TRANSITIONAL KINDER - 8TH GRADE

FAMILY HANDBOOK

This handbook serves as a tool for parents to become familiar with the Chula Vista Learning Community Charter School's (CVLCC) policies and procedures regarding instructional programs, student attendance/behavior, safety procedures, and school governance structure. For further questions, please contact any of the school offices.

Table of Contents

INTRODUCTION ***7***

Vision and Mission Statement **7**

About Us **7**

Demographics **8**

EDUCATIONAL PROGRAM ***9***

Foundational Pillars **9**

Dual Language Immersion Pillar 9

Global Perspectives Pillar 9

Social Justice Pillar 9

Community Engagement Pillar 10

Framework for Instructional Design 10

Individualized Education Support 11

MEASURABLE PUPIL OUTCOMES ***12***

Plan for Evaluating and Reporting Pupil Performance **13**

Addressing Goals **13**

Progress Reports **13**

Student Academic Contracts **14**

Communication with Teacher **14**

Conferences **14**

PARENT ENGAGEMENT ***15***

SCHOOL ATTENDANCE ***17***

Importance of Attendance **17**

Reporting an Absence **17**

Tardies **17**

Early Dismissal **18**

STUDENT BEHAVIOR ***19***

Electronic Devices **19**

Classroom Behavior **20**

Behavior During Assemblies **20**

Before and After School **20**

Dress Code **21**

Rainy Day Attire **21**

Physical Education Attire **21**

Uniform Providers **21**

Lost and Found **21**

The Restorative Process to Discipline **22**

Restorative Practices Principles 22

Restorative Discipline 22

Goals of Restorative Practices 22

Classroom Misconduct **23**

Community Agreement Issues **23**

Drug, Alcohol, and Tobacco Free Campus **23**

Bullying or Harassment **24**

Potential Consequences in the Restorative Process **24**

Behaviors that May Warrant Suspension **25**

Sexual Harassment and Title IX **26**

Suspension and Expulsion Procedures **26**

Field Trips **32**

Field Trip Chaperone Information **32**

Traffic **32**

Admission Requirements **34**

CVLCC "SCHOOL OF CHOICE" ***36***

HEALTH AND SAFETY ***37***

Safety **37**

Health and Wellness Policy **37**

Medical Information/ Medication/ Allergies **39**

Allergies **39**

GOVERNANCE AND OPERATION ***39***

Charter Board Major Roles **39**

Board Meetings **40**

CVLCC ELEMENTARY SCHOOL ***42***

Daily Schedule **42**

Arrival/Dismissal **42**

Traffic Pattern For CVLCC ES **43**

Morning Drop-Off: 43

Drop-off Route for all grades: 43

Additional Drop-Off Information for Transitional Kinder and Kindergarten 43

Afternoon Pick-Up: 43

Pick-Up Route for TK through 4th Grade: 44

Pick-Up Route for 5th and 6th Grade: 44

Expectations for parents while driving: 44

Traffic Volunteer Guidelines 45
ACADEMIC PROGRAM 46
TK-6th Grading 46
Homework Policy for Grades TK-6th 47
TK-6 Uniform Policy 47
Breakfast and Lunch 47
Tk-6th Microsociety® Program 48
Core Values 48
YMCA After School Program 50
CVLCC MIDDLE SCHOOL 51
Daily Schedule 51
Arrival/Dismissal 51
Traffic Pattern FOR CVLCC MS 51
Expectations for parents while driving: 51
Campus Safety 51
Academic Program 52
Grading Policy: 52
Homework Policy: 53
Academic Probation: 54
Plagiarism 55
Uniform Policy 55
Core Values 56
Cell Phones and Electronic Devices 56
Breakfast and Lunch 56
YMCA After School Clubs 57
APPENDIX A: ANNUAL NOTICES 58
Animal Dissections 58
Availability of Prospectus 58
Concussion/Head Injuries 58
Education of Foster and Mobile Youth 59
Education of Homeless Children and Youth 62
English Learners 65
Universal Meals Program 65

Human Trafficking Prevention **66**
Immunizations **66**
Involuntary Removal Process **67**
Lost or Damaged School Property **68**
Mental Health Services **68**
Nondiscrimination Statement **69**
Opioid Information Sheet **70**
Oral Health Assessment **70**
Parent and Family Engagement Policy **71**
Physical Examinations and Right to Refuse **71**
Pregnant and Parenting Students **71**
School Bus and Passenger Safety **72**
School Safety Plan **72**
Section 504 ..... **72**
Sexual Health Education **73**
Special Education /Students with Disabilities **73**
State Testing **74**
Student Records, including Records Challenges and Directory Information **74**
Sudden Cardiac Arrest Prevention and Automated External Defibrillators **77**
Surveys About Personal Beliefs **78**
Teacher Qualification Information **78**
Uniform Complaint Procedure **78**
Use of Student Information Learned from Social Media **82**
APPENDIX B: COMPLETE POLICIES ***83***
Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy **83**

INTRODUCTION

Vision and Mission Statement

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

About Us

- CVLCC, in collaboration with educators, parents, and community members, was the first start-up charter school within the Chula Vista Elementary School District. The school opened its doors in the fall of 1998.
- CVLCC strongly contributes its success based on its collaboration with stakeholders.
- CVLCC was the first school to offer a Dual Immersion Language Program to students in the Chula Vista Elementary School District. Our school's Transitional Kindergarten through Twelfth grade community has currently grown to nearly 1500 students.
- CVLCC received its 6-year accreditation from the Western Association of Schools and Colleges in the fall of 2022.
- CVLCC is housed in three locations around the west side of the city of Chula Vista.
- CVLCC graduated its first senior class in 2016. All forty-seven seniors received their diplomas and 100% moved on to higher education programs or military service.
- CVLCC is a non-sectarian school and does not discriminate against any pupil or employee 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.

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.

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 so that they can thrive in the global community, and creatively and critically transform their world.

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 code of conduct 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.

Demographics

The 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 95.1% Latino, 3.5% White and 0.1% Asian, 0.4%Filipino and 0.2% African American, 0.4% two or more races. Of the 1,449 Transitional Kindergarten through 12th grade students enrolled, 62.7% of students qualify for free and reduced lunch Chula Vista Learning Community Charter School mobility rate is currently at 5.4%.

EDUCATIONAL PROGRAM

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

Foundational Pillars

The educational program at CVLCC is developed with four fundamental pillars that serve as guiding principles for teaching and learning and include dual language immersion, global perspectives, social justice, and community engagement.

Dual Language Immersion Pillar

CVLCC 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 Pillar

CVLCC 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 Pillar

CVLCC 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 Pillar

CVLCC 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 educational experience provides a challenging academic process, which develops metacognitive skills, cultural literacy, character traits, 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, 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. All activities are conducted during concentrated blocks of time across a period of several months and have a culminating component.

Framework for Instructional Design

CVLCC believes that 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. With this as our instructional focus, teaching and learning design, is based on the most current data on a yearly basis. Regular analysis of schoolwide data informs decisions for practice and structure. Listed below are some of the current schoolwide initiatives:

- 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)
- Schoolwide learner outcomes and goals aligned to the mission and vision and included in the schoolwide action plan. The learner outcomes and goals may shift as new data and community input is gathered.

CVLCC employs a wide variety of support staff to 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.

Individualized Education Support

The 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 are 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 Assistant Superintendent of Student Services 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.

MEASURABLE PUPIL OUTCOMES

Students at CVLCC 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

CVLCC's baseline goals are 80% meeting and exceeding standards in all areas. Students will demonstrate academic and personal mastery of skills through the following summative and formative assessments:

External Assessments	**Internal Assessments**
<u>California State Assessments:</u> • English and Spanish Language Proficiency Assessments • (CAASPP) Assessment of Student Performance and Progress in English, Mathematics, History/ Social Science, Science and Spanish <u>National Assessments:</u> • Advanced Placement exams • Scholastic Assessment Test and American College Testing • Physical Fitness Test	<u>School Site Assessments:</u> • Individual reading assessments • Authentic assessments (writing prompts, benchmarks, teacher-created evaluations) • End of unit exams • Performance tasks • Presentations of learning • Project exhibitions

Plan for Evaluating and Reporting Pupil Performance

The 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.

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

Addressing Goals

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.

Progress Reports

The Chula Vista Learning Community Charter School will comply with 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 with 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 workshops. Local Control Accountability Plan 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.

Student Academic Contracts

Academic expectations are a priority at our school. If a child is not meeting the Chula Vista Learning Community Charter School and/or state benchmarks, students will be placed on contracts to support learning needs at home. A child success also depends on a strong parent commitment. Parents will also be placed on contract if their child fails to adhere to student expectations for behavior. Failure to comply with the contract will result in a denial of a zone transfer for the next academic year.

