionate constructors of their own knowledge, and
- Creators of their community.

The Chula Vista Learning Community Charter School expanded the charter petition from servicing a Pre Kindergarten through grade 6 to a Transitional Kindergarten through 12th grade. The educational program includes an integrated curriculum incorporating differentiated learning/teaching styles and is assessed regularly. High academic standards are utilized when implementing action-oriented curriculum and instruction. Curriculum is research-based and student-focused to develop individual perspective.

All programs provide a challenging academic process, which develops metacognitive skills and engages students in the habits of inquiry to compete in a global society. Students embrace ethical and social values by its commitment to service with compassion, in order to provide opportunities to develop and strengthen global competence and ethical leadership, foster peace and work for justice. Learning applications occur through real work settings, service learning assignments, project-based activities, and portfolio/authentic presentations. Expectations results in multi-literate, self-reliant, confident learners, and university bound adults. Students will be prepared to actively participate in a multicultural and global world community.

Framework for Instructional Design

Chula Vista Learning Community Charter School predominantly serves a large Latino population where 44% are classified as Emergent Bilinguals. The ethnic distribution of students is classified as 94% Latino, 4% White and 1% Asian, Filipino and African-American. Of the 1,434 Transitional Kindergarten through 12th grade students enrolled, 63% of students qualify for free and reduced lunch Chula Vista Learning Community Charter School mobility rate is currently at 6%.

Chula Vista Learning Community Charter School's instructional design is based on the most current data on a yearly basis. Initiatives below were developed and adjusted from an analysis of schoolwide data:

- Curriculum Development and Professional Learning,
- Understanding by Design Framework
- Curriculum Institutes & Professional Learning Communities
- Formative, Summative and Standardized Assessments
- Formalized Plan connecting to Curriculum, Instruction, Assessment and School Culture (Instructional Rounds)

Chula Vista Learning Community Charter School faculty and stakeholders developed a set of expected schoolwide learner outcomes aligned to the mission and vision. The learner outcomes have shifted due to data collected, meetings held with parents and students and participants being exposed to higher educational methodologies connected to theory, practice, and measurability of student performance.

Goals were developed to align the Student Learner Outcomes within the schoolwide action plan

- Students will clarify their thinking and process their ideas.
- Students will be able to effectively communicate their understanding both orally and in writing.
- Students will increase their quality and quantity of reading, writing and problem solving across all content areas.
- Students will create knowledge to better understand their impact in their world.

Student Centered Academic Focus

Chula Vista Learning Community Charter School employs a wide variety of support staff who provide student support services to students, families, and staff. Student support services are data and interest driven and focus on all aspects of student achievement within the educational setting.

Chula Vista Learning Community Charter School classrooms consist of a wide variety of demands and provides resources to embrace students in need of academic and emotional support. These resources include a team of outreach consultants, academic advisors, psychologists, nurses and resource teachers who have been trained to establish positive and rewarding relationships with students. Proactive strategies to create a culture of unity are used to promote the core values established at Chula Vista Learning Community Charter School. Team members meet with student intervention groups regularly and focus on self-awareness, understanding emotions, managing emotions, empathy and handling relationships. Low level disciplinary situations are dealt with by the guidance staff who utilize dialogue and restorative practices. Consequences vary and focus on restoring positive relationships and school climate. High level disciplinary situations are dealt with by the administrator who considers various factors to restore and prioritize a safe school environment and positive school culture and climate. Parents are given resources such as videos, handouts, references to community agencies and workshops are held to build the connection with families.

Academic expectations are a priority at Chula Vista Learning Community Charter School. If a child is not meeting grade level expectations and/ or state benchmarks, students are placed on an academic contract to support learning needs in the classroom and at home. A child's success also depends on a strong parent commitment. Teachers work with parents in the development of an educational learning plan for the student and create short and long term goals in the plan. Monitoring and implementation of the plan is completed throughout the academic school year by the teacher. It is both the teacher and the parents' responsibility to continue the communication with the teacher to follow the student's progress.

Classrooms in TK-6 have additional support for English Language Arts, Spanish Language Arts and Mathematics. Professional assistants work with target students to support the educational learning plan. Other online reading and mathematics supports are provided through technology software.

The school has a variety of After School Programs at each site. After School Programs are based on critical learner needs and interests from students and parents. Academic classes are offered at all levels for targeted students. Sports programs run all year at

all three sites. Alumni students initiated Robotics/ Tinker Labs to promote the sciences and engineering to TK-8 students. Clubs at middle and high school are student-interest driven.

The Road to Biliteracy

Chula Vista Learning Community Charter School's most unique aspect is its dual language program. The purpose of the 50/50 model at Chula Vista Learning Community Charter School is designed to eliminate the achievement gap that adversely affects target populations. By learning two languages simultaneously, all students at Chula Vista Learning Community Charter School are referred to as Emergent Bilinguals, rather than identifying them as English Language Learners or Spanish Language Learners. The program strategically utilizes research-based strategies to reach all students as a way to impact social and educational change. Teachers and support staff are trained to provide differentiation strategies in order to fully support and foster the road to biliteracy.

Individualized Education Support

Chula Vista Learning Community Charter School is supported by the Chula Vista Elementary School District, which is part of the South San Diego Special Education Local Plan Area (SELPA). Special Education faculty members identify and provide services to students who meet federal and state criteria as a student with a disability. The school and district is committed to the belief that each child is an individual of great worth and is entitled to develop to the fullest potential. Chula Vista Learning Community Charter School is committed to that philosophy. We believe all students should have the opportunity to learn in the least restrictive environment and have maximum interaction with peers. Parent involvement is essential at Chula Vista Learning Community Charter School. Parents are equal and contributing partners in all aspects of their child's education. Staff, along with parents, are committed to providing a caring community that empowers students to become active members of the school and community. Special Education has district supported programs which include: specialized academic instruction (SAI), counseling services, speech and language, and occupational therapy. These services are taught in a positive and supportive environment with respect and consideration for the individuals learning and communication style. Students receiving services qualify under the criteria set forth by both the federal and the California statutes.

The Special Education Department is managed by the Executive Director of Special Education in the Chula Vista Elementary School District. A support team for the school sites is composed of a lead school psychologist, counselor, speech therapist, school

nurse, two resource specialist teachers and one instructional aide. The team relies on the assistance of Special Education coordinators and other support services staff as needed in implementing Individual Educational Plans for students. The Chula Vista Elementary School District also provides trainings for staff in areas related to instruction, behavior, curriculum, and individual needs.

Students are referred for Special Education services primarily through a Student Study Team(SST) process. However, in compliance with current laws, parents may refer directly to the department any student suspected of having a disability that is impacting that student's learning.

Goals for Student Achievement

Chula Vista Learning Community Charter School has created annual goals in the Local Control Accountability Plan (LCAP) process aligned with the state priorities. These goals include:

- Providing high quality instruction and curriculum that promotes global perspectives and college and career readiness that targets the diverse learning styles of all students and closes the achievement gap between subgroups.
- Developing a program that engages and offers opportunities to develop 21st century skills providing a vast array of experiences to all students to prepare them for college and the workforce.
- Creating a welcoming learning culture where all ideas are valued and students, parents, staff and community are connected to build unity as an entire school.
- Establishing parent centers and parent liaisons that provide parents with trainings, information, networking and multiple resources to cultivate a spirit of community for the advancement of student success.
- Developing facilities where learning environments provide multiple services and accommodations, which brings together all stakeholders to a greater community that shares common aspirations and promotes critical thinking, creativity, collaboration and communication.

