

Independent Study
Parent and Student
Handbook
2018 – 2019



Advisor Name: _____

Advisor Phone: _____

Advisor Email: _____

Dear Families,

Welcome back!

On behalf of the staff at Vista Oaks Charter School, I am happy to welcome you to the 2018-2019 school year. We are looking forward to another great year. The Vista Oaks' staff value partnering with our families to ensure your child achieves their highest potential. We will continue to provide a personalized education that best fits the needs of each learner's individual needs and learning style.

We are proud of the Vista Oaks community...our eager learners, invested families and dedicated staff. It is a privilege to have your family join us on this amazing adventure.

Let's make 2018-2019 another great year!

Warmly,

Joy Groen
Executive Director

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Acknowledgement of School Policies and Procedures must be signed and submitted for each student enrolled at VOCS.

*All policies with an * must be signed on the Handbook Signature page for each student enrolled at VOCS.*

Please note that the policies listed in the handbook have been summarized. For the complete versions of all Board policies, please refer to VOCS's website at www.vistaoks.net.

Mission

At Vista Oaks, we will create a respectful learning environment where each student can reach his/her fullest potential through an individualized, standards-based educational program structured for student's success.

Vision

Because we believe that every student can succeed, Vista Oaks Charter School will:

- Provide each student with an engaging and relevant learning experience;
- Incorporate rigorous educational opportunities that improve academic achievement;
- Consider the unique learning style and needs of each student when planning his/her academic program;
- Promote personal responsibility and ownership in planning for one's future; and
- Serve students with exemplary, dedicated teachers and staff.

Means to Achieving Mission and Vision

Vista Oaks will deliver the following to our students:

Provide each student with an engaging and relevant learning experience.

- A hybrid independent study program that offers online, on-site and independent study courses to meet each student's unique needs.
- Provide access to opportunities that enhance learning, including hands-on classes and the use of interactive educational technologies.
- Flexibility that allows older students to participate concurrently in Career Technical Education (CTE) courses and community college programs.

Incorporate rigorous educational opportunities that improve academic achievement.

- Research-based intervention programs to help bridge academic deficiencies.
- Access to one-on-one and small group tutoring for both the struggling student and the student needing a challenge.
- Design instruction that ensures students are college and career ready by the end of high school.
- A-g approved courses for college-bound high school students.

Consider the unique learning style and needs of each student when planning his or her individualized academic program.

- Upon enrollment, students complete thorough assessments to identify academic strengths and weaknesses.
- A personalized learning plan is developed for each student based on the assessment results, student's goals, and life circumstances.

Promote personal responsibility and ownership in planning for one's future.

- A flexible school day that considers each student's personal obstacles without lowering the academic expectations.
- Personalized coaching and mentoring that supports each student on their path towards graduation and beyond.

Serve students with exemplary, dedicated teachers and staff.

- Passionate, highly qualified teachers with a proven track record of success in alternative education.
- Subject matter specialists oversee curriculum offerings and support students at all levels.

General Information

Accreditation

Vista Oaks Charter School (VOCS) is a Western Association of Schools and Colleges (WASC) accredited school.

Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) accredits K-12 schools. ASC WASC evaluates K-12 schools to assure the educational community, the general public, and other organizations that a school has established conditions under which they are successful and can accomplish objectives/goals appropriate to education. In addition, ASC WASC assures that the school is organized, staffed, and supported so that success can continue. A school must demonstrate that it meets ACS WASC's criteria and accreditation standards. ACS WASC encourages and supports schools develop and improve through self-evaluations, follow-up, and special reports.

What does this mean?

- VOCS can state and advertise that we are "fully accredited by the Western Association of Schools and Colleges".
- VOCS uses the WASC stamp/embosser on our transcripts and diplomas.
- VOCS has been approved for a wide range of a-g courses as outlined by the UC Office of the President.
- VOCS offers PSAT and other college readiness practice exams.

For a list of approved a-g courses, contact your Academic Counselor.