Teachers will work with parents in the development of an educational learning plan for the student and create some short- and long-term goals. Monitoring and implementation of the plan will be completed throughout the academic school year by the teacher. It is the parent responsibility to continue the communication with the teacher to follow the student's progress.

Communication with Teacher

To be able to achieve our mission, the communication between teachers and parents is critical. We strongly encourage parents to contact teachers whenever a question, concern or comment may arise. Our teacher communication to parents may take the form of newsletters, phone calls, emails, and special notes home. The Chula Vista Learning Community Charter School expects parent participation in the classroom, volunteering, sharing talents, and sharing learning opportunities outside the classroom. The school asks parents to follow the procedure for teacher parent communication:

- Phone call/email to teacher (allow 48 hours for response) stating question, comment, or concern
- If there is no resolution/response, contact administration via phone call/email (allow 48 hours for response)
- Contact the Chief Executive Officer if any of the above is not granted (allow 48 hours for response)
- If the Chief Executive Officer does not respond/resolve question, comment or concern contact CVLC Charter Board via phone call/email

Conferences

Teachers will schedule parent conferences. These conferences will be held on a routine basis during the school year. Teachers, students, and parents establish learning goals and teachers monitor the goals. Additional parent conferences may be requested at any time by a parent request and scheduled before school or after dismissal (subject to teacher availability).

PARENT ENGAGEMENT

Parent engagement is a part of the Chula Vista Learning Community Charter School's expectations and academic program. We are a school of choice and parent commitment is an expectation. To be engaged in their child's education is a parent commitment and an ethical responsibility. The Intra-District zone transfer and student enrollment is reviewed annually and may be revoked at any time for unsatisfactory attendance (absences and/or tardies), not meeting school expectations, and/or behavior concerns in accordance with the Chula Vista Learning Community Charter School's Board Policies. Community and parent support is needed to maintain and improve the educational environment that we enjoy and have come to expect for our students.

The Chula Vista Learning Community Charter School believes that if each family actively engages in their child's educational experience throughout the year, together, as a community, we can provide unique experiences for all our students. Parent commitment has been essential to the success of our student academic program. Family members can support and participate in parent trainings, community events and/ or festivals of their choice. Activities where parents can volunteer and/or participate in include, but are not limited to:

- Traffic
- Parent Workshops
- Curriculum Nights
- Town Hall Meetings
- Parent Conferences
- Board Meetings
- Festivals
- Parent training sessions
- Committee meetings
- Work at a school site
- Work with a faculty member
- Attend school events
- Help organize school festivals
- Work at maintaining a clean environment at a school site
- Attend a school field trip

Family members who participate must adhere to the following:

- Sign-in and out every time you volunteer at the school
- Wear a volunteer badge while on campus
- Follow the school's site emergency procedures in the event of an emergency drill
- Maintain confidentiality of student information
- Support the teacher by following appropriate procedures for student safety

Should you be injured while you are volunteering at any school site, you are covered by the District's Workers' Compensation Program. It is extremely important that you report all injuries to the office immediately. If you have any questions regarding volunteering in school, please contact the school office.

SCHOOL ATTENDANCE

Importance of Attendance

Research studies show that academic achievement is based on students attending school consistently. It is a parent's responsibility to reinforce the importance of attending school and being on time. We know and understand that emergencies such as illness or death in the family may occur. The Chula Vista Learning Community Charter School understands the commitment to family values.

The instructional program is designed by each teacher as a progressive and sequential experience. For this reason, absences, tardies, and early dismissals are strongly discouraged.

Please be considerate and plan medical appointments during school vacations or after school hours when possible. If your child will be absent, it is important for you to call the office that same day. A child who is excessively truant without valid excuse may be subject to Chula Vista Learning Community Charter School's involuntary removal procedures.

Reporting an Absence

Dial the school phone number and record the student's name, teacher, and the reason for the absence

Elementary	619-426-2885	extension 2497
Middle School	619-946-4200	extension 240110
High School	619-423-2211	extension 650110

All absences must be reported to the Attendance/Health Office on the day of the absence. Contact the attendance office for more information on Independent Study Contracts. Any absence of 3 or more days requires a note from a California licensed physician stating the reason for the absence and the date the student may return to school. Students who have a consistent absence pattern due to an illness require a doctor's note explaining the nature of the health problem and the reason for the absences. Upon returning to school following any absence, students must check in at the Attendance/Health Office before reporting to class. If a note or phone call is not received, we will consider the absence as unexcused.

Tardies

It is very important that students arrive to school on time. If your child is tardy, he or she must report to the Attendance/Health Office for a tardy slip.
We recognize students for perfect attendance on an annual basis. Perfect attendance is defined as no absences, tardiness, or early releases of any kind. If for some reason your son or daughter

will be absent, please make an appointment to see your child's teacher and attendance office to arrange an Independent Study Contract.

Early Dismissal

Students are not allowed to leave school grounds with anyone other than a parent, guardian, or a designated adult listed on the student's emergency card. Students must be signed out of the office by the parent or designee before leaving any school grounds. It is considered "unexcused" if you say/write that a student is attending a doctor's appointment and we do not receive a note excusing him/her. The child's teacher must receive a pink release form, issued by the attendance office if the student leaves during instructional time.

STUDENT BEHAVIOR

All students and faculty members at the Chula Vista Learning Community Charter School believe that a positive school climate is important to a child's learning in the classroom and to his or her growth as a citizen. Students are expected to follow Chula Vista Learning Community Charter Schools' code of conduct. Each teacher is responsible to maintain an effective classroom management system that is a safe learning environment and provides clear communication with students, parents, and support staff. Inappropriate behavior may result in one of the following:

- For the first incident report, the teacher documents the incident. If necessary, a report is filled out and sent to the instructional leaders. The teacher and/or leadership conferences with student and calls home (please refer to *The Restorative Process to Discipline* section on page 23)
- For the second incident report, if necessary, conferences will be with both student and parents
- After a third or more incident reports, the instructional leader conferences with student, teacher, and parents to discuss next steps

The Chula Vista Learning Community Charter School goal is for students to learn from their mistakes, correct the behavior and to find positive solutions. Lessons and programs offered at our school foster positive social climate inside and outside the classroom. Bullying is not tolerated at the school. The human element of empathy and social justice will be evident and validated for the reduction and prevention of bullying/victim problems.

The core components of the process are implemented at the school level, the class level, and the individual level. Lessons are designed and implemented to support, understand, and create a safe school environment for all students to:

- Mutually respect each other
- Assist classmates who need support
- Include everyone
- Tell an adult at school when an issue needs immediate attention
- Respect ALL staff, parents, and community members

Electronic Devices

Students at the Chula Vista Learning Community Charter School are not allowed to use cell phones or unauthorized electronic devices during instructional time.

- Elementary school students are not allowed to bring cell phones or smart watches to school.
- Middle school students must turn their electronics in their Jaguar Seminar classroom at the start of the day and pick them up at the end of the day.
- High school students may keep their electronics but are not allowed to use them during instructional time.

Cell phones may be used:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Classroom Behavior

Students and faculty will be responsible for developing appropriate guidelines for conduct in the classroom. Students are responsible for their own behavior and should practice making good choices. If at any time a student feels that a classmate or an adult has not treated him or her appropriately, that student has the right to speak to another adult.

Behavior During Assemblies

- Our school assemblies are a privilege. Students are expected to:
- Walk in and exit quietly
- Sit in assigned area
- Be polite to speakers and performers
- Show appreciation by applause – avoid shouting, whistling, or hooting

Before and After School

The Education Code 48900 states that any offense that occurs on the way to school, at school, or on the way home from school is subject to school disciplinary action.

The Chula Vista Learning Community Charter School will not tolerate sexual harassment by anyone participating in any program or activity. This includes student-to-student or peer sexual harassment as well as harassment between a student and any Chula Vista Learning Community Charter School participant. The school takes all complaints of sexual harassment seriously, investigates and addresses identified sexual harassment, and if the investigation results in the determination that sexual harassment has occurred, takes reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future sexual harassment. Alleged pupil sexual harassment in violation of school policy or federal or state law will be handled pursuant to school policy and procedures. A pupil in grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the Chief Executive Officer or Instructional Leader of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment.

Dress Code

CVLCC has a long-standing uniform policy at each of our three campuses. We believe uniforms foster a sense of community and allow students to focus on what matters most in the classroom, academics. Furthermore, research supports CVLCC's belief that the uniform policy promotes school safety, improves discipline, and enhances the learning environment. U.S. Department of Justice, Office of Justice Program Manual on School Uniforms states that "school uniforms may decrease violence and theft, prevent gang members from wearing gang colors and insignia at school, promote student discipline, help parents and students resist peer pressure, help students concentrate on their schoolwork, and enable school officials to recognize school intruders."