**Chula Vista Learning Community Charter School High School Four-Year
Academic Planning/ University of California Approved “A-G” courses**

History

World Geography & Global
Perspectives
AP World History
United States History
AP United States History
AP Government and Politics
United States

English Language Arts

English Seminar in Reading &
Composition
Honors English 10/ Literary
Analysis and Composition
Multicultural Literature
Literacy American Studies
Literacy American Literature
AP English Language and
Composition
AP English Literature and
Composition

Science

Biology
AP Biology
Chemistry
Physics
AP Physics
Astronomy

Mathematics

Math 1 Support
Algebra
Geometry
Integrated Math I
Integrated Math II
Integrated Math III
Pre-Calculus
Calculus
AP Calculus AB
AP Calculus AB
AP Statistics

World Language

French I
French II
Spanish II
Spanish III
Spanish IV
AP Spanish Language and Culture
AP Spanish Literature and Culture

Electives

Art and Activism
Intermediate Art
Digital Media
Drama 1
Drama 2
Music Production
Journalism
Psychology
World Business/ Financial Literacy

College Coursework

Chula Vista Learning Community Charter High School students are provided the opportunity to acquire units of college credit during their junior and senior years. Credits are earned while students enroll in courses of interest at local community colleges. Courses taken at the community college level may replace classes that meet the high school A-G requirements. Courses may also be considered electives taken in place of elective options offered at the high school. Some courses may be in session during the school day and student class schedules are designed to work around college courses; arrangements are made on a case-by-case basis. Courses are taken at no cost to the student. Transportation to community colleges is not provided.

The Path to College

Although the path to college begins at the elementary level, the coursework intensifies at the high school. All students are held to high standards through Honors and Advanced Placement coursework. The school's high school graduation requirements exceed the A-G requirements. In order to receive credit, students need to complete A-G courses with a "C" grade or better. Students at the high school take a minimum of six courses each semester in grades 9th-12th. To graduate, a student must earn a minimum of 48 semester credits (six per semester). Three members of the faculty offer a range of services to students and parents. The purpose of academic advising at the high school is to help students reach their educational and career goals.

The academic advisors meet with every student to ensure their courses are on track for college. Advisors hold quarterly meetings in the evening to inform parents on a variety of topics to support student progress towards college. As students enter their junior and senior years, parent and student meetings are scheduled to assist in essay writing, financial support and share requirements and registration deadlines for their child's respective colleges. Advisors also bring representatives from a variety of colleges and universities to speak to the all students. Advisors plan college/ university tours throughout the state of California.

Internship Program

The internship abroad is in correlation with university expectations for international studies. The goal is to encourage students to develop cultural literacy in an academic and social setting that is different from current practice.

Exchange Program

Students at Chula Vista Learning Community Charter High School will be offered opportunities to attend an internship abroad. Students are provided opportunities to acquire knowledge, skills, work habits, and character traits believed to be critically important to be successful in today's collegiate programs, contemporary careers and workplaces and the globalized world.

Senior Class Project

The Chula Vista Learning Community Charter High School Senior Class project gives students an opportunity to gain experience of a topic in relation to social justice, human rights, equality and improving the lives of others. The project is an interdisciplinary demonstration of mastery learning. Students are required to identify an individual problem in the world, conduct detailed research on the problem, develop a hypothesis about addressing the problem, test the hypothesis while being innovative and demonstrating entrepreneurial thinking, and present a portfolio of research and findings publicly and in writing to an assembly of invited teachers, parents, experts and community members.

ELEMENT TWO

Measurable Pupil Outcomes

Students at Chula Vista Learning Community Charter School will develop into intellectuals who are critically engaged, compassionate toward human issues, view the world with a critical lens and act by:

- embracing civic engagement through participation in Service Learning opportunities to make a positive impact in the world
- communicating effectively to express opinions and gain new information
- speaking, reading, and writing in two or more languages
- utilizing technology in every plausible educational venue
- accepting and questioning diverse perspectives
- reading as a lifelong tool to strengthen one's own critical literacy
- drawing on meta-cognitive strategies to strengthen literacy across all content areas
- employing inquiry for new learning and further questioning
- utilizing reasoning and logical thinking in activity-based exploration across all content areas
- writing effectively to articulate knowledge, express ideas, interests and values through evaluation of task, purpose and audience
- expressing understanding of knowledge and authentic self through visual and performing arts
- demonstrating proficiency of culture, history, human geography, conflict resolution, economics, and sociopolitical events and issues
- developing lifelong habits that foster physical and emotional well-being
- collaborating actively on social, contextual and educational experiences leading to deeper learning and understanding

Chula Vista Learning Community Charter School baseline goals are 80% proficient/advanced in all areas. The measureable student outcomes for all subgroups in the latest data reports demonstrate a need for improvement in the areas of language arts and mathematics.

Students will demonstrate academic and personal mastery of skills through the following summative and formative assessments:

California State Assessments:

- English and Spanish Language Proficiency Assessments
- (CAASPP) Assessment of Student Performance and Progress in English, Mathematics, History/ Social Science, Science and Spanish

National Assessments:

- Advanced Placement exams
- Scholastic Assessment Test and American College Testing
- Physical Fitness Test

School Site Assessments:

- individual reading assessments
- authentic assessments (writing prompts, benchmarks, teacher-created evaluations)
- end of unit exams
- performance tasks
- presentations of learning
- project exhibitions

Goals will be addressed through:

- Evaluation of Trainings, Program Review Process & Effectiveness of Inquiry Process for Student Learning Action Plan reviewed and modified to produce specific measurable goals using formative and summative student data.
- Data analysis has become a focus for all Chula Vista Learning Community Charter School teachers. Weekly planning, Professional Learning Communities and quarterly Institutes provide time for teachers to review and modify specific goals based on formative and summative data. Teachers are given three to four hours weekly to focus on student learning outcomes.
- Formalized and measurable connection to school culture.
- Creation and implementation of curriculum to address various academic, career, college and social opportunities.

ELEMENT THREE

Plan for Evaluating and Reporting Pupil Performance

Chula Vista Learning Community Charter School is accountable to its students and stakeholders first and foremost. An annual report is given to the chartering agency, the Chula Vista Elementary School District, to demonstrate progress in student achievement, school programs and community engagement.

In order to monitor student progress on an ongoing basis, Chula Vista Learning Community Charter School evaluates pupil performance through:

- Multiple assessment measures and longitudinal data (see Element Two)
- Systematic procedures to analyze data and use the information to guide instruction, increase student performance, and determine supplemental programs to ensure student advancement toward meeting standards at or above grade level
- Instructional conversations regarding classroom implications to improve student learning and deepening understanding
- Analysis of data at the beginning of each instructional unit to plan for the next module
- Modifications of scope and sequence of units based on student performance

Chula Vista Learning Community Charter School will comply with all district, state, national and international assessment requirements. A report of progress, based on student performance. A goal setting protocol involving faculty, students, and parents will be conducted throughout the year to measure growth and ensure students meet social and academic expectations in accordance to the Chula Vista Learning Community Charter School's instructional focus. Each classroom teacher is provided with tools and resources to assess learning, analyze results, develop improved teaching strategies, and shape instruction. Teachers are given an opportunity to collaborate with grade level/ department colleagues. Teacher accountability will include: Observations, release time, staff development, conferences, critical pedagogy practices, and action plans to improve student achievement.

Chula Vista Learning Community Charter School reports student progress data to parents/ guardians throughout the year. Data is analyzed with parents/ guardians during academic conferences, parent trainings and symposiums. LCAP meetings are

held in springtime to review academic goals for the entire school. New goals are created based on data and goals are revised for implementation for the upcoming year.

Final

ELEMENT FOUR

Governance and Operation

Chula Vista Learning Community Charter School shall be operationally independent of the Chula Vista Elementary School District. Chula Vista Learning Community Charter School will be operated by a governance structure involving all parties pertaining to the educational process of students.

Chula Vista Learning Community Charter Board members must have a vested interest in the organization and will govern the Chula Vista Learning Community Charter School.