In 2014, Vista Oaks earned an Initial Accreditation for three years. During the 2017-2018 school year Vista Oaks had the pleasure of having the WASC Team visit both Learning Centers and review our WASC Self Study. After presenting their findings to the WASC Board Vista Oaks was awarded 6 year accreditation.

Emergency Procedures

Both learning centers participate in monthly emergency drills to meet the requirements as set by California Department of Education. The Byron Learning Center follows the School Safety Plans for Excelsior Middle School set by Byron Union School District, as stated on their website, www.byronunionschooldistrict.us. In addition, VOCS staff will implement the plans below in contacting families in the case of an emergency.

The Lodi Learning Center follows the following guidelines in order to provide all students and staff with assurance that specific protocols will be followed to provide an appropriate response to any emergency that may arise. Emergency exit maps are posted in all rooms at each site.

Emergency Procedures Policy

The intent of this plan is to clarify school procedures in the case of an emergency. The following are the objectives of our plan.

- To provide action that will minimize injuries and loss of life of students, school staff and emergency personnel if an emergency occurs during school hours.
- To provide maximum use of school personnel and school facilities.
- To ensure the safety and protection of our students and school personnel immediately.
- To arrange a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

Evacuation Procedures

- Evacuate building in case of fire or after an earthquake.
- Dismiss students to go home only to a parent or responsible adult that is designated on the student's emergency contact (as listed on student's application).
- Parent or a responsible adult must sign out students (if student is in the TK-8 program).
- High school students may sign themselves out if they came to school independently.

Parental Information Communications

- In the event of an earthquake, flood, or other natural disaster, keep your radios/televisions tuned to your local radio/news station for advisory information.
- Please do not call the school, as we must have the lines open for emergency calls.

Dismissal

- Should there be a major earthquake, students will remain under the supervision of school authorities until parents or responsible adults can pick them up.
- Should there be a lockdown, students, staff, and any visitors on campus will not be released until the local authorities deem it safe to leave the campus and the campus is no longer on lockdown.

Student Release Procedures

- Go directly to the entrance of the school or evacuation area.
- Inform a teacher or school staff member that is responsible for your student that you are taking your student(s).
- Proceed with your student back to VOCS's front desk to sign-out your student(s).
- Do not remove your student(s) or any other student from school without signing them out.
 - This provides us a record of where each student is when someone else arrives later looking for the student.

Parents that Cannot Pick up their Student from School

- Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to an adult that is listed on your student's emergency contact (as stated on your application). We will keep a written record of each student and the adult that signed them out.

Visitor Sign-in/Sign-out

For the safety of all students and staff, VOCS requires all visitors to sign-in at the front desk upon their arrival. All visitors must remain at the designated waiting area or front desk unless VOCS staff has requested that they accompany the student. Visitors must sign-out before leaving the campus. This allows VOCS staff to know who is on campus at all times in case of an emergency.

Attendance

Master Agreement

The Master Agreement (MA) is a legal document that outlines the list of courses in which each student is currently enrolled. A student is not legally enrolled in VOCS until the MA is signed by parent/guardian (for students under 18), student, and teacher. A course can be added to a MA during the first **4 weeks** of the semester. In addition, a course can be dropped within the first **8 weeks** of the semester.

Attendance Records

Teachers must maintain a written record that documents each student's attendance. These records must be available for audit and inspection. Students must engage in educational activities for each day school is in session. This is a requirement according to *California Educational Code 47612.5*.

Absences/Missed Assignments

According to independent study law there are no excused absences in independent study. Reason being, the student may do their schoolwork at any time of the day and any day of the week. Therefore, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall not exceed **20 school days**. When special or extenuating circumstances justify a longer time for individual students, the Executive Director or Associate Director may approve a period **not to exceed 8 weeks**.

When a student misses or fails to complete **3 independent study assignments during any period of 20 school days, or missed 2 appointments** without valid reasons, the Executive Director or designee will conduct an evaluation to determine whether it is in the best interests of the student to remain enrolled at VOCS. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record will be forwarded to that school.