Students must wear a school uniform. The school staff reserves the right to make judgments on any article of clothing or mode of dress, which poses the potential for the disruption of learning and/or compromises a safe and orderly learning environment. In addition, no hats are permitted, and "Free Dress" days or birthday attire must follow proper guidelines. Specific guidelines for each campus school uniform are addressed in each site's sections.

Rainy Day Attire

Students MUST follow uniform policy on rainy days. Raincoats and boots should stay within the colors of the school uniform for each grade band (TK-12). Umbrellas are allowed and need to be kept outside of the classroom. Umbrellas must be child safe. (No-point safety tip umbrellas are encouraged).

Physical Education Attire

Students will participate in Physical Education (P.E.) based on the individual student's schedule. On P.E. days, the student should wear his or her P.E. uniform. Sweatpants and sweatshirts must comply with the colors of the school uniform for each site.

Uniform Providers

French Toast (online)	Claudia Lopez (skirts only)
www.frenchtoast.com	619-454-2731

Lost and Found

Each of the three sites has a specific location for lost and found items. Lost and Found items not collected by the end of each semester will be donated.

- At the elementary school, is in the James Lee Burns multi-purpose room
- At the middle school site, is in the Libia Gil multi-purpose room
- At the high school site, is in the office.

The Restorative Process to Discipline

If students do not demonstrate an understanding of human rights and the expectation that all community members make ethical decisions that support safety and human dignity, Chula Vista Learning Community Charter will use the "restorative practices" approach to discipline. Restorative Practices was pioneered by Ted Wachtel at the International Institute for Restorative Practices (IIRP). Restorative practices are grounded in "restorative justice," a way of looking at wrongdoing that focuses on repairing the harm done to people and the relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative, and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them. The most critical function of restorative practices is restoring and building relationships. At times, some or all the following list, students, teachers, parents, staff, faculty, leaders, and/or board members may meet with those who have wronged, explore what happened, and make necessary amends/restoration. The restorative practices process can happen in groups as small as three and as large as a whole class.

Restorative Practices Principles

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders, and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices can involve all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a situation.
5. Restorative Practices seeks to right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

Restorative Discipline

1. Acknowledges that relationships are central to the building of the school community.
2. Establish policies and procedures for misbehavior that have caused harm and in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

Goals of Restorative Practices

1. CVLCC will be a safe, friendly, and enjoyable learning environment.
2. CVLCC will foster an environment where everyone feels valued, respected, and included.

3. CVLCC students, teachers, parents, leaders, etc. will promote/support human rights and dignity using Restorative Practices
4. CVLCC will be a school where students are motivated to learn, and faculty and staff enjoy meaningful and fulfilling work.

Classroom Misconduct

As issues of misconduct arise in the class, teachers will seek to handle the misconduct by reminding students of their need to follow school guidelines by offering students constructive reminders. If students admit their infraction and immediately seek to correct their behavior, students and teachers will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single student, the teacher will seek to handle the issue in a one-to-one session with the student. If the infraction involves a group of students or the entire class, the teacher will handle the issue in class using an appropriate method, such as a class circle.

Community Agreement Issues

If the teacher's attempt to use a constructive reminder does not resolve the issue, teachers and students will refer to the class Community Agreement for guidance. Teachers will remind students of their prior agreement, the reasons behind the Community Agreement, and how the behavior in question violates that agreement. Students are then invited to discuss the issue until a mutually agreed upon resolution is reached.

While the decision to handle student misconduct issues in class shall ultimately be up to the teacher, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of teacher/s and/or other students
- Sleeping or chewing gum in class (according to advisor discretion)
- Excessive playfulness in class
- Overt signs of sexual affection
- Academic honesty
- Gambling
- Minor dress code violations (e.g., wearing a hat, etc.).
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Drug, Alcohol, and Tobacco Free Campus

It is CVLCC School policy to make every effort to provide and maintain a drug-free campus.

It is unlawful to manufacture, distribute, dispense, possess, or use illegal drugs (including marijuana regardless of prescription) or other unauthorized or mind-altering or intoxicating substances while on school property (including parking areas, grounds, buildings, property, facilities), activities or events, or while performing school business away from the school's

premises. Included within this prohibition are lawful controlled substances which have been illegally or improperly obtained.

The director or designee shall take appropriate action to eliminate the possession, use, or sale of alcohol and other drugs and related paraphernalia on campus, on vehicles, or at school-sponsored activities. As appropriate, he/she may direct anyone violating this policy to leave school property and/or refer the matter to law enforcement.

Students who violate the terms of this policy may be subject to discipline and/or referred to assistance programs in accordance with law and school policy.

Students who continue to violate the terms of the Drug, Alcohol, and Tobacco Free Campus policy are subject to expulsion.

For information about alcohol/drug abuse counseling, treatment, rehabilitation information, referral information, and social service directories for San Diego County, students and families should contact the Counseling Department or send inquiries via Jupiter Message to our school Social Worker or Counselors.

Bullying or Harassment

Bullying is defined as any severe or pervasive physical or verbal act(s) or conduct, including electronic communications committed by a student(s) that has, or can be reasonably predicted to have, the effect of one or more of the following:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
3. Substantial interference with academic performance.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

If you or someone you know has been the victim of bullying or harassment in a school program or activity, please report the incident directly to a faculty member.

After receiving the report, a member of the school site administrative team will investigate the reported incident. Other school site members, such as a school site council, dean, or school site social worker, may also assist as necessary.

Potential Consequences in the Restorative Process

During discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by the advisor, school counselors, school leader, and other persons involved. A notice will be placed in the student's file of the infraction and restorative action that was agreed upon. Restorative actions that might be suggested could include the following:

- Verbal or written apology to person harmed or community as whole
- Community service
- Action plan for correction of student behavior
- Notice being sent home to student's parents

If it is determined that the restorative action chosen includes a community service component, the following guidelines will be followed.

- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the student misconduct. Affected persons may include staff, faculty, school leader, other students, community members, law enforcement officials, and the offender's family members. The participants in the conference will be determined by the RPC in consultation with the offender and primary victims of the misconduct.
- The restorative conference shall be facilitated by the school leader.
- The nature of the community service performed shall be related to the nature of the offense (e.g., vandalism would include repairing and/or paying for damage done) and shall be determined in the context of the restorative conference.
- The school leader and/or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the RPC and the offender will sign the document, and it shall be placed in the student's file.
- The student will then be released from any further obligations to community service, and a message shall be sent by the school leader to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his/her community service.

Behaviors that May Warrant Suspension

While the decision to require a student to take a break from the community will be up to the discretion of the school leader and/or designated personnel, behaviors that endanger the health or safety of others AND/OR interrupt learning may warrant suspension and even expulsion.

The director or designee is required to notify law enforcement regarding possession of the following items in school or on school grounds: a dirk, dagger, ice pick, knife with a blade longer than 2 ½ inches, folding knife with blade that locks in place, razor with unguarded blade, taser/stun gun, bb or pellet gun, spot marker gun. (CA Education Code 48902(c), CA Penal Code 626.10(a))

If the student's misconduct continues, and he/she does not appear in the school leader's and/or designated personnel's judgment to be acting in good faith to change his offending behavior, the school leader may recommend to CVLCC Board to permanently exclude (i.e.,

expelled) the student from the CVLCC community. The decision to permanently exclude a student will be decided in accordance with CVLC's charter and expulsion procedures.

Sexual Harassment and Title IX

Title IX is a federal law that has been used to promote equity in education by ensuring that girls and women receive equal resources and treatment in the classroom and provides protections for students who are sexually harassed and discriminated against and/or bullied based on their gender.

In addition to this federal law, the California Education code similarly prohibits schools discriminating against its students on the basis of sex (Education Codes 220-221.1).

Sexual harassment is also in violation of the Chula Vista Elementary School District Board and Administrative policies. All forms of sexual harassment, whether student to student, staff to student, or student to staff, are unlawful at CVLCC and CVESD schools.

Suspension and Expulsion Procedures

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.

The Instructional Leader 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.

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. 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.

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 regarding the disciplinary process

should an expulsion or suspension be deemed necessary. If a student leaves the Chula Vista Learning Community Charter School due to expulsion 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.

Grounds for Suspension and Expulsion of Students

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

Instructional Leader or Immediate Supervisor <u>Must</u> Recommend Suspension and/or Expulsion (Mandatory Offenses):

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

Instructional Leader or Immediate Supervisor May recommend suspension and/or expulsion for the following violations (Discretionary Offenses)::

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Only students in any of grades 9-12, inclusive may be suspended for this offense. **NO student may be expelled for this offense.**

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective

student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as

described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.

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

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 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.
- 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.

In certain occasions the Chula Vista Learning Community Charter School implements restorative practices or future prevention in discipline issues to support emotional and academic student outcomes.