The Chula Vista Learning Community Charter Board consists of seven voting members. The composition is two school staff representatives (one certificated and one classified), three parents, two community members, and one student representative. The Chula Vista Learning Community Charter School Executive Director will serve as ex-officio member of the Board, serve as secretary, coordinate meetings, and prepare board elections. The Chula Vista Learning Community Charter School Executive Director and student representative are not considered voting members of the board. This group will represent a cross-section of the school community. The Chula Vista Learning Community Charter Board parent and community members will be selected through nominations and voted by the Chula Vista Learning Community Charter School parents. The certificated and classified representatives will be elected by faculty members and the student representative will be selected by the student body.

The Chula Vista Learning Community Charter Board is elected by the community to sustain the mission and vision of the Chula Vista Learning Community Charter School. Elected board members of the Chula Vista Learning Community Charter School will participate in on-going trainings throughout their two-year term to uphold the mission and vision of the school.

Parent/Community Member Election Process:

- Announcement of vacancy shall be dispersed and available (i.e. website, newsletter, phone message, email, etc.) to all parent/ community members prior to the nomination process. The announcement will be posted 10 school days prior to nomination deadline
- A board member nominee registration form will be available with each site secretary to nominate a candidate, or a parent/ community member may nominate themselves. Candidates must sign the form accepting the nomination prior to the nomination deadline and submit to the site secretary
- In the event a candidate is not nominated, the announcement will be reposted and the 10-day process will repeat
- Chula Vista Learning Community Charter Board nominees will have multiple opportunities to present their candidacy to the school community
- All nominations received will be placed on a numbered ballot including each nominee's statement of qualifications and shall be sent by US mail, one per family
- All ballots must be received no later than the election deadline. Ballots will be placed in the election box designated at each site for such purpose
- The Executive Director will receive election boxes from Chula Vista Learning Community Charter School site secretaries
- The Chula Vista Learning Community Charter Board Chair and Executive Director count and report the votes. All ballots will be retained for 60 calendar days

Certificated/ Classified Election Process:

- Announcement of vacancy shall be dispersed and available to all staff members prior to the nomination process. The announcement will be posted 10 school days prior to nomination deadline
- A nomination form will be available with each site secretary to nominate a candidate, or a faculty member may nominate themselves. Candidates must sign the form, accepting the nomination, prior to the nomination deadline and submit it to the site secretary

- In the event a certificated or classified candidate is not nominated, the announcement will be reposted and the 10-day process will repeat
- Ballots will be distributed to all certificated and classified employees, accordingly. *Ballots will be placed in the election box in a place designated at each site for such purpose*
- A member of the Chula Vista Learning Community Charter Board and Executive Director will count and report results. *All ballots will be retained for 60 calendar days*

The Chula Vista Learning Community Charter Board shall work in collaboration with the Chula Vista Learning Community Charter School Executive Director, faculty members, students, parents and community to fulfill its major roles, which include, but are not limited to, the following:

1. During the two-year term on the board, participate and be involved in at least ten events (including athletics, performances, extracurricular activities, etc.) each academic year across the TK-12 system and independent of the grade level of the member's child (in addition to board meetings and parent responsibilities).
2. Actively engage in community leadership through open dialogue and advocacy at the local, state and national levels on behalf of Chula Vista Learning Community Charter School's mission, vision and instructional focus.
3. Ensure accountability to the local community for the education and advancement of the Chula Vista Learning Community Charter School student body in accordance with the measurable benchmarks.
4. Establish, oversee and approve basic organizational structures for all Chula Vista Learning Community Charter activities and appointed committees.
5. Represent the Chula Vista Learning Community Charter School as an individual that embodies the beliefs, attitudes and dispositions in relation to the school's educational programs and measureable student outcomes.
6. Maintain involvement by being informed of any school communication including but not limited to newsletters, websites, emails and board minutes.

7. Ensure the fiscal health and adherence to recognized accounting practices (curriculum, budget, approval of salaries) and legalities of the Chula Vista Learning Community Charter School.
8. Establish complaint procedures that ensure due process and facilitate the satisfactory resolution of issues.
9. Work with Chula Vista Learning Community Charter School Executive Director to establish employment policies, practices and procedures.
10. Collaborates with the Chula Vista Elementary School District and is responsible for the selection of the Executive Director.
11. Approves hiring and resignation of all personnel.
12. Appoints and disbands all committees, subject to Board approval.

The Chula Vista Learning Community Charter Board will ensure ethical responsibilities by:

- Being knowledgeable of the general policies of the school pertaining to the educational programs and measurable pupil outcomes
- Approving and monitoring the school's budget for the fiscal year
- Receiving funds for the operation of the school in accordance with charter school laws
- Solicitation and receipt of grants, donations and fundraisers consistent with the mission and vision of the school
- Approving the school's personnel policies and monitoring their implementation
- Contracting with Chula Vista Elementary School District for operations oversight and direct services
- Conducting appropriate complaint procedures that ensure due process and facilitate satisfactory resolution of issues related to employees, administration, parents and students
- Selecting the school Executive Director and any other administrative personnel in collaboration with the Chula Vista Elementary School District
- Ensuring website has current and updated information Protocol for conducting board meetings:

All meetings shall occur on the premises of the Chula Vista Learning Community Charter School. The Executive Director may call a special meeting to the members of the Chula Vista Learning Community Charter Board with a 24-hours notice.

The presence of 50% of the members plus one shall be required in order to constitute a quorum necessary for the transaction of the business of the Chula Vista Learning Community Charter Board.

Chula Vista Learning Community Charter Board meetings will address the following:

1. Reading of the minutes of the previous meeting
2. Reports of Standing Committees
3. Reports of Select Committees
4. Pending Business
5. New Business

An agenda must be posted to the community a minimum of 72 hours before a regular Chula Vista Learning Community Charter Board meeting. If appropriate coordination has not taken place, the item will not be considered at the meeting in question.

All confidential/privileged information and records shall be released only as allowed by law. Confidential/privileged information which is produced for or which comes out during closed sessions of the Chula Vista Learning Community Charter Board shall not be divulged or released unless a majority of Board members agree to release the information, subject to applicable laws (i.e., education and government codes) regarding closed sessions and confidential records. This policy is not intended to cause the withholding of information about the purpose and subject(s) of the closed session as required for public information. Information from a closed session shall be released by an attending board member.

Any Chula Vista Learning Community Charter Board member who willfully and for monetary gain used or discloses confidential/privileged information could be guilty of a violation of law and subject to the consequences associated with that violation.

Any Chula Vista Learning Community Charter Board member who releases confidential/privileged information contrary to the provisions of this bylaw may be publicly censured by a majority vote of the members of the Chula Vista Learning Community Charter Board.

A Chula Vista Learning Community Charter Board member will consult with the Executive Director or designee for the preparation of the Board's agenda, call meetings of the Board as deemed necessary outside of the regular meeting and use the following order in conducting its meetings:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Rule on parliamentary procedure (the Board shall be governed by Robert's Rules of Order).
8. Put motions to a vote, and state clearly the results of the vote.
9. Present a monthly report sharing progress on Board business, projects and any other relevant school business.
10. Have all the rights of any member of the board, including the right to move, second, discuss, and vote on all questions before the Board

Certificated Faculty Member (1)

1. Meet and coordinate with grade level/ departments to showcase pedagogy from the pillars, related to the school's mission and vision.
2. Present how grade level/ departments implement the pillars of dual language immersion, global perspectives, social justice, and community engagement.
3. Act as a voice for the faculty related to board agenda and action items.
4. Assist in planning philanthropic faculty events during two-year term.
5. Confer with the Executive Director or designee on crucial matters which may occur between Board meetings.
6. Share relevant information with other Board members.

Classified Staff Member (1)

1. Act as a voice for the classified staff related to board agenda and action items.
2. Assist in planning philanthropic staff events.
3. Confer with the Executive Director or designee on crucial matters which may occur between Board meetings.
4. Share relevant information with other Board members.

Parent/ Community Member (5)

1. Collaborate with Chula Vista Learning Community Charter Parent Community Liaison.
2. Act as a voice for the community related to board agenda and action items.
3. Assist in planning community events during two-year term.
4. Confer with the Executive Director or designee on crucial matters which may occur between Board meetings.
5. Share relevant information with other Board members.