Withdrawal Process

VOCS is a public charter school; therefore enrollment in our school is optional. A student is legally determined **truant after 3 days of absences** with no communication with the teacher or school. If a parent/guardian decides to withdraw their student, the school must be notified within **2 days**. In addition, to requesting withdrawal, the parent/guardian must notify VOCS of the school the student will be transferring to. If the parent/guardian does not notify VOCS of the transferring school, VOCS will notify the student's neighborhood school of the withdrawal.

VOCS reserves the right to withdraw a student if the Executive Director and the student's teacher deem that the program is not benefiting the student academically. Parent/guardian will be notified if VOCS is concerned about a student academically and is considering withdrawal.

Regardless of reasons for withdrawal a student may not re-enroll with VOCS until **2 full semesters** have passed.

Student Behavioral Expectations and Consequences

Student Sign-in/Sign-out Policy

For the safety of all students and staff, students are required to sign-in at the front desk upon their arrival to school. In addition, students are also required to sign-out when they leave campus. This policy allows VOCS staff to know who is on campus at all times in case of an emergency.

Closed Campus

VOCS has a closed campus policy. **Students are not permitted to leave campus in-between onsite classes or meetings. Warning letters will be given and to any students that do not follow the closed campus policy.**

On-Campus Expectations

Students are welcomed on campus for the following:

- Meeting with a teacher;
- On-site workshops;
- Tutoring sessions;
- Open lab times; or
- For the use of computers and/or other materials, as needed for school assignments.

While students are on campus they must be:

- Attending one of the above activities;
- Be working productively and quietly;
- Respectful to staff and peers at all times, including the use of appropriate language; and
- Use school property/materials appropriately.

Students who are not meeting the above criteria will be asked to leave campus for the day.

Cell Phone Policy *

All students may use cell phones on campus before classes/workshops begin and after classes/workshops are over. Students in high school grades 9-12 may also use such devices in between classes/workshops, as long as they are being used for personal use and not sharing with other students.

Cell phones must be kept out of sight and turned off during any instructional time. Unauthorized use of such cell phones disrupts the instructional program and distracts from the learning environment. Therefore unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Field Trips and Excursions

Field trips organized by VOCS are considered an extension of the student's education. Behavior expectations and dress code requirements will be followed at any VOCS sponsored field trip. Payment for field trips comes from any one of the following: the student's budget, the class' budget, or program budget. Transportation can include hired buses, teacher's cars, rented vans, or personal transport by each student. All students **must** complete and submit a permission slip in order to attend any field trip. Parents have the right to decline their child's attendance on a VOCS field trip for any reason. No student will be penalized for not attending a VOCS field trip.

Warning Letters *

The intent of a Warning Letter is to correct an undesirable situation, issue or potential problem, and assist student in making a positive change. In order to maintain a strong school-home commitment based on open communication, Vista Oaks Charter School (VOCS) issues Warning Letters as teachers see necessary.

Warning Letters can be issued, but are not limited, to the following reason(s):

- Missing three or more assignments, work summary form, and/or work samples
- Missed appointment or onsite workshop,
- In jeopardy of failing a course,
- Dress code violation, or
- Behavior violation.

Below are the consequences of each offense.

- **1st offense** - VOCS staff discusses violation with student and Warning Letter will be mailed home.
- **2nd offense** - VOCS staff discusses violation with student, Warning Letter will be mailed home, and parent/guardian will be contacted by phone to discuss student violation(s).

- **3rd offense** - VOCS staff discusses violation with student, Warning Letter will be mailed home, and parent/guardian will be contacted by phone to schedule an Academic Probation meeting. *An Academic Probation meeting MUST be held with student, parent/guardian, teacher, and Intervention Teacher (or designee) in order for student to continue enrollment with VOCS.*
- **4th offense** – Student will be withdrawn from VOCS.

A copy of this Warning Letter is kept on file in the student's cumulative record

Dress Code *

Vista Oaks Charter School strives to create a welcoming and safe school environment for all students. In order to create such an environment, certain dress code policies have been put in place to ensure equality for all students. The following policy is to be followed on school grounds and at all school activities **on and off campus.**

Dress Code policy prohibits students from wearing clothing, and/or accessories that advertise:

- Weapons and/or violence;
- Alcoholic beverages;
- Tobacco products; or
- Controlled substances.