Note*: 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.*

Field Trips

Field trips are a part of the Chula Vista Learning Community Charter School academic program. Students will attend at least two fieldtrips throughout the school year. Students will be given a permission slip for parents to fill-out and sign before attending a field trip. Field trips include the following guidelines:

- Students must ride the school bus to and from the location
- Students' siblings may not go
- Students will follow the same rules as at school
- Students will represent the Chula Vista Learning Community Charter by being on their best behavior
- Shopping for food or souvenirs is at teacher's discretion

If a student is not permitted or unable to attend a field trip, he or she will need to report to school. The student will be placed in a classroom of another grade level and be given work from their teachers to complete that day.

Field Trip Chaperone Information

Prior to the field trip, teachers and Instructional Leaders will provide parents & students with information regarding the activities planned for the trip, expectations for supervising students, and emergency procedures.

Chaperones are expected to comply with school policies and guidelines, follow the directions given by the coordinating teachers, work cooperatively with other volunteers and faculty members, and model appropriate behaviors for students. The chaperone will follow the trip plan developed by the teachers.
Parents MUST complete a chaperone training prior to attending a field trip.

Traffic

Due to the high volume of traffic surrounding our schools, and to better ensure the safety of all students, it is important that all parents follow the traffic volunteer guidelines and patterns.

Traffic Patterns for All Sites

Please help us by following directions, respecting the neighbors, and remembering that we are models for our children. The Leadership Team and/or an officer of the Chula Vista Police Department/ San Diego Police Department will call those who do not respect our traffic patterns. Parent and legal guardians are responsible to inform any family member who drives to our school about our traffic expectations.

Traffic Infraction Procedure for All Sites

We are a community working together to make things work. Volunteer parents wearing a traffic vest during traffic duty can report an infraction or give a traffic violation slip. If a parent receives more than one violation slip, the following will proceed:

- Letter informing parent of traffic violation and a meeting with the Instructional Leader

- Attend meeting for traffic violation for the family

In the Parent Compact, parents agree to follow all school regulations. Not following the traffic patterns MAY be subject to the following consequences: Loss of driving privileges onto campus/loss of zone transfer

Traffic Volunteer Guidelines for all Parents/ and adult visitors

At the Chula Vista Learning Community Charter School safety for our students and volunteers is a top priority. All traffic volunteers are expected to always follow school policies and guidelines to protect student and our community. Traffic volunteer guidelines include but are not limited to:

- Children CANNOT stand with volunteers as they monitor traffic. It is the volunteer's responsibility to concentrate on the assistance with traffic.
- Volunteers should NOT use cell phones while doing traffic.
- Traffic volunteer parents should NOT be in a conversation with another person as they assist in traffic.

Admission Requirements

The Chula Vista Learning Community Charter School is a public school committed to equal opportunity. CVLCC believes in having balanced and diverse classrooms. 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.

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

Charter schools are not allowed to discourage a pupil from enrolling or seeking to enroll in the charter school because the pupil exhibits any characteristics such as students with disabilities, academically low-achieving, English learners, neglected or delinquent, homeless, socially economically disadvantaged, foster youth, or based on nationality, race, ethnicity, or sexual orientation. Charter schools are not allowed to request a pupil's records before enrollment or encourage a child who is enrolled in a charter school to disenroll or transfer to another school. A parent, guardian, or pupil (18 years or older) may file a Charter School Complaint Form to the authorizing entity if they suspect the charter school is in violation of *Education Code* Section 47605(d)(4).

For more information:
https://www.cde.ca.gov/sp/ch/cscomplaint.asp

CVLCC "School of Choice"

Students and parents attending Chula Vista Learning Community Charter School shall comply with the expectations listed below:

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 code of conduct
- Adhere to the school's uniform policy at each school site
- Participate in parent volunteer opportunities in a timely manner
- Always show courtesy and respect toward members of the community
- Follow established traffic patterns and guidelines at each school site
- Provide a supportive environment and necessary materials to complete assigned schoolwork 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 Code of conduct
- 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

HEALTH AND SAFETY

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.

NOTE: *It is important for parents, guardians, and family members to know that in case of a REAL emergency, students will be released only to individuals listed on the Emergency Contact list. It is extremely important that parents make sure to update emergency information on BOTH cards in the office if there are any changes during the school year.*

Safety

The Leadership Team and faculty are always available to the students and their families to provide personal, behavioral, and safety support, as well as offer outreach referrals to community agencies offering family assistance in a variety of areas. Some additional procedures that are currently implemented are:

- Non –CVLCC faculty entering the elementary campus, middle campus and/or high school campus must report to the office to receive a visitor's pass
- Crosswalks are designated for parent and student access at each site
- Faculty dismisses students according to parent/ student request (walk home, YMCA, teacher office hours, after school programs, or parent pick-up)
- CVLCC keeps a watchful eye out for each other to prevent any situation that may be hazardous or dangerous to our community. Incidents are reported to the leadership team and the office staff immediately
- Students MUST always remain on school grounds and are not allowed to leave the campus without permission from the office
- Parents are encouraged to speak with their child(ren) about the importance of safety precautions, such as: no automobile rides from strangers, speak to an adult employee if he/ she senses danger, stay away from unsupervised locations (classrooms or playground areas).

Health and Wellness Policy

CVLCC follows the guidelines provided by the CVESD Wellness Policy* which consolidates, updates, and reflects changes to all federal, state, local, and District guidelines. The school and Chula Vista Elementary School 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.

CVLCC assesses 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.

**The complete Wellness Policy can be found at the Chula Vista Elementary School District (CVESD) website www.cvesd.org under the Wellness policy 205030*

Medical Information/ Medication/ Allergies

The school nurse and health attendance clerks must be informed of all medical conditions. Medications are not permitted at school except for when the medication is taken during the school day. The medication will be locked in the health office. Students who are required to take medication must have an Authorization for Medical Administration Form. This form will be kept on file in the health office and authorizes the Health Assistant and School Nurse to administer the medication to your child. If you have any other questions regarding these procedures, please contact the school's Health Assistant or School's Nurse at the site. It is extremely important that ALL emergency information is current on the green emergency card.

Allergies

There are students that have a medical condition that causes a life-threatening reaction (anaphylaxis) if they eat or have contact with certain types of nuts. For that reason, we make our best efforts to be a NUT FREE school. For us to provide a safe and healthy environment for these students, food that contains peanut butter or nuts of any kind should NOT be sent to school with your child. There are many food allergies that are life threatening for some of our students. For us to provide a safe and healthy environment for EVERY student, sharing food is always prohibited.

GOVERNANCE AND OPERATION

The 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 Chief Executive Officer 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 Chief Executive Officer 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, in accordance with the process specified in its charter, 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.

Charter Board Major Roles

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

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).

- 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.

- 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.
- Establish, oversee, and approve basic organizational structures for all Chula Vista Learning Community Charter activities and appointed committees.
- 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 measurable student outcomes.
- Maintain involvement by being informed of any school communication including but not limited to newsletters, websites, emails, and board minutes.
- 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.
- Establish complaint procedures that ensure due process and facilitate the satisfactory resolution of issues.
- Work with Chula Vista Learning Community Charter School Chief Executive Officer to establish employment policies, practices, and procedures.
- Collaborates with the Chula Vista Elementary School District and is responsible for the selection of the Chief Executive Officer.
- Approves hiring and resignation of all personnel.
- 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 Chief Executive Officer and any other administrative personnel in collaboration with the Chula Vista Elementary School District
- Ensuring website has current and updated information

Board Meetings

All meetings, unless otherwise indicated, shall occur on the premises of the Chula Vista Learning Community Charter School, and will follow Roberts Rules of Order and Charter's procedures. Parents are encouraged to attend to be informed of the Chula Vista Learning Community Charter School's business and operation.

Resolution Procedure

The Chula Vista Learning Community Charter School shall be governed by the Chula Vista Learning Community Charter Board, which is the responsible entity for the governance and operation of the school in accordance with the provisions of the charter.