Executive Director/ Designee of Chula Vista Learning Community Charter School

The Chula Vista Learning Community Charter School Executive Director is the liaison between the Chula Vista Elementary School District and the Chula Vista Learning Community Charter Board and reports information to board members. Other duties include:

1. Provides input to the Chula Vista Learning Community Charter Board on the school status and issues requiring Board support.
2. Provides a monthly report to the board detailing progress, obstacles, upcoming events and any other pertinent school business.
3. Sets the agenda, takes minutes and maintains records.

Term of Office

The term of office of all members of the Chula Vista Learning Community Charter Board shall be 2 years. At the end of the first year, the Board shall provide for staggered terms of its members, by designating approximately one-third of the members to one, two and three-year terms. Following the expiration of those designated terms, the term of each Member shall continue for 2 years.

Every Member has the right to participate in the discussion and vote on all issues before the Board, except as noted below:

1. The Chula Vista Learning Community Charter School Student Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator, faculty member or student; (b) administrator or faculty compensation; (c) Executive Session of the Board; or (d) any other matter at the discretion of a majority of the Members present.
2. Any Member shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest (c) any other matter at the discretion of a majority of the Trustees then present.

The Board may remove, with board action, any member who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year.
2. Has been declared of unsound mind by a final order of court.
3. Has been convicted of a felony.
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the California Nonprofit Public Benefit Corporation Law.
5. For such other good causes as the Board may determine.

Resignation by Member

A member may resign by giving written notice to the Executive Director. The resignation is effective on the giving of notice, or at any later date specified in the notice.

A vacancy is deemed to occur on the effective date of the resignation of a member, upon the removal of a member, upon declaration of vacancy pursuant to these Bylaws, or upon a member's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of members.

Membership in the Board is not transferable or assignable.

Board members may be removed by a two-thirds majority vote of the members.

The Chula Vista Learning Community Charter School will have three advisory throughout the TK-12 system: Parents, Faculty, and Student Representatives. These advisory entities will advise and inform the Chula Vista Learning Community Charter Board on the operations and activities of the faculty, students, parents, and community. The Board will review and provide input on curriculum, fundraising, and governance ideas for increasing.

Charter Amendment and Revocation

This charter can be amended or revoked at any time through a two-thirds vote of the full-time certificated staff, support staff, and the Chula Vista Learning Community Charter Board. A process for amending the charter and voting procedures will be followed.

The Charter may also be revoked by the Chula Vista Elementary School District if it is determined the charter school has done any of the following:

- failed to meet or pursue any of the pupil outcomes identified in this charter petition
- failed to meet generally accepted accounting standards of fiscal management
- violated any provisions of law
- committed a material violation of any of the conditions, standards, or procedures set forth in this charter

Fiscal

Chula Vista Learning Community Charter School, in collaboration with the Chula Vista Elementary School District, will act as its own fiscal agent to the fullest extent of the law. Chula Vista Learning Community Charter School will operate a direct funding model through the Chula Vista Elementary School District with appropriate block grants and other funding sources. Chula Vista Learning Community Charter School will employ an independent fiscal agent to monitor and maintain standards of fiscal responsibility.

ELEMENT FIVE

Employee Qualifications

The employees of Chula Vista Learning Community Charter School are reflective and inclusive of the diversity of the community in gender and ethnicity. All parents, community members, and staff are teachers and role models. The school hires highly qualified staff that offers diverse and international perspectives from multi-national backgrounds. They are committed to developing the social, civic, character, and academic development of each student. They are passionate for lifelong learning in a positive environment where they can be viewed as coaches and facilitators of learning. Their commitment to the stakeholders of the Chula Vista Learning Community Charter School community goes beyond their normal scope of hours and duties.

The Chula Vista Learning Community Charter School does not discriminate against any applicant on the basis of his/her race, creed, color, national origin, sex, age, gender, mental or physical disability, ethnic group identification, gender identity, gender expression, sexual orientation, marital status or any other basis prohibited by law. Selection Process: Selection and appointment of Chula Vista Learning Community Charter School's staff members shall be in collaboration with the Human Resources Departments of both the Chula Vista Learning Community Charter School and the Chula Vista Elementary School District. All applicants must follow Chula Vista Learning Community Charter School and Chula Vista Elementary School District guidelines and criteria for hiring. As a part of the hiring process, all applicants placed for consideration must first be on the district approved "employable list." All employees of the Chula Vista Learning Community Charter School are subject to all state and federal employment laws.

Chula Vista Learning Community Charter Indicators of Quality

Teaching and Learning

In order for individuals at Chula Vista Learning Community Charter School to act with integrity and create their own knowledge, teachers must:

Know students' intellectual development

Quality Indicator 1 - Focus on students as learners and their strengths

Quality Indicator 2 - Value students' socio-emotional development

Quality Indicator 3 - Focus on students' cognitive ways of processing information to create knowledge

Quality Indicator 4 - Value individual cultural identity as an asset that influences student learning

Have knowledge of the art and science of teaching

Quality Indicator 1 - Sustain a level of engagement throughout a task

Quality Indicator 2 - Structure opportunities to facilitate learning at different entry points

Quality Indicator 3 - Understand that task predicts performance

Quality Indicator 4 - Have a repertoire of highly effective teaching strategies that move students progressively toward stronger understanding and greater independence in the learning process

Quality Indicator 5 - Educator must create a professional relationship with each and every learner to motivate authenticity and critical thinking

Infuse metacognition in the daily interactions with learners

Quality indicator 1 - Provide students the space to identify confusions and misconceptions in order to promote self-efficacy

Quality indicator 2 - Integrate short reflection (oral or written) that asks students what they found challenging or what questions arose during a task (goal-setting)

Quality indicator 3 - Demonstrate the thinking processes involved in tasks by being explicit about the steps used to plan, monitor, and assess one's understanding and performance

Believe that language is a strong component for intellectual development

- Quality indicator 1* - Understand that ALL Chula Vista Learning Community Charter School students are language learners
- Quality indicator 2* - Promote language learning using the nuances of language to develop disciplinary verbal and written communication
- Quality Indicator 3* - Provide explicit and individualized building blocks for students to engage in quality interactions as they construct new knowledge
- Quality Indicator 4* - Inspire students' intrinsic motivation to value and acquire more than one language
- Quality Indicator 5* - Be cognizant that every lesson is a language lesson

Provide high quality instruction to promote global perspectives

- Quality indicator 1* - Provide learning opportunities to understand complex, social topics to support the intellectual, personal development of all students
- Quality indicator 2* - Challenge students to explore cultural perspectives to empathize with others.
- Quality indicator 3* - Understand and embrace the concept of malleable self
- Quality indicator 4* - Promote knowledge of human geography and have students challenge the status quo and critically assess the validity of commonly held assumptions of others
- Quality indicator 5* - Assist students to take ethical responsibility of their actions and comprehend their role as global citizens contributing to the larger world/ more sustainable world
- Quality indicator 6* - Produce committed global citizens and leaders who understand how events around the world are interconnected in order to solve problems that transcend borders

ELEMENT SIX

Procedures to Ensure Health and Safety of Pupils and Staff

Procedures to ensure the health and safety of pupils and staff will parallel those currently used by the Chula Vista Elementary School District. The Chula Vista Learning Community Charter School will comply with district standards, policies, procedures, and all local, state, and federal safety laws.

The Chula Vista Learning Community Charter School shall comply with all provisions of Education Code 44237. This includes the requirement that, as a condition of employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Records of student immunization and physical examinations shall be maintained. The staff and community members shall comply with the Chula Vista Elementary School District requirements for periodic Tuberculosis (TB) tests. The Chula Vista Learning Community Charter School will maintain, and develop further, health, safety, and risk management guidelines in consultation with insurance carriers and risk management experts.

The school building will be assessed for structural and fire safety, using existing state, county, and city standards for independent and parochial schools.