The policy further prohibits the presence of any apparel which, by virtue of its color; arrangement; trademark or any other attribute that denotes membership to a gang or group. Such as, but not limited to:

- Hats,
- Jewelry,
- Accessories,
- Notebooks/binders, or
- Shoes.

Also prohibited is the carrying of overt gang paraphernalia or making gestures that symbolize gang membership.

VOCS reserves the right to prohibit such apparel that is deemed distracting or disturbing to the instructional program of the school, or interfere with the learning process. As such, the following guidelines are in effect to assist students and their parents in selecting the appropriate apparel for school.

- All clothes must be neat, clean, in good repair, and an appropriate size.
- No bare midriffs or backs/chests should be exposed for any student. In addition, all tops must have no less than 1 inch wide strap.
- Shorts and skirts must be at a minimum of fingertip length (mid-thigh).
- No sagging pants or visible undergarments.
- Hats, hoods, bandanas, and/or sunglasses are not to be worn indoors.
- Shoes must be worn at all times.
- No pajamas.

Consequences for violating VOCS' Dress Code policy are listed below.

- **1st offense** - Student receives a Dress Code Violation letter and can use the school's loaner clothing for the remainder of their time at school.
- **2nd offense** - Student receives a second Dress Code Violation letter and parent will be notified by phone. In addition, **student must go home** to change clothing (no loaner clothes will be provided).
- **3rd offense** - Student receives a Warning Letter and a meeting will be held to discuss recurring dress code violations.

Student Code of Conduct

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Executive Director or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Student Discipline

VOCS will enjoy a culture of respect and have high expectations for students' behavior. This Student Suspension and Expulsion Policy has been developed in order to promote a learning environment that protects the safety and well-being of each of its students and staff.

VOCS staff will enforce disciplinary rules and procedures fairly and consistently among all students. These policies and procedures will be provided to students and their families at enrollment and/or the beginning of each school year as a part of the Parent and Student Handbook. It will clearly describe the school's rules and discipline expectations. Discipline includes, but is not limited to, advising and counseling students, conferencing with parents/guardians, and the use of modifying the schedule of the student's on-site appointments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure with any student. (Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.) This commitment by VOCS does not limit the rights of a VOCS staff member to use force that is reasonable and necessary to protect the student(s), staff or other persons, or to prevent damage to school property.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. Suspension does not mean the following:

- Reassignment to another education program or class at VOCS where the student will receive the continuing instruction for the length of day prescribed by the Board of Directors for students of the same grade level;
- Referral to a certificated employee designated by the Executive Director to advise students;
- Removal from a class, but without reassignment to another class for the remainder of the class time without sending the pupil to the Executive Director, Associate Director or designee.

While suspended, the student may not loiter on or about any VOCS grounds at any time, nor attend or participate in any VOCS activity at any time, no matter where such activity is taking place.

The school shall consider suspension from VOCS only when other means of correction fail to bring about proper conduct or where the student's presence would constitute danger to persons or property or seriously disrupt the educational process.

Authority

The Executive Director, Associate Director or designee may suspend a student from class, classes, or VOCS for a period not to exceed five days. The Executive Director, Associate Director or designee may extend a student's suspension pending final decision by VOCS's Board of Directors on a recommendation of expulsion. On a recommendation of expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A student may not be suspended or expelled for any of the acts enumerated in this policy unless the act is related to school activity or school attendance of VOCS. A student may be suspended or expelled for

acts that are enumerated in this policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds;
- While going to or coming from school;
- During a break between classes or appointments; or
- During, or while going to or coming from a school sponsored activity;
- Any acts related to school activity or school attendance occurring within the school.

Grounds

The Executive Director may use their discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted, or threatened).