CVLCC ELEMENTARY SCHOOL

Contact Information:
590 K Street
Chula Vista, CA 91910
(619) 426-2885 Fax (619)

Administration:

Daniza Montero	Director	daniza.montero@cvesd.org
Marco Ibañez	Associate Principal	marco.ibanez@cvesd.org
Fulvia Burquez	School Secretary	fulvia.burquez@cvesd.org
Martha Sandoval	Administrative Assistant	martha.sandoval@cvesd.org
Nayeli Bravo	Attendance Specialist	nayeli.bravo@cvesd.org
Vanessa Parra	School Psychologist	vanessa.parra@cvesd.org
Victoria Perez	School Counselor	victoria.perez@cvesd.org

Daily Schedule

Regular Day				
Breakfast	TK – 6th	7:30 – 7:50 a.m.		
Recess	TK I	8:50 – 9:10 a.m.	TK II	9:10 – 9:30 a.m.
	Kinder	9:00 – 9:15 a.m.	1st	9:15 – 9:30 a.m.
	2nd & 3rd	9:30 – 9:45 a.m.	4th	9:45 – 10:00 a.m.
	5th & 6th	10:00 – 10:15 a.m. (8:45 – 9:00 a.m. on Minimum Days)		
Lunch/Recess	TK/Kinder	10:45 – 11:30 a.m.	1st & 2nd	11:30 – 12:15 p.m.
	3rd & 4th	12:15 – 1:00 p.m.	5th & 6th	1:00 – 1:45 p.m.
MicroSociety ®	TK – 6th	2:00 – 3:00 p.m.		
Dismissal	TK – 6th	3:00 p.m.		
Minimum Day				
Lunch/Recess	TK/Kinder	10:00 – 10:45 a.m.	1st & 2nd	10:45 – 11:30 p.m.
	3rd & 4th	11:30 – 12:15 p.m.	5th & 6th	12:15 – 1:00 p.m.
Dismissal	TK – 6th	1:00 p.m.		

Arrival/Dismissal

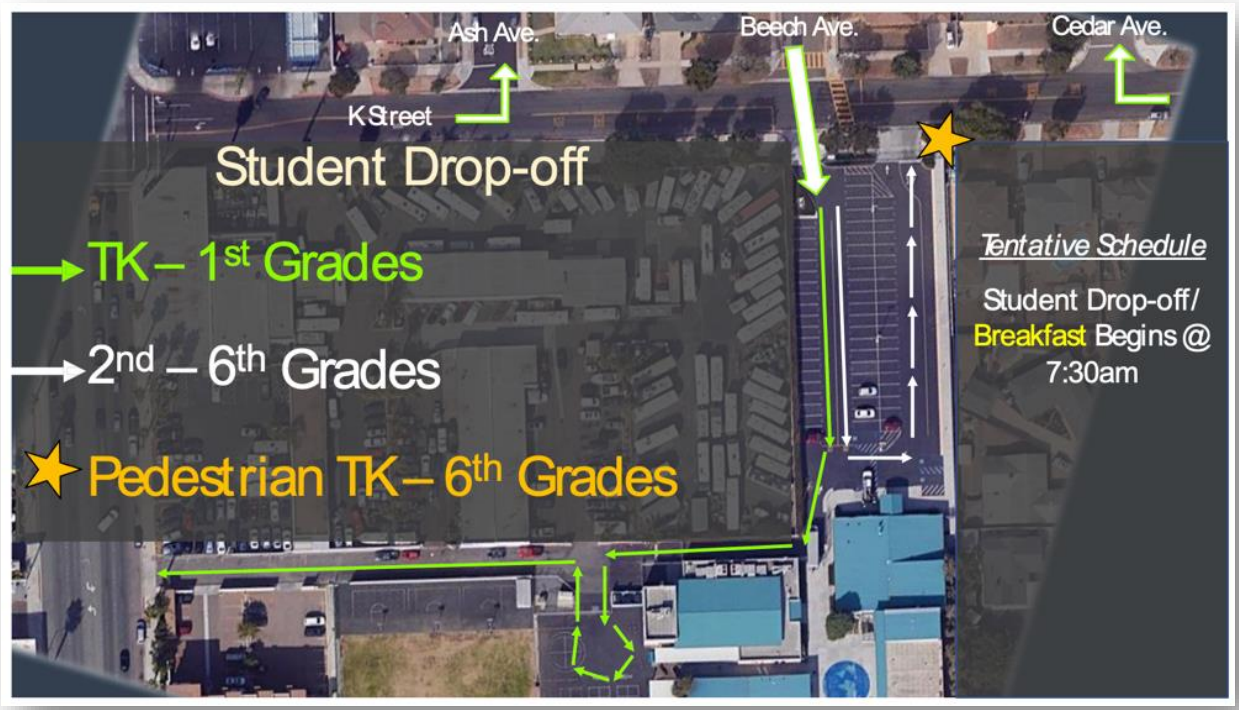
Students are not to arrive before 7:30 a.m., as there is NO supervision before 7:30 a.m. Students participating in the breakfast program may enter the MPR at 7:30 to eat breakfast. All students must wait in the designated area before school begins. School starts at 8:00 a.m. every day of the week. After 8:00, students will be considered tardy. The first bell rings at 7:55 a.m. Instructional time begins at 8:00 a.m. for all grades. School dismissal is at 3:00pm on regular days and at 1:00pm on minimum days. Please note the school parking lot is reserved for Faculty members and kindly ask that Parents/Family members park on the street.

Traffic Pattern For CVLCC ES

Morning Drop-Off:
The entrance to the elementary school in the morning is from Beech Avenue. and/or K Street coming from Broadway. Please give yourself plenty of time. A left turn from K Street will not be allowed, to enter the school use Beech Ave. We strongly encourage that you park on Fifth Avenue and walk into the school to drop off students.

USE BEECH AVENUE TO ENTER CAMPUS: If you are coming from Broadway, make a left on Ash, right on James and turn right on Beech Avenue. If you are coming from Fifth Avenue, go west on James Avenue and make a left onto Beech Avenue.

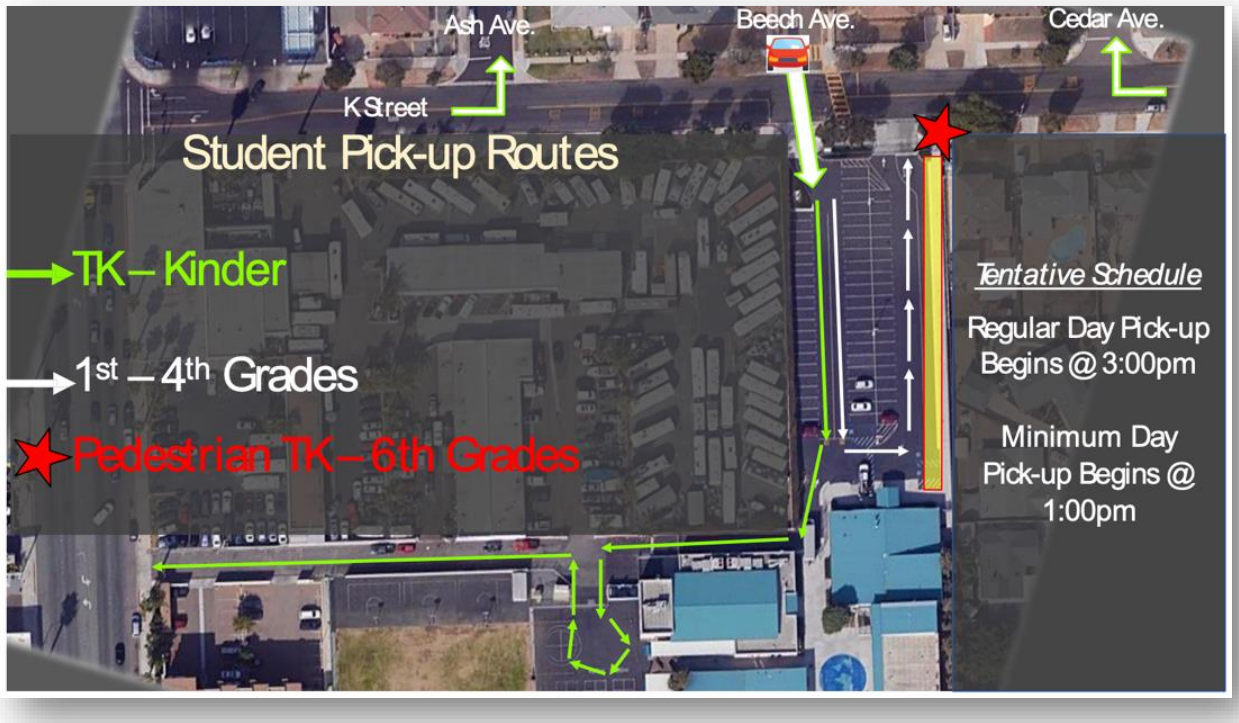
Drop-off Route for all grades:



Additional Drop-Off Information for Transitional Kinder and Kindergarten
An adult must walk all Transitional Kinder and Kinder students onto the campus.

Afternoon Pick-Up:
The gates open at 2:55pm on Monday through Thursday and at 12:55pm on Friday. Please follow all traffic laws, posted signs, and avoid blocking driveways. Any adult picking up a Transitional Kinder/Kinder student must be a parent or an adult on the emergency contact card. The adult will need to park outside the school grounds and pick up the child from his/ her homeroom.