Chula Vista Learning Community Charter School offers schoolwide student vision and hearing screening in every school year. Approximately 631 TK-12th grade students were screened in the 2015-2016 school year. Starting in 2013-14 school year, the school nurse developed a set of Emergency Medical Training protocols. The training highlights medical response in the occurrence of students with diabetes, anaphylaxis, asthma, and seizure episodes. This comprehensive training is mandatory for all staff on each campus every fall. Each staff member is also required to have CPR/AED/First Aid certification that is renewed every 2 years. All athletic coaches are required to have CPR/AED/First Aid certification as well as concussion and heat stroke certification. Additionally, in depth training is offered to interested staff for the administration of emergency seizure medication. This is voluntary for any staff who wish to be on the Emergency Seizure Response Team for any student who requires such medication.

On-site student medication administration is overseen by the school nurse and managed daily by the health specialists in the health office on each campus. Board policies and procedures are in line with the district, state and CA Department of Education recommendations in California Code of Regulations Title V, Article 4.1. Staff procedure forms have been adapted from Chula Vista Elementary School District and the San Diego County Office of Education.

The school's Site Emergency Procedures Plan and Safety Plan are developed with the Chula Vista Elementary School District (CVESD). Together the district, school and local emergency agencies create and review with all faculty members a plan for all types of emergencies that may occur during the year at the school sites. The purpose of this plan is to outline the basic organization and procedures for responding to an emergency affecting any school site operated by Chula Vista Learning Community Charter School. The plan is reviewed by the staff twice a year to ensure a basic understanding of their role and responsibility in an emergency. Fire drills are practiced once a month. Earthquake, Shelter in Place and Lock Down drills are practiced once a semester. For more information.

Chula Vista Learning Community Charter School follows the guidelines provided by the CVESD Wellness Policy. The school and district (CVESD) recognize the link between student health and learning and is committed to providing a healthy school environment that promotes student and staff wellness, proper nutrition, nutrition education, and regular physical activity.

Chula Vista Learning Community Charter School assess students in grades five, seven, and nine using the California Physical Fitness Test (PFT). Each student in these grade levels is tested to determine whether the student scored within the Healthy Fitness Zone (HFZ) for each assessment area. Data charts below show the HFZ rates of each school in comparison to their county and the State, by grade level.

ELEMENT SEVEN

Maintaining a Racial and Ethnic Balance in the School

Chula Vista Learning Community Charter School will maintain a racial and ethnic balance during consideration of pupil admission. Students will not be denied admission to the school based on race, national origin, ethnic group identification, creed, color, sex, gender, mental or physical disability, gender identity, gender expression, sexual orientation, gender dysphoria and gender transition.

Recruitment and admission practices at the elementary school are expected to reflect the racial and ethnic balance of the general population of the city of Chula Vista. Middle and high school recruitment and admission practices are expected to reflect the racial and ethnic balance of the general population of the city of Chula Vista and the surrounding communities.

The school will strive to achieve a racial and ethnic balance of students and staff, which reflects that of the entire school district.

ELEMENT EIGHT

Admissions Requirements, if Applicable

Admission Requirements

The Chula Vista Learning Community Charter School is a public school committed to equal opportunity. Chula Vista Learning Community Charter School believes in having balanced and diverse classrooms. An equal number of students from multiple academic levels will be admitted. The school is nonsectarian and will admit all residents of the Chula Vista Elementary School District for the elementary level (and surrounding communities for the middle and high school levels) on a nondiscriminatory basis without regard to race, color, national origin, creed, sex, ethnicity, behavior, age, ancestry, gender, mental or physical disability, ethnic group identification, gender identity, gender expression, sexual orientation, gender dysphoria, gender transition, language proficiency, or academic achievement. Admission exams or special admission requirements will not be required for applicants.

Chula Vista Learning Community Charter School students do not need to reapply as they are already a part of the school's continuum. Siblings of current Chula Vista Learning Community Charter School students will be automatically accepted to Chula Vista Learning Community Charter School based on availability, are in good standings according to the parent compact and handbook.

In the event Chula Vista Learning Community Charter School has more students wanting admission beyond the capacity of the school site, the charter will create a waiting list for admission to determine which students will be admitted for that given school year. Siblings of current Chula Vista Learning Community Charter School students will be prioritized on the waiting list.

For new enrollment, parents must complete step one and two below within the application timeline in a timely manner:

Transitional Kindergarten through 6th

Step one: Complete the necessary paperwork at their home school and apply for a Zone Transfer.

Step two: Submit Zone Transfer form to Chula Vista Learning Community Charter School. Present the school transfer form and submit school application to designated Chula Vista Learning Community Charter School office staff within the timeframe established by Chula Vista Learning Community Charter School (dates will be available at office and website).

7th through 12th

Step one: Complete the Chula Vista Learning Community Charter School registration packet.

Step two: Submit Chula Vista Learning Community Charter School registration packet to any of the three Chula Vista Learning Community Charter School office secretaries.

Within 30 calendar days of the application, parents will be notified by a letter of acceptance or a notice of a waiting list placement. If an opening occurs, parents/guardians are notified by a phone call from the Chula Vista Learning Community Charter School site secretary. Parents/ Guardians must respond within 24 hours to secure admission.

The Chula Vista Learning Community Charter School is a school of choice. Students and parents attending Chula Vista Learning Community Charter School shall comply with the following expectations:

Parents will be accountable for and support their children's learning in the following ways:

- Monitor their child's attendance
- Ensure children arrive on time and attend school as required
- Participate in decisions processes relating to their child's education
- Reinforce school and classroom expectations
- Stay informed about and participate in their child's education and academic progress through consistent communication with the school (promptly reading notices received by their child or by mail and responding as appropriate)
- Educate their child on and reinforce the use of appropriate behavior that promotes the school's core values
- Adhere to the school's uniform policy at each school site
- Participate in parent volunteer opportunities in a timely manner
- Show courtesy and respect toward members of the community at all times
- Follow established traffic patterns and guidelines at each school site
- Provide a supportive environment and necessary materials to complete assigned school work and academic responsibilities
- Ensure homework is completed
- Attend and participate in Chula Vista Learning Community Charter Board and school advisory groups
- Support their child as a global citizen by participating in the TK-12 educational experiences offered by the Chula Vista Learning Community Charter School

Students will be accountable for their own learning in the following ways:

- Be proud of a quality or skill related to an academic task
- Complete homework assignments every day and ask for help when needed
- Inquire and ask for clarity
- Explore the world through reading a variety of texts at least 20 to 30 minutes every day outside of school time
- Communicate all notices and information about the school to the adult who is responsible for their welfare
- Challenge themselves to grow in academic commitment and practice a growth mindset
- Demonstrate and maintain appropriate behavior and embrace all Chula Vista Learning Community Charter School Core Values
- Prevent physical, emotional and cyber bullying, harassment and intimidation

- Know and follow all school and classroom expectations
- Come prepared to school with appropriate materials for learning
- Inspire an academic environment with appropriate uniform attire
- Engage in global activism
- Invite family members to school functions and special events
- Be responsible for their own learning and maintain a high academic standing

Final

ELEMENT NINE

Audit of Financial and Programmatic Operations

The Chula Vista Elementary School District will annually review the fiscal integrity of the Chula Vista Learning Community Charter School in order to ensure sound financial procedures are in place and are being followed. The adherence to such financial practices by the Chula Vista Learning Community Charter School is a condition for the continuance of the charter.

The Chula Vista Learning Community Charter School will, at its own expense, contract for the services of an independent, certified public accountant to conduct an on-going financial audits to be presented at monthly Chula Vista Learning Community Charter Board Meetings. This audit will, at a minimum, include an audit of the school's financial statements, and attendance accounting records and practices.

The Chula Vista Learning Community Charter School may contract with the District for goods or services. Such contracts, however, shall not be construed to negate the operational independence of the Charter school from the District.