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases).
- Possessed or used tobacco or any products containing tobacco or nicotine products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
- 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.
- Knowingly received stolen school property or private property.
- 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.
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing.
- Engaged in an act of bullying. "Bullying" which includes, but is not limited to, one or more acts committed by a student or group of students directed toward one or more students that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that student(s)' person or property;
 - Causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health;
 - Causing a reasonable student to experience substantial interference with his/her academic performance; or
 - Causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, 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:

- A message, text, sound or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed 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.
 - Creating a false provide for the purpose of having one or more of the effects listed 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.
- A "reasonable student" means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill and judgment in conduct for a person of his or her age, or for a person of his/her age with his/her exceptional needs.
- Made terrorist threats against school officials and/or school property
- Committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed hazing
- Committed vandalism/malicious mischief.
- Violated academic ethics
- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a student or group of students
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, religion, or association with one or more of these actual or perceived characteristics. [Note: This basis is required under the Safe Place to Learn Act.]
- 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.

The above list is not exhaustive and depending upon the offense, a student may be suspended or recommended for expulsion for misconduct not specified above.

Appeal Process

A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her VOCS related offenses. Appeals must be made first in writing with VOCS, and should be directed to the Executive Director within seven days of VOCS sending the Notice of Suspension Form to the parent/guardian and the student. The Executive Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal with VOCS, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the VOCS's Board of Directors within ten days of the date of VOCS's written response and should direct it to the Board President for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

Expulsion

Expulsion means involuntary disenrollment from VOCS.

Authority

A student may be expelled either by VOCS's Board of Directors following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program that is deemed appropriate for the rehabilitation of the student [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent/guardian in his/her child's education in ways that are specified in the rehabilitation program. A parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Executive Director shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm;
- Brandishing a knife at another person;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery; or Possession of an explosive.

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Executive Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense.
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance.
- Robbery or extortion.
- Assault or battery on a school employee.

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Executive Director or designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

Academics

VOCS strives to provide an academic plan that supports both homeschooling families and independent study students.

Academic Honesty

Please refer to the Student Internet Use Policy and Agreement. All plagiarism offenses are reported to the Executive Director who will decide on the necessary course of action.

Grading Scale

GRADES K - 3rd

| Student's Work Demonstrated the Following Trait | Grade |
|--|--------------|
| Outstanding | O |
| Satisfactory | S |
| Needs Improvement | N |

GRADES 4th - 12th

| Student's Work Demonstrated the Following Trait | Percentage | Grade |
|--|-------------------|--------------|
| Outstanding | 98 - 100% | A+ |
| | 93 - 97% | A |
| | 90 - 92% | A- |
| Above Average Achievement | 88 - 89% | B+ |
| | 83 - 87% | B |
| | 80 - 82% | B- |
| Average Achievement | 78 - 79% | C+ |
| | 73 - 77% | C |
| | 70 - 72% | C- |
| Minimum Achievement | 68 - 69% | D+ |
| | 63 - 67% | D |
| | 60 - 62% | D- |
| Below Minimum Achievement | 0 - 59% | F |

Vista Oaks Charter School
Graduation Requirements and Minimum College Admission "a-g" Requirements