Pick-Up Route for TK through 4th Grade:



Pick-Up Route for 5th and 6th Grade:

- Students will line-up on the sidewalk and wait for teacher to call them as their transportation arrives
- Parents enter through 6th Avenue taking turns as they enter Sierra Way
- Remember to be respectful
- There is no pedestrian pick-up on Sierra Way

Faculty members park in the school parking lot. Parents/ Family members should NOT park in the parking lot. YOU MAY RECEIVE A TICKET if you are in the school parking lot.

Expectations for parents while driving:

- Be respectful and courteous with other drivers and families
- Drop off students at the drop off zone
- Refrain from stopping or parking in handicap, red areas, driveways, or crosswalks
- Avoid leaving cars unattended to drop off students in YMCA program
- Yellow lines are for loading and unloading only
- Do not turn left when you exit the school grounds
- Do not drive into private driveways to drop off or pick up students. Traffic must be always circulating, no stopping and waiting
- You must have a handicap card to parked in handicap parking, but still need to follow the traffic

pattern

Traffic Volunteer Guidelines

- Parents should have all electronic devices put away
- Only adults should direct traffic and may not have any children standing with them as they monitor traffic. It's the volunteer's responsibility to concentrate on safety while overseeing traffic.
- Traffic volunteer parents should NOT be in a conversation with another person as they volunteer.
- Be kind and courteous to everyone, USE CODE OF CONDUCT

ACADEMIC PROGRAM

The TK-6 program is based on a 50/50 dual immersion model. Daily, students receive 50% of the instruction in English and 50% in Spanish. Instruction supports the development of literacy simultaneously in both languages to support the transfer of concepts. The program also offers designated and integrated language development for students on the path to biliteracy.

The program at CVLCC elementary offers a variety of academic supports for all students

Classes taught in English:

English Language Arts
Mathematics

Classes taught in Spanish

Spanish Language Arts
Social Studies
Science

Academic Supports:

- Simultaneous Literacy / Transfer of Concepts
- Designated and Integrated Language Development
- Instructional Assistants
- Support Teachers (Reading and Mathematics)

Policies for Success:

- Parents and students commit to our dual language program TK – 12th Grade
- Students Engagement:
- Arrive at school on time, everyday
- Wear the required uniform everyday
- Parents Engagement:
- Review Handbook & Sign Parent Compact
- Attend parent-teacher conferences
- Communicate regularly with both Teachers
- Volunteer and attend academic & social school events throughout the year

TK-6th Grading

Letter Grade	Description
E	Student performance consistently and independently EXCEEDS grade level expectations with accuracy and high level quality.
S	Student performance is SECURE & independently meets grade level expectations.
D	Student performance is DEVELOPING steadily toward grade level expectations.
N	Student performance is at NOVICE level, and with additional time and/or support will progress toward grade level expectations.
N/A	NOT APPLICABLE. Student was not enrolled long enough to accurately assess.

-	Standard was not addressed.

NOTE*: Students not meeting academic expectations will receive additional instructional support to achieve academic success and may be placed on a Learning Contract or referred to the Student Study Team for further support.*

Homework Policy for Grades TK-6th

The expectation is for students to turn in completed homework when it is due. Homework is typically given from Monday through Thursday, except for special projects that may need to be completed on weekends or breaks. Students may log onto our school's online reading and math programs during non-instructional time to work on additional skills. Please contact your child's teachers for further details.

TK-6 Uniform Policy

We appreciate your compliance with the uniform policy. However, in the event your child is not wearing the correct attire, a phone call or message will be sent to the parents asking them to bring the correct uniform. The student will be sent to the office and will remain there until the parent arrives with the uniform or a loaner uniform is provided.

Dress code

- Grey, black or red polo short or long sleeve shirt
- Black, khaki or red sweater, sweatshirt, or jacket
- Black pants or short of appropriate length
- Black belt
- Black, white, or red closed toe shoes and socks
- CVLCC Plaid skirt

Students are prohibited to wear the following: Sandals and open-toe shoes, canvas/oversized pants, lycra pants, cargo pants, shorts (less than 1 inch above the knee), hats, dress articles with logos, writings, or drawings, etc. NO leggings allowed.

Breakfast and Lunch

Hot lunches are provided daily in the cafeteria. Under waivers provided by the United States Department of Agriculture (USDA), all students receive FREE breakfast and lunch.

Breakfast is served every day from 7:30 – 7:50am. It is important that students who participate in our breakfast program arrive on time so they can eat before going to class.

Every family should complete an application regardless of whether they qualify or not. Applications are available in the school office.

Tk-6th Microsociety® Program

The MicroSociety® Program is a research-based education program enabling teachers to answer the persistent question of: "Why do I need to know this?" Students spend 45 MicroSociety® minutes Monday through Thursday in their jobs where they learn how traditional academic subjects are studied and applied to their "on the job" activities. MicroSociety® time provides opportunities for students to create a functioning small community by offering a real-world context for academic learning. Students collaborate with their TK-6 peers, teachers, parents, and business volunteers to run businesses, apply technology, establish government and social agencies, and develop cultural/arts organizations.

Core Values

Core values identify our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work to further our connection as a community.

Caring	A deep feeling for and understanding of others without regard to race, age, creed, or social standing. This includes kindness, generosity, forgiveness, friendship, love and sharing toward all people including the physically and mentally challenged.
Citizenship	Become a productive and contributing member of society. Understand the importance of being a law-abiding citizen.
Cooperation	We define cooperation as the act of working together because all parties understand that they share a common purpose and agree on a method. To live out this value, the team will create an atmosphere where individuals are free to express concerns with current and future methods by asking the opinions of others after presenting information.
Honesty	To consistently seek and speak the truth. Having a lifestyle without lying, cheating, stealing or other forms of deception.
Perseverance	The inner strength to remain constant to purpose, idea, or task in the face of obstacles. This includes dedication, consistency, and having a positive attitude.
Responsibility	Being reliable and following through on commitments. This includes being responsible for your actions as a family member, teacher, student, and citizen. You can demonstrate your responsibility through service to others and self-control.
Respect	Having a high regard for oneself and others. This would include self-worth, pride, physical well-being, contentment, peace, humor, appreciation for differences and individuality, fairness, respect, and tolerance.
Empathy	The ability to emotionally understand what other people feel and imagine what it might be like to be in their position.
Leadership	To guide and inspire community members toward achieving a common goal.

YMCA Before & After School Program

CVLCC elementary offers an extended day program know as *Club CVLCC* in partnership with the YMCA.

Hours:
Monday through Thursday
6:30 AM – 8:00 AM
3:00 PM – 6:00 PM

Friday
6:30 AM – 8:00 AM
1:00 PM – 6:00 PM

For more information, please contact the school office.

CVLCC MIDDLE SCHOOL

Contact Information:
380 3rd Avenue
Chula Vista, CA 91910
(619) 942-4600 Fax (619)

Administration:

Tanya Liz Trujillo	Director	tanya.trujillo@cvesd.org
Alina González	School Secretary	alina.gonzalez@cvesd.org
Gina Avila	Attendance/ Health Specialist	georgina.avila@cvesd.org
Greg Watkins	School Psychologist	greg.watkins@cvesd.orgg
Joel Ontiveros	School Counselor	joel.ontiveros@cvesd.org
Adriana Veronica	School Counselor	Adriana.veronica@cvesd.org

Daily Schedule

Monday – Thursday	
Breakfast	7:30 – 8:00 a.m.
Seminar	8:00 – 8:05 a.m.
Period 1	8:05 – 8:55 a.m.
Period 2	8:55 – 9:45 a.m.
Break	9:45 – 10:00 a.m.
Period 3	10:00 – 10:50 a.m.
Period 4	10:50 – 11:40 a.m.
Period 5	11:40 – 12:30 p.m.
Lunch	12:30 – 1:15 p.m.
Period 6	1:15 – 2:05 p.m.
Period 7	2:05 – 2:55 p.m.
Seminar	2:55 – 3:00 p.m.
Dismissal	3:00 p.m.