The Chula Vista Learning Community Charter School may contract for its accounting, budgeting, payroll, and independent audit services with the Chula Vista Elementary School District, or the San Diego County Office of Education, or a commercial firm. The Chula Vista Learning Community Charter School shall have students serving Kindergarten to Sixth Grade Program based on GO Bond Authorization. Student enrollment shall maximize the usage of 38 classrooms. Students in Seventh and Eighth Grade shall maximize the usage of 8 classrooms by financing additional facilities. Ninth through twelfth grades shall maximize the usage of 15 classrooms. All expenses must be approved by Chula Vista Learning Community Charter Board. When possible, proposed expenses should be presented to budget committee first. If amount exceeds budget allocation financial solvency must be clarified prior approval.

Insurance and Safety Policy

The Chula Vista Learning Community Charter School will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies as part of the Chula Vista Elementary School District's insurance program.

The Chula Vista Learning Community Charter School updates health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

Personnel Policies

The Chula Vista Learning Community Charter School adheres to personnel policies that meet with the approval of the Chula Vista Learning Community Charter Board, as advised by legal counsel. The Chula Vista Learning Community Charter School reserves the right to hire all full/part time staff, temporary consultants, auxiliary personnel, short-term at will and/or charter employees in accordance with all applicable laws.

Programmatic Audit

The Chula Vista Learning Community Charter School compiles and provides to the Chula Vista Elementary School District an annual performance report. This report includes the following data:

- Summary data showing student progress toward the goals and outcomes in Element Two from assessment instruments listed in Element Three
- An analysis of whether or not student performance is meeting the goals specified in Element Two
- A summary of major decisions and policies established by the Chula Vista Learning Community Charter Board during the year
- Data on the level of parent involvement
- Data on number of employees as highly qualified and working on site
- A copy of the school's health and safety plan and/or a summary of any major changes to those policies during the year
- Overview of school's admissions practices and data regarding the number of students enrolled, number of students on waiting lists and the number of students expelled and/or suspended
- Analysis of the effectiveness of the school's internal and external disputes and data on the number/resolutions of disputes and complaints
- Information regarding the educational program and the administrative, legal and governance operations of the school relative to compliance with the terms of the charter

The Chula Vista Elementary School District Budget Department is responsible for contracting the independent auditor from a list provided by the state. The school's Executive Director is aware of this process by a formal letter from the Chula Vista Elementary School Budget Department. Once the audit is completed, the Budget is responsible of overseeing it.

The state provides the Chula Vista Elementary School District Budget Department with a list of experienced independent auditors in finance education, thus one of them is selected to conduct the audit. Once the Independent Auditor provides the audit report, Chula Vista Elementary School District Budget Department resolves exceptions and deficiencies within the timeline established.

The Chula Vista Elementary School District Budget Department on behalf of the Chula Vista Learning Community Charter School will annually prepare and submit the following reports to the authorities specified in Education Code sections 47604.33 and 47606.5:

- On or before July 1, a preliminary budget;
- On or before July 1, an annual update required pursuant to Education Code section 47606.5 addressing the goals of the proposed educational program and annual actions to achieve those goals;
- Before December 15, an interim financial report that reflects changes through October 31;
- On or before March 15, a second interim financial report, which reflects changes through January 31; and
- On or before September 15, a final unaudited report for the full prior year.

ELEMENT TEN

Suspension and Expulsion Procedures

The criteria and procedure for suspension and expulsion of students at the Chula Vista Learning Community Charter School will be consistent with state and federal laws. Consistent with the efforts to share the governance of the school, the Chula Vista Learning Community Charter School will provide students due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and protected information. Established suspension and expulsion procedures comply with constitutional standards of due process. This process will provide parents and students with an opportunity to exercise such leadership skills as problem solving, shared decision making, conflict resolution and restorative practices, as well as fostering a sense of personal and community responsibility.

The focus of the Chula Vista Learning Community Charter School is on learning. The staff of the Chula Vista Learning Community Charter School will design and implement a comprehensive school-wide positive environment rooted in restorative practices to minimize suspensions and expulsions.

In the event of a mandatory expulsion or suspension recommendation, incidents are reviewed and assessed on a case-by-case basis; restorative practices will be bypassed. The Chula Vista Learning Community Charter School will comply with all state and federal laws pertaining to student rights and disciplinary proceedings. During a disciplinary process, parents/guardians and students will be informed of their rights and due process in regard to the disciplinary process should an expulsion or suspension be deemed necessary.

The Principal or Immediate Supervisor will act as liaison between the Chula Vista Learning Community Charter School and the Chula Vista Elementary School District regarding student suspensions and expulsions. The Chula Vista Learning Community Charter School will periodically review and revise disciplinary policies and qualifying offenses for expulsion and suspension.

In the event of an expulsion of a student or if a student leaves the Chula Vista Learning Community Charter School without graduating or completing the school year for any reason, a notification of the student's last known address, a copy of the cumulative record of the pupil, a report card, and health information will be sent to Chula Vista Elementary School District.

The Chula Vista Learning Community Charter School administration will adhere to the following California Education Codes if the act is committed at school or at a school activity:

Principal or Immediate Supervisor Must Recommend Expulsion:

1. Firearm (Brandishing or possession of)
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or committing sexual battery
5. Possession of an explosive.

Principal or Immediate Supervisor shall recommend expulsion for the following violations unless the administrator finds that expulsion is inappropriate due to a particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Possession and/or use of any controlled substance except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Principal or Immediate Supervisor May Recommend Expulsion

(Discretionary) Acts committed at school or school activity or on the way to and from school or school activity.

1. Inflicted physical injury
2. Possessed dangerous objects
3. Possessed drugs or alcohol (policy determines which offense)
4. Sold look alike substance representing drugs or alcohol
5. Committed robbery/extortion

6. Caused damage to property
7. Committed theft
8. Used tobacco (policy determines which offense)
9. Committed obscenity/profanity/vulgarity
10. Possessed or sold drug paraphernalia
11. Disrupted or defied school staff
12. Received stolen property
13. Possessed imitation firearm
14. Committed sexual harassment
15. Harassed, threatened or intimidated a student witness
16. Sold prescription drug Soma
17. Committed hazing
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
3. States a pupil who aids or abets in infliction of physical injury to another may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

Other procedures by which students can be suspended or expelled are as follows:

- 1.) The Chula Vista Learning Community Charter School follows the discipline guidelines for suspension procedures as established in the Parent Handbook.
- 2.) The Chula Vista Learning Community Charter School follows the discipline guidelines for suspension procedures as established by the Chula Vista Elementary School District.

3.) Restorative Practices are implemented for future prevention in discipline issues to support emotional and academic student outcomes.

ELEMENT ELEVEN

STRS and PERS Contribution

To the extent allowed by law and subject to policies of the Chula Vista Learning Community Charter School and the Chula Vista Elementary School District regarding retirement funds, employees of Chula Vista Learning Community Charter School participate in any and all teacher/employee retirement funds that they would be eligible for if they were teaching in a non-charter public school.

Certificated, classified, and other staff members of the Chula Vista Learning Community Charter School shall retain all previously vested rights in their respective retirement systems, including, but not limited to State Teachers Retirement System (STRS) or the Public Employee Retirement System (PERS).

Where applicable, faculty and staff and the Chula Vista Learning Community Charter School participate in the federal Social Security system and have access to other school-sponsored retirement plans according to the policies established by the Chula Vista Learning Community Charter Board and Chula Vista Elementary School District. Chula Vista Learning Community Charter School allows eligible district school faculty and staff who transfer from the District to participate in STRS or PERS.

Furthermore, Chula Vista Learning Community Charter School staff will make contributions to STRS or PERS for eligible faculty and staff who have transferred from the Chula Vista Elementary School District or other school districts.

ELEMENT TWELVE

Attendance Options for Students Who Choose Not to Attend the Chula Vista Learning Community Charter School

As per state law, no governing board of a school district shall require any pupil enrolled in a school district to attend a charter school. Chula Vista Learning Community Charter School does not provide home-to-school transportation.

