Chula Vista Learning Community Charter School

Board Governance Handbook

This handbook reflects the governance team's work on the development of a framework for effective governance. The intent of this document is to put into place norms, procedures and protocols that will enable the governance team to perform its responsibilities in an effective manner while maintaining the focus on students and learning. This is a living document that will be reviewed by the governance team on an annual basis to ensure that it is an effective tool.

Adopted: 11/4/24

GOVERANCE TEAM

2024 – 2025

Charter Board Members

Myrna Bernal
CVLCC Parent Representative – Chair

Vanessa DeGodoy
CVLCC Parent Representative – Vice Chair

Lilia Carnahan
CVLCC Parent Representative – Clerk

Lucy Contreras
CVLCC Parent Representative – Parliamentarian

Idania Solorzano
CVLCC Parent Representative

Sarah Wright
CVLCC Certificated Representative

Fulvia Burquez
CVLCC Classified Representative

Chief Executive Officer

Edward A. Caballero

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.

FOUR PILLARS

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, anti-bias perspectives 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 AND INTEREST

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 was first authorized and commenced operations in September 1998, initially serving students in pre-kindergarten through grade 6. Since then, CVLCC has expanded to serve students in transitional kindergarten through grade 12. 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.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

GOAL 1: ACADEMIC ACHIEVEMENT

Increase academic achievement for all students using multiple methods of data analysis and strategic academic interventions including differentiated instructional practices.

The focus of our instructional program is to make certain all students receive a 21st century educational experience that facilitates career and college readiness, bi-literacy, social justice advocacy, community engagement, and global thinking to meet the needs of a constantly evolving society.

GOAL 2: STAKEHOLDER ENGAGEMENT

Engage all members of the community as partners through education, communication, and collaboration, to ensure all students are college and career ready.

The school community is actively providing opportunities to make certain all parents and students are engaged in the educational process through a safe,

nurturing, and welcoming instructional atmosphere and receive differentiated and appropriate support services to be successful.

GOAL 3: SAFE AND NURTURING LEARNING ENVIRONMENT

Provide safe, nurturing, and comfortable learning environments that meet the intellectual, social emotional, and physical needs of our school communities.

EFFECTIVE GOVERNANCE

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a charter management organization, the Board and Chief Executive Officer work together as a governance team. For a governance team to work together effectively, members need to:

- *Maintain a Unity of Purpose;*
- *Agree on and govern within appropriate roles;*
- *Create and sustain a positive governance culture; and*
- *Create a supportive structure for effective governance.*

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school organization and maintain the focus on improved student learning and achievement.

MEETING NORMS

- *Be present, prepared and stay on task to start and end on time*
- *Make sure each member's voice is heard and listen actively*
- *Be respectful, honest and civil when engaging in discourse*
- *Maintain confidential items confidential*
- *Foster and seek community input*
- *Student-centered collaborative decisions*
- *Assume good intentions and put aside personal issues*

GOVERNANCE TEAM PRACTICES

As a Governance Team, we commit to…

PLACING SOMETHING ON THE AGENDA

- *Board members may request that an issue be placed on a board agenda for discussion without extensive staff work. After the discussion, the Board may direct the Chief Executive Officer to prepare materials for a deeper board discussion and/or to take action at a future board meeting.*
- *The Chief Executive Officer will work with the Board Chair to ensure that the Board has an opportunity to discuss significant issues before they appear as an action item.*

BOARD MEETING AGENDAS

- *When a significant or high-profile item is brought to the Board for action, the Chief Executive Officer shall present a summary of the perspectives and issues considered in arriving at the recommendation.*
- *When an item with revisions is brought to the Board for action, the Chief Executive Officer shall inform the Board of the revisions.*
- *The Board will receive the agenda on the Friday before a board meeting.*
- *Board members will endeavor to submit their board packet questions to the Chief Executive Officer by 8:00 am on Monday mornings. Questions may be communicated via email or voice mail.*

BOARD WORKSHOPS

- *Board workshops will be developed throughout the year to ensure proper member training and coverage of timely and urgent issues which require extensive discussion before a possible Board action is taken.*

RESOLUTION PROCESS FOR COMMUNITY CONCERNS

- *The Board and Chief Executive Officer are committed to having parent/staff complaints handled as close to the source as possible.*
- *Board members will refer complainants back to the appropriate teacher or director and notify the Chief Executive Officer. If the complainant has*

already been to those levels, the Board member will refer the complaint to the Chief Executive Officer.

- *A board member forwarding a complaint will not be perceived to be endorsing the complaint.*
- *The Chief Executive Officer (or designee) will respond in a timely way to the complainant, investigate the complaint, and communicate back to the complainant and the board member in order to close the loop.*

INDIVIDUAL MEMBERS' REQUEST FOR INFORMATION

- *In order to ensure that all Board members receive the same information and to keep the Chief Executive Officer informed of Board member's questions and concerns, requests for information shall come to the Chief Executive Officers Office. The Board member will receive the information, and periodic updates if necessary.*

SUPRISES

- *The Chief Executive Officer and Board members commit to sharing information with each other to avoid surprises to any member of the governance team.*
- *The Chief Executive Officer can be reached by email and cell phone.*

MAINTAINING CONFIDENTIALITY

- *The Board, Chief Executive Officer and Cabinet members agree to maintain the confidentiality of all closed sessions and privileged communication as required by Education Code. Such matters relating to personnel issues, litigation, real property negotiations, and labor negotiations.*
- *The periodic updates are not confidential; however, they should not be shared with others without a Request for Public Information made through the Chief Executive Officer's Office.*

BOARD MEMBER ROLE IN PUBLIC

- *School and community invitations for board members to attend events will be coordinated through the Chief Executive Officer's Office. Staff will*

provide details for board members any costs and expectations for attendance.

- *Board members will be introduced at all school and district events unless they are attending only as a parent or spectator. When in doubt, the administrator in charge will ask the board member whether they wish to be introduced.*
- *Board members will make the administrator in charge of an event aware of their attendance when they arrive.*

CLEARLY COMMUNICATE AND ESTABLISH PRIORITIES

- *The Board and Chief Executive Officer will establish priorities that will be used to evaluate the Chief Executive Officer and measure the school's progress toward its goals.*

SCHOOL VISITS

- *Board members will work with the Chief Executive Officer to coordinate school visits to observe firsthand the instructional program and school operations.*

HANDLING THE MEDIA

- *All board members will refer contacts by the media to the Chief Executive Officer.*
- *The Chief Executive Officer shall contact all board members to inform them of the content of the communication.*