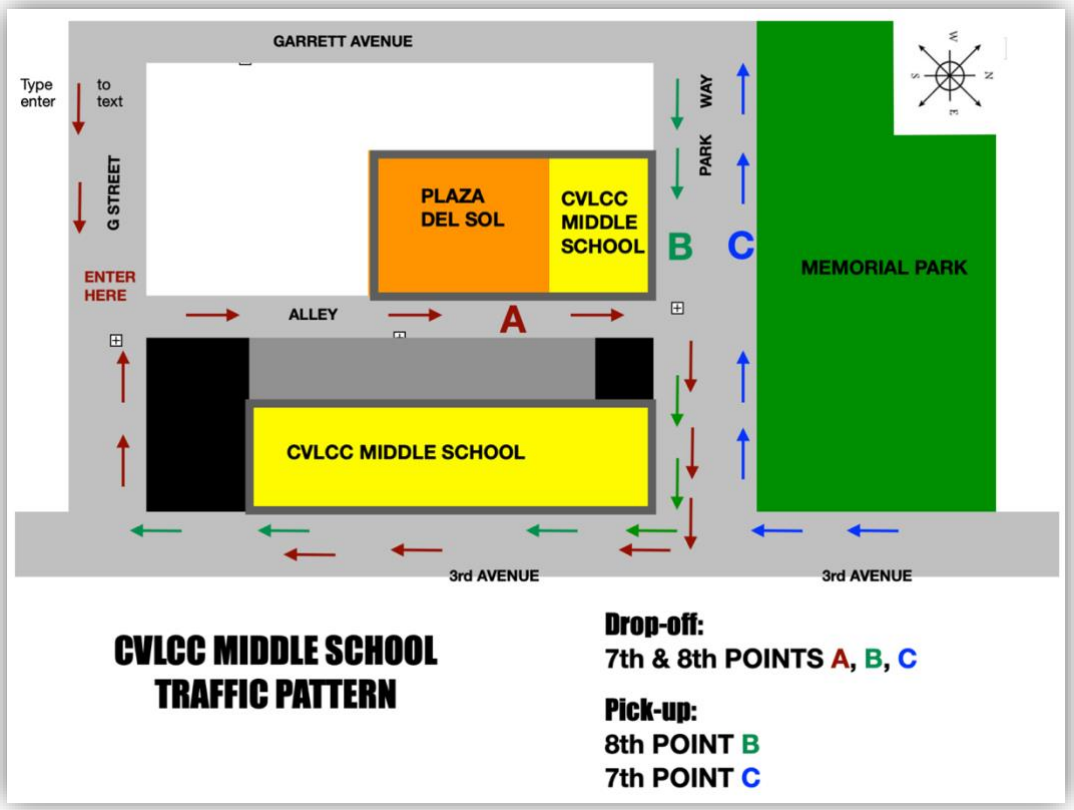
Friday	
Breakfast	7:30 – 8:00 a.m.
Seminar	8:00 – 8:10 a.m.
Independent Study	8:10 – 9:10 a.m.
Break	9:10 – 9:25 a.m.
Elective 1	9:25 – 10:20 a.m.
Elective 2	10:20 – 11:10 a.m.
Comunidad	11:10 – 12:10 p.m.
Lunch	12:10 – 12:55 p.m.
Seminar	12:55 – 1:00 p.m.
Dismissal	3:00 p.m.

Arrival/Dismissal

Morning supervision begins at 7:30am in the multipurpose room.

At the end of the day, students exit the building with their teachers and wait to be picked up at the 7th grade or 8th grade pick-up area along Park Lane. All students must be picked-up or leave no later than 15 minutes after dismissal. Only the students enrolled in Club CVLCC or those attending office hours, will be allowed to remain on campus after 3:15pm.

Traffic Pattern FOR CVLCC MS



Expectations for parents while driving:

- Be alert for students
- Slow-down
- Respect traffic laws
- Be courteous
- Do not drop-off or pick-up students on 3rd Avenue
- Do not drive through the alley for student pick-up
- Do not form a double line on 3rd Avenue
- Do not block driveways

Campus Safety

For the safety of our campus, the school CVLCCMS is a closed campus. All visitors including parents and caregivers must check-in at the front office and wear a visitor's badge and sign out upon leaving.

Academic Program

The 7-8th grade program is based on a 50/50 dual immersion model. Over the course of one semester, students receive 50% of the instruction in English and 50% in Spanish. This is according to the classes they are enrolled in each quarter.

Classes taught in English:
English 7 and English 8
Math 7 and Math 8
Science 7 and Science 8
PE/Health 7 and PE/Health 8
Art 7 and Art 8
Selection of elective classes

Classes taught in Spanish:
Español 7 and Español 8
Historia 7 and Historia 8
Laboratorio de ideas 7 and Laboratorio de ideas 8

Selección de clases electivas

Supports for Academic Success:
- Weekly office hours provided by content teachers after school
- Independent study period during the school day
- Academic Counseling Department

Academic Recognition
At the end of every quarter, students with a GPA of 3.5 or higher are recognized for academic excellence. Families are invited to attend a student recognition ceremony.

Grading Policy:

At CVLCC Middle School, any grade lower than 70% is considered Incomplete and students must seek teacher guidance to recover credits toward the final grade for the course. Grade point average includes all core academic subjects including physical education. Elective courses will not be calculated into a student's GPA.

A+	97%
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
INC	0%

Homework Policy:

Students will be given homework assignments throughout the week. The homework assignment will be used as a tool for review and checking for the understanding of concepts and skills previously taught. Students will have an agenda to write down their homework every day.

In middle school, students may have between 60 - 70 minutes of homework each night. Factors such as work habits and focus will affect the amount of time students need to complete homework daily. A teacher may assign homework or a project that is not due until several days/weeks later. These assignments are designed to be broken down into daily chunks rather than waiting until the day before the assignment/project is due. Homework will not be assigned over the extended holidays or breaks. If your student is consistently spending more than 70 minutes a night completing homework, please contact the classroom teacher to discuss.

Late Work Policy:

Late work will be accepted up to one week past the due date with a 10% penalty each day late. After one week late, the work will not be accepted. If a student is absent, they are responsible for the missed work and will be allotted time to complete it (usually due the next day after their arrival).

Corrections:

Students may fix and return any assignment that has been graded and returned for a better grade. They can receive up to 100% of the points they missed when it is regraded. The choice to fix and return work is up to the students.

Academic Probation:

All students attending CVLCC Middle School must maintain a cumulative grade point average (G.P.A.) of 2.0 or above to be in good academic standing. If a student's cumulative G.P.A. falls below 2.0, then the student will be placed on academic probation. Students and parents/guardians will be notified of the student's status via grade reports.

Students who are not in good academic standing at the end of any quarter will be referred to the Counseling Department. The Counseling Department will review the student's attendance, behavior, and overall academic performance. A meeting will be held, creating, and outlining the necessary steps for the student to return to good academic standing. Students may be asked to work on missing assignments in lieu of participation in extracurricular activities.

Plagiarism

The Chula Vista Learning Community Charter Middle School opposes all types of cheating, plagiarism, and dishonesty. To support this policy, certain safeguards are in place for academic

security. However, for such policy to be meaningful, the support of all students, staff, and parents is required.

Students are expected to always create their own original work. Any student who engages in academic dishonesty (i.e., plagiarism, copying, cheating) will not receive credit for that work.

Typical Consequences for Academic Dishonesty:

- **First Offense:** No credit on the assignment, restorative conference with teacher, member of the School Counseling Department, phone call home, documentation
- **2nd Offense:** No credit on the assignment, parent meeting, academic contract, documentation

7-8 Uniform Policy

All middle school students must wear a uniform every day. The only exceptions are Spirit days and birthdays. The themes for spirit days are determined by student leaders and students are strongly encouraged to participate to show school spirit. If a student chooses not to participate, they must wear school uniform. Students have the option of "free dress" to celebrate their birthday.

Dress code Monday - Friday

- Grey, black or white polo short or long sleeve shirt
- Black sweater, sweatshirt, or jacket
- Black pants or short of appropriate length
- Black belt
- Black or white closed toe or athletic shoes and socks
- CVLCC Plaid skirt

Physical Education Dress code

Shorts, CVLCC T-shirts, sweatpants (no strips), sweatshirts or jacket. Leggings with a long t-shirt over them for Dance Class Only.

Students are prohibited to wear the following: Sandals and open-toe shoes, oversized pants, cargo pants, torn or ripped jeans, skirts or shorts (less than 2 inch above the knee), hats, dress articles with logos, writings, graphics or drawings, strapless tops, spaghetti-strap tops, crop tops, anything see-through or revealing.

Consequences to Uniform Policy Violation

- Parents will be notified when a student is out of uniform.
- Students who are out of uniform will be provided with a loaner from the office.
- Students who are chronically in violation (2 or more violations per week of uniform policy) are subject to losing privileges including the ability to participate in school events or extracurriculars.

If you have barriers to purchasing or acquiring school uniforms, please communicate this to the school office for assistance.

Core Values

Justice	Students are expected to care about peace and respect for others
Altruism	Students are expected to have selfless concern for the wellbeing of others
Gratitude	Students are expected to be thankful and show appreciation
Unity	Students are expected to act with harmony, cooperation, and togetherness
Autonomy	Students are expected to be independent and have self-control
Responsibility	Students are expected to be trustworthy and responsible

Cell Phones and Electronic Devices

All cell phones and other electronic devices are to be turned off and placed in the designated bin in the Jaguar Seminar classroom once students arrive at the classroom. Cell phones are not to be used until school has been dismissed. There is no text messaging during class, recess, lunch, and/or on campus. If a student is seen using a cell phone or other electronic device during school hours, the following procedures will follow:

- Student is reminded of school policy and warned of consequences
- Item is confiscated and kept in the director's office
- A parent must pick up the phone from the office

CVLCC Middle School is not responsible for lost, damaged, or stolen cell phones and/or electronic devices brought to school, nor are we responsible for the inappropriate use of these devices outside school hours. The content from the use of electronic devices and/or social networks outside of school hours is the responsibility of the parents. With the widespread use of these devices, we encourage parents to carefully monitor their children's activity when privileges are given to their kids for personal use.