ELEMENT THIRTEEN

Employee Rights When Working in the Chula Vista Learning Community Charter School

The Chula Vista Learning Community Charter School Human Resources Department in collaboration with Chula Vista Elementary School District Human Resources will identify qualified potential school staff. All teachers and support staff hired by Chula Vista Learning Community Charter School employed will be considered “Charter employees.” These rights include:

- Seniority within the Chula Vista Learning Community Charter School
- Step and range placement (reflecting years of service subject to district policy/district salary schedule)

No district employee shall be required to work at the Chula Vista Learning Community Charter School. Any employee who so desires shall be considered for employment through an open application process, and, if hired, shall enter into a contractual agreement with the Chula Vista Learning Community Charter School, which shall have the authority to hire and terminate, in accordance with the agreement executed between the Chula Vista Learning Community Charter School and the employee.

All Chula Vista Learning Community Charter School staff that chooses to leave the charter school will not be guaranteed a placement in the District. All shall be “charter only employees.” Union Negotiations, Grievances, and Declaration of Exclusivity Pursuant to the requirements of Education Code § 47611.5

At the Chula Vista Learning Community Charter School, faculty and staff members have a voice. If a claim by an employee has been misinterpreted, misapplied, or violated with respect to that employee and cannot be resolved internally, the conflict shall be resolved through the following process set forth below.

In the event of a complaint against the Executive Director, the dispute process will begin at Stage 3 of the process or by submitting a claim (written or verbal) directly to the Executive Director. The term “claim” shall have the meaning specified in this paragraph:

- Stage 1: The Principal or Immediate Supervisor: Any employee having a dispute shall present the dispute in person, or in writing, to the site principal within twenty-one (21) days of the event or condition giving rise to the dispute. The principal shall meet with the employee. The employee has a right to have an in-house representative. The principal can also select other persons to be involved in the meeting.
- Stage 2: If the dispute is not resolved in the following ten (10) days of receipt by the principal, the dispute shall be deemed denied and the employee may submit the dispute in writing to the Executive Director. All claims to the Executive Director must be submitted in writing within four (4) calendar days after the ten (10) day resolution period with the site principal.
- Stage 3: The Executive Director – within fourteen (14) days of receipt of the written dispute will investigate the claim, and if necessary, meet with the employee, the employee’s in-house representative, and other persons as determined by the Executive Director. A decision shall then be rendered within ten (10) days after the receipt of the claim.
- Stage 4: If the dispute is not resolved in the following ten (10) days of receipt by the executive director, the dispute shall be deemed denied and the employee may submit the dispute in writing to the Chula Vista Learning Community Charter Board. All claims to the Chula Vista Learning Community Charter School Board must be submitted in writing within four (4) calendar days after the ten (10) day resolution with the executive director.
- Stage 5: The Dispute Process – Within twenty-one (21) days of receipt of the written dispute, the Chula Vista Learning Community Charter Board will investigate the claim in any manner that it deems proper. If necessary, the Chula Vista Learning Community Charter Board will meet with the employee, the

employee's representative, and other persons as determined by the Chula Vista Learning Community Charter Board. The Chula Vista Learning Community Charter Board then, shall render a decision within twenty-one (21) calendar days after the receipt of the claim.

Teacher Support Procedure

If the grade level, department team, instructional coaches, or a site administrator has determined that additional teacher support is required due to a teacher responsibility not being met, then the following steps shall be followed to remedy the issue.

STEP #1-Plan of Action: A representative of the grade level, department team, instructional coach, or a site administrator shall notify the teacher of the intent to establish a plan in advance of the actual discussion. This discussion shall occur at the end of the school day. The discussion should center on the specific concerns. The concerns will be in writing, but only for the purpose of notes and for clarity. This writing shall contain a plan of action and a timeline shall be developed with all members (site principal, coach, and teacher) and, if the teacher chooses, some or all of the grade level or content team. The timeline will be determined on a case-by-case basis. If an agreement to the plan of action cannot be reached, a mediator will be called to mediate the disagreement. During the established timeline there will be at least one observation a week by the school site administrator. The school site administrator and designated coach shall revisit the plan of action at the end of the timeline. At the time of the revisit, if it is deemed by the school site administrator and designated coach that growth has occurred, the subject shall be considered closed. All documentation shall be kept confidential. The teacher will be notified in writing if documentation will be placed in the personnel file.

STEP #2-Plan for Coaching: If it is found that the previous action plan was not implemented to an acceptable degree, then a meeting shall be called to discuss the plan of action and further coaching will be scheduled. If the teacher chooses, members of the grade level or content team shall be present. Specific goals and timeline shall be written and growth shall be closely monitored. The timeline will be determined on a case-by-case basis. During this monitoring, the designated coach or school site administrator shall visit the classroom frequently (at least 2 times a week) and give written feedback to all parties by the end of the school day. The teacher may request that a peer, coach, or school site administrator model the desired behavior or strategy in the classroom. The school site administrator or coach can also arrange for the teacher to visit a classroom where the desired behavior or strategy is being implemented. At the time of the revisit, if all parties deem that growth has occurred, the subject shall be considered closed.

STEP # 3-Written Notification of Noncompliance: If it is identified by the school site administrator that the support action plan was not implemented to an acceptable degree, the teacher shall be given a written notification of noncompliance. A meeting will be held between the school site administrator, an instructional support provider, and teacher. This written notification shall document the teacher's noncompliance with intervention(s). Should this written notification of noncompliance be cause for termination, written notification shall be given to the Chula Vista Learning Community Charter Board prior to termination. If there is no agreement between the teacher, school site administrator, and/or Executive Director, a closed session by the Chula Vista Learning Community Charter Board shall be called. The Chula Vista Learning Community Charter Board shall vote to accept or deny termination. In the event of an even number of votes, the meeting chair will withdraw their vote. If the Chula Vista Learning Community Charter Board does not accept the termination, the instructional coach, school site administrator and Executive Director shall develop a plan and timeline for additional support. The timeline will be determined on a case-by-case basis. The Executive Director shall submit a report(s) of progress in writing to the Chula Vista Learning Community Charter Board. The Chula Vista Learning Community Charter Board shall call a closed session meeting to discuss appropriate action.

Right to Accrue Permanent Status

Certificated and classified employees who are working in the Chula Vista Learning Community Charter School have the right to accrue permanent status through an evaluation process and after a probationary period of two academic school years with the Chula Vista Learning Community Charter School as per Education Code. For newly employed classified members of the Chula Vista Learning Community Charter School who are specifically designated as employees of the Chula Vista Learning Community Charter School, we designate Education Code § 45113 to govern the discipline and dismissal of classified employees. New employees designated as serving in a probationary position shall serve a probationary period of two academic school years. Any references to governing board shall refer to the governing body of Chula Vista Learning Community Charter School, specifically (reference body and add section of charter which designates).

For newly employed certificated members of the Chula Vista Learning Community Charter School who are specifically employed as employees of the Chula Vista Learning Community Charter School, we designate Education Code § 44929.21 et seq., and Education Code § 44975 and related code sections to be applicable in determining permanent status. Education Code § 44930 et seq. is designated as applicable in dismissal actions and education Code § 44949 et seq. in layoff actions.

Layoff/Dismissal Rights

In situations where discipline of an employee becomes an issue, the charter school will pursue progressive communication and action if needed based on the Chula Vista Learning Community Charter School guidelines for evaluation, discipline, termination, and re-election. All information related to any employment cases shall be shared with the Chula Vista Learning Community Charter School and the Chula Vista Elementary School District Human Resources Department.

Health and Welfare Benefits

Employees of the Chula Vista Learning Community Charter School will receive benefits in the same manner as district employees with regard to health and welfare benefits for the employee and their dependents (medical insurance, dental insurance, life insurance, and vision insurance) and state teacher retirement system.