| Subjects | Minimum Graduation Requirements for VOCS High School Diploma <i>220 credits needed</i> | University of California <i>"a-g" Requirement (GPA must be 3.0 or higher)</i> <i>Grade C or higher</i> | California State University <i>"a-g" requirements (GPA must be 3.0 or higher)</i> <i>Grade C or higher</i> |
|---|--|--|--|
| History/Social science "a" Requirement | 3 Years (30 Credits) World History US History Government and Economics | 2 Years (20 Credits) World History & US History or World History, US History (.5 year), & Government (.5 year) | 2 Years (20 Credits) World History & US History or World History, US History (.5 year), & Government (.5 year) |
| English "b" Requirement | 4 Years (40 Credits) Four years of approved English courses | 4 Years (40 Credits) Four years of an approved college preparatory English | 4 Years (40 Credits) Four years of an approved college preparatory English |
| Mathematics "c" Requirements | 3 Years (30 Credits) Algebra required (1 year), 2 Years of additional math courses | 3 Years (30 Credits) Algebra 1, Geometry, Algebra 2 <i>Additional courses are recommended</i> | 3 Years (30 Credits) Algebra 1, Geometry, Algebra 2 <i>Additional courses are recommended</i> |
| Laboratory Science "d" Requirement | 2 Years (20 Credits) Life Science Physical Science | 2 Years (20 Credits) Life Science with a lab Physical Science with a lab <i>3 years recommended</i> | 2 Years (20 Credits) Life Science with a lab Physical Science with a lab <i>3 years recommended</i> |
| Language Other Than English "e" Requirement | 1 Year (10 Credits) Can be taken in lieu of VPA, but not required | 2 Years (20 Credits) Same World Language <i>3 years or more recommended</i> | 2 Years (20 Credits) Same World Language <i>3 years or more recommended</i> |
| Visual and Performing Arts "f" Requirement | 1 Year (10 Credits) Cannot be combined with Foreign Language Credits | 1 year (10 Credits) One year course chosen from dance, music, theater or the visual arts. | 1 year (10 Credits) One year course chosen from dance, music, theater or the visual arts. |
| Electives | 65 Credits | Must meet min. graduation requirements | Must meet min. graduation requirements |
| College-preparatory Elective "g" requirement | Not required | 1 year (10 Credits) Additional one year course chosen from "a-f" courses above | 1 year (10 Credits) Additional one year course chosen from "a-f" courses above |
| PE | 2 Years (20 Credits) | 2 Years (20 Credits) | 2 Years (20 Credits) |
| Health | .5 Years (5 Credits) | .5 Years (5 Credits) | .5 Years (5 Credits) |
| Credits to Graduate | 220 Credits | 220 Credits | 220 Credits |
| Assessments | None | SAT or ACT Assessment | SAT or ACT Assessment |

CAL Grant GPA Submission and Opt Out for 11th and 12th Graders

The commission requires that a grade point average be submitted electronically for all grade 12 students attending a public school, including charters schools. The GPA submission process must be completed no later than October 1 of each academic year, except for pupils who have opted out.

Social Security numbers shall not be included in the information submitted to the California Department of Education. However, if the commission determines that a social security number is required to complete the application for financial aid, the school, school district, or charter school may obtain permission from the parent or guardian of the pupil, or the pupil, if he or she is 18 years of age, to submit the pupil's social security number to the commission.

It is the intent of the Legislature that high schools and institutions of higher education certify the grade point averages of their students in time to meet the application deadlines imposed by this chapter.

By January 1st, the school district or charter school, must notify the commission in writing, of any student that is in their academic 11th year, that has chosen to opt out of being automatically being deemed a Cal Grant applicant.

In order to meet the deadlines set by the commission, please complete and return a CAL Grant GPA Opt Out form to the Lodi Learning Office if you do not want your student participating in the electronic submission.

- For 12th graders, an opt out form must be submitted by Friday, September 7th, or for enrolling later in the year, within in 30 days of your initial enrollment appointment.
- For 11th graders, an opt out form must be submitted by Friday, September 7th, or for students enrolling later in the year, within in 30 days of your initial enrollment appointment.

Student Internet Use Policy and Agreement *

VOCS makes technology resources available to students to enhance their educational work at school. While the range of computer, telecommunications, and other technologies allows access to vast resources and information, it also places enormous responsibility on each student to use these systems in a considerate, ethical, and lawful manner.

Introduction

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. VOCS ("the School") provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The School has promulgated and adopted the Student Internet Use Policy and Agreement to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the school. This policy sets forth student responsibilities and duties when accessing and using the Internet through the School's equipment and resource network and when using email accounts maintained by the School. The School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with the School's equipment and resource networks. The School stresses that an inappropriate use does not always mean that the use is in itself "bad" or illegal, but only that the use does not further the educational goals and purposes of the School.

In addition to the below identified policies, the School will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child

pornography, or with respect to use by minors, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific Internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

An authorized administrator, supervisor or other staff member may disable the technology protection measure concerned only during use by an adult to enable access for bona fide research or other lawful purposes.