Breakfast and Lunch

Hot lunches are provided daily in the cafeteria. Under waivers provided by the United States Department of Agriculture (USDA), **all students** receive FREE breakfast and lunch.

Students who participate in the breakfast program can arrive at 7:30am. Breakfast is served every day from 7:30 – 7:50am. It is important that students who participate in our breakfast program arrive on time so they can eat before going to class.

YMCA After School Clubs

CVLCC middle offers an after-school club program in partnership with the YMCA.

Hours vary depending on the club's schedule. For more information, please contact the school office.

APPENDIX A: ANNUAL NOTICES

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher

believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, CVLCC will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, CVLCC may charge for the prospectus in an amount not to exceed the cost of duplication.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because CVLCC has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

    1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).
    2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.

3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to CVLCC.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to CVLCC from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian."

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

Foster and Mobile Youth Liaison: The Chief Executive Officer or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Victoria Perez	**Joel Ontiveros**	**Alicia Arambula**
Elementary Social Worker	Middle School Counselor	High School Social Worker
victoria.perez@cvesd.org	Joel.ontiveros@cvesd.org	alicia.arambula@cvesd.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. CVLCC will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in CVLCC as the student's school of origin (subject to CVLCC's capacity and pursuant to the procedures stated in CVLCC's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in CVLCC as the school of origin, the foster youth has the right to remain in CVLCC pending the resolution of the dispute. CVLCC will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to CVLCC (subject to CVLCC's capacity and pursuant to the procedures stated in CVLCC's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

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

Acceptance of Course Work: CVLCC will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

CVLCC will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, CVLCC shall not require the student to retake the portion of the course the student completed unless CVLCC, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When CVLCC receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), CVLCC shall provide these student records within two (2) business days. CVLCC shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

CVLCC shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left CVLCC.

In accordance with CVLCC's Educational Records and Student Information Policy, under limited circumstances, CVLCC may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If CVLCC intends to extend the suspension of any foster youth pending a recommendation for expulsion, CVLCC will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If CVLCC intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, CVLCC will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through CVLCC's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the school website.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at CVLCC, a copy of CVLCC's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by CVLCC Liaison.

School Liaison: The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Victoria Perez	**Joel Ontiveros**	**Alicia Arambula**
Elementary Social Worker	Middle School Counselor	High School Social Worker
victoria.perez@cvesd.org	Joel.ontiveros@cvesd.org	alicia.arambula@cvesd.org

CVLCC Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by CVLCC

2. Homeless students enroll in and have a full and equal opportunity to succeed at CVLCC.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CVLCC, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, CVLCC's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. CVLCC Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from CVLCC Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Acceptance of Course Work: CVLCC will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

CVLCC will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, CVLCC shall not require the student to retake the portion of the course the student completed unless CVLCC, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at CVLCC, a copy of CVLCC's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

CVLCC is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. CVLCC will meet all applicable legal requirements for English

Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CVLCC will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Universal Meals Program

Pursuant to California law, commencing with the 2022-23 school year, CVLCC shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on CVLCC website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. CVLCC believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, CVLCC will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written

medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, CVLCC follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of CVLCC.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Involuntary Removal Process

No student shall be involuntarily removed by CVLCC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with CVLCC's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CVLCC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to CVLCC's suspension and expulsion policy.

Upon parent/guardian request for a hearing, CVLCC will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of CVLCC's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent CVLCC from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages CVLCC's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, CVLCC may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, CVLCC will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the school psychologist to discuss the process for an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse.

Available in the Community:

- Chula Vista Family Health Center – This organization provides several services to address health care needs. Available at (619) 515-2300.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement

CVLCC does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

CVLCC adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

CVLCC does not discourage students from enrolling or seeking to enroll in CVLCC for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English

proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. CVLCC shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with CVLCC's charter and relevant policies.

CVLCC does not request nor require student records prior to a student's enrollment.

CVLCC shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

CVLCC is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). CVLCC also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CVLCC does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which CVLCC does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CVLCC will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to CVLCC Uniform Complaint Procedures ("UCP") Compliance Officer:

Edward Caballero
Chief Executive Officer/Title IX Coordinator
590 K Street, Chula Vista, CA 91911
(619) 426-2885

The Compliance Officer may assign another employee to investigate the complaint. In no instance shall an employee be designated to investigate a complaint if they are mentioned in the complaint of have conflict of interest that would prohibit them from fairly investigating the complaint.

The lack of English language skills will not be a barrier to admission or participation in CVLCC's programs or activities. CVLCC prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Opioid Information Sheet

CVLCC annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to CVLCC before the athlete initiates practice or competition. The fact sheet is available at:
https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

CVLCC aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). CVLCC staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of CVLCC's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in CVLCC may file annually with the director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

CVLCC recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with

the infant. CVLCC will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in CVLCC if it is necessary in order for the student to be able to complete any graduation requirements, unless CVLCC determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of CVLCC. The complaint may be filed in writing with the compliance officer:

Edward Caballero
Chief Executive Officer/Title IX Coordinator
590 K Street, Chula Vista, CA 91911
(619) 426-2885

The Compliance Officer may assign another employee to investigate the complaint. In no instance shall an employee be designated to investigate a complaint if they are mentioned in the complaint of have conflict of interest that would prohibit them from fairly investigating the complaint.

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

CVLCC has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

The CVLCC, along with the Chula Vista Elementary School District (CVESD), in accordance with Charter procedures, creates and reviews 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 CVLCC. For more information, please contact your site Instructional Leader or office.

Section 504

CVLCC recognizes its legal responsibility, in collaboration with Chula Vista Elementary School District, to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of CVLCC. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by CVLCC. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Chief Executive Officer. A copy of CVLCC's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

CVLCC offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. CVLCC does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to CVLCC.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When CVLCC chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to CVLCC.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if CVLCC has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. CVLCC provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Chula Vista Elementary School District. These services are available for special education students enrolled at CVLCC. In collaboration with CVESD, we offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. CVLCC collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, CVLCC is responsible for identifying, locating, and evaluating children enrolled at CVLCC with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. CVLCC shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school psychologist.

State Testing

CVLCC shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day CVLCC receives a request for access. Parents or eligible students should

submit to CVLCC Chief Executive Officer or designee a written request that identifies the records they wish to inspect. CVLCC official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask CVLCC to amend a record should write CVLCC's Chief Executive Officer or designee, clearly identify the part of the record they want changed and specify why it should be changed. If CVLCC decides not to amend the record as requested by the parent or eligible student, CVLCC will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If CVLCC decides to amend the record as requested by the parent or eligible student, the Chief Executive Officer must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before CVLCC discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by CVLCC as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on CVLCC's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of CVLCC who performs an institutional service or function for which CVLCC would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, CVLCC discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

5. The right to request that CVLCC not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires CVLCC to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, CVLCC will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. CVLCC will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, CVLCC will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for CVLCC in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by CVLCC for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by CVLCC; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by CVLCC with respect to that alleged crime or offense. CVLCC discloses the final results of the disciplinary proceeding regardless of whether CVLCC concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. CVLCC may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. CVLCC has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Dates of attendance
8. Grade level
9. Participation in officially recognized activities and sports
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CVLCC to disclose directory information from your child's education records without your prior written consent, you must notify CVLCC in writing at the time of enrollment or re-enrollment.

Please notify the director. A copy of the complete Policy is available upon request at the main office.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

CVLCC is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at CVLCC must review the information sheet on sudden cardiac arrest via the following link: https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As CVLCC receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending CVLCC may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, CVLCC will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Executive Officer to obtain this information.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans;

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Chief Executive Officer or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Edward Caballero
Chief Executive Officer/Title IX Coordinator
590 K Street, Chula Vista, CA 91911
(619) 426-2885

The Compliance Officer may assign another employee to investigate the complaint. In no instance shall an employee be designated to investigate a complaint if they are mentioned in the complaint of have conflict of interest that would prohibit them from fairly investigating the complaint.

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Chief Executive Officer.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Chief Executive Officer.

APPENDIX B: COMPLETE POLICIES

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

The Chula Vista Learning Community Charter School is a district dependent charter school and complies with the Chula Vista Elementary School District's policies.

Chula Vista Elementary School District Board Policies