Salary

Teachers, and other employees will be placed on the Chula Vista Learning Community Charter School salary schedule which is competitive with Chula Vista Elementary School District's teacher per diem rate and its Step and Class Schedule. Revenues, expenditures, and salary will be reviewed annually. Recommendation will be made to the Chula Vista Learning Community Charter School's Budget Committee and finalized/approved by the Chula Vista Learning Community Charter School Board. Chula Vista Learning Community Charter School employees serving on the governing board shall not discuss or vote on any decision regarding salaries, benefits, or any compensation. Minutes will be forwarded to the Chula Vista Learning Community Charter School Human Resources office.

Evaluation Procedure

The Executive Director and/or designee shall have the right to observe and evaluate staff using Chula Vista Learning Community Charter School and/or Chula Vista Elementary School District performance appraisal frameworks and system. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement. The assessment will include, but need not be limited to:

- An analysis of student achievement based on student performance on standardized and other specific assessments.
- Observations by the principal in professional settings based on the California State Standards of the Teaching Profession.
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program.

Contracts

All certificated and non-instructional contracts shall be received by the employee no later than April 15th of the current school year for the following school year, unless on an assistance plan. Any employee on an assistance plan will receive his/her contract by May 15th of the current school year for the following school year.

ELEMENT FOURTEEN

Dispute Resolution Procedure

Dispute Resolution Process

- (a) California Education Code Section 47605 (b)(14) requires that a charter designate the procedures to be followed by the charter school and the “entity” creating the charter in the event of a dispute relating to the provisions of the charter. In the case of the Chula Vista Learning Community Charter School Petition, the entity creating the charter shall be the Chula Vista Elementary School District.
- (b) The Chula Vista Learning Community Charter School shall be governed by the Chula Vista Learning Community Charter Board, as set out in Element Four of this charter application, which is responsible for the governance and operation of the school in accordance with the provisions of the charter.
- (c) In the event of a dispute concerning whether the Chula Vista Learning Community Charter School is meeting the goals and objectives of the charter, the Chula Vista Elementary School District or the Chula Vista Learning Community Charter Board shall provide written notice to the other of the nature of the dispute and the facts which the party believes support the failure to comply. This notice shall be provided within 15 calendar days of when the party either knew or should have known of the possible violation unless there are extenuating circumstances.
- (d) After the receipt of the notice, the District Superintendent or designee and a representative of the Chula Vista Learning Community Charter Board shall meet to try and resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
- (e) If no resolution is reached, the matter shall be submitted to a certified mediator experienced in conflict resolution and educational issues chosen from a list containing seven names provided by the San Diego County Superintendent of

Schools. The first opportunity for striking shall be determined by lot. The parties shall alternately strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed, the parties shall meet to resolve the dispute. Any agreements reached shall be written and preserved as set out in paragraph (d) above.

If the dispute is unresolved 15 calendar days after the meeting, either party may request that the State Mediation and Conciliation service provide the names of arbitrators experienced in matters relating to the schools of California. Using the striking process, a chosen arbitrator shall allow for a hearing in which both parties may submit evidence and support of their positions. The award of the arbitrator must be provided within 15 calendar days of the hearing and shall be final and binding except as set out in CCP Section 1280 et. SEQ. The arbitrator shall have no power to add to, subtract from, or otherwise modify the charter. The formal rules of evidence shall not be applicable at the hearing, and either party may choose, or not choose, to be represented by council. Each party shall bear its own cost and evenly divide the cost for the mediation and arbitration. The award of the arbitrator shall be preserved and guide how future disputes with same or similar issues are resolved.

Methods for appeal

The following procedure shall be the sole process for resolution of disputes arising out of the Chula Vista Learning Community Charter School.

Stage I. Immediate Supervisor

Any employee having a grievance shall present the grievance in writing to his or her immediate supervisor so as to be received by the immediate supervisor within twenty-one (21) days of the event or condition resulting in the grievance. If the grievance is not resolved within seven (7) days of receipt by the immediate supervisor, the grievance shall be deemed denied, and the employee may submit the grievance in writing to the principal or his/her designee so as to be received by that designee within fourteen days (14) of original receipt of the grievance by the immediate supervisor. If the grievance is with the principal, the employee shall move to Stage II of the grievance process.

Stage II. The Principal-Immediate Supervisor

Any employee having a grievance shall present the grievance in writing to his or her principal so as to be received by the principal within twenty-one days (21) of the event or condition resulting in the grievance. The principal shall meet with the employee and immediate supervisor. If the grievance is not resolved within fourteen (14) days of receipt by the principal, the grievance shall be deemed denied, and the employee may submit the grievance in writing to the Executive Director of Chula Vista Learning Community Charter School or his/her designee so as to be received by that designee within twenty-eight days (28) of original receipt of the grievance by the principal.

If the grievance is with the principal the employee shall move to Stage III of the grievance process.

Stage III. The Executive Director-Principal

Any employee having a grievance shall present the grievance in writing to his or her principal so as to be received by the principal within twenty-one days (21) of the event or condition resulting in the grievance. The principal shall meet with the employee and immediate supervisor. If the grievance is not resolved within fourteen (14) days of receipt by the principal, the grievance shall be deemed denied, and the employee may submit the grievance in writing to the Executive Director of Chula Vista Learning Community Charter School or his/her designee so as to be received by that designee within twenty-eight days (28) of original receipt of the grievance by the principal.

If the grievance is with the Executive Director the employee shall move to Stage IV of the grievance process.

Stage IV. CVESD's Superintendent or Designee

Within fourteen (14) days of receipt of the written grievance, the Superintendent or his/her designee will speak with the employee and other. The Superintendent or his/her designee shall render a decision in writing within seven (7) days of the meeting.

Stage V. Mediation

At the request of either party, the Chula Vista Learning Community Charter School will request the services of the National Conflict Resolution Center to resolve any disputes before moving to Stage VI.

Stage VI. Committee consisting of the Chula Vista Learning Community Charter Board and Other Designated Parties

Within fourteen (14) days of the decision by the Superintendent or his/her designee, a written appeal may be submitted to a Grievance Committee consisting of three Chula Vista Learning Community Charter Board members and three superintendent-designated Chula Vista Elementary School District representatives. A copy will also be sent to the Superintendent or his/her designee.

The Superintendent or his/her designee will respond to the appeal within 7 days. The Grievance Committee will speak with the employee and all interested parties in writing 7 days of receiving the response from the Superintendent or his/her designee. The full committee shall constitute a quorum. Decisions shall be based on the majority vote of all voting. In the event of a tie vote, the decision of the Superintendent or his/her designee shall be upheld. The Committee will render a decision within 7 days of the meeting, or of receiving a response from the Superintendent or his/her designee, whichever is later. The decision will be binding.

ELEMENT FIFTEEN

Education Employment Relations Act

The Chula Vista Learning Community Charter School is deemed the exclusive public school employer of the charter school for the purposes of the Education Employment Relations Act.

ELEMENT SIXTEEN

School Closure Procedures

The Chula Vista Learning Community Charter School shall comply with all district policies and regulations and all applicable federal and state laws concerning confidentiality and the maintenance and disclosure of student records.

The Chula Vista Learning Community Charter School's assets and liabilities will be integrated into those of Chula Vista Elementary School District and will be audited as part of the audit specified in Element Nine.

If Chula Vista Learning Community Charter School should ever be revoked or non-renewed, and were the school to cease to operate, a final audit under the supervision of the Chula Vista Learning Community Charter Board and the Chula Vista Elementary School District shall be conducted to determine the disposition of all assets and liabilities. The assets remaining after the payment of all debts and liabilities shall be distributed to the Chula Vista Elementary School District. The closure plan approved by the governing board shall direct the Executive Director or designee to provide for notice to parents/guardians, Chula Vista Learning Elementary School District, San Diego County Office of Education, contractors, and other public agencies of the charter school's closure. Upon the school's closure, pupils' records shall either be returned to the district or transferred to the school to which the pupils transfer. Personnel records shall be sent to the department of human resources of Chula Vista Elementary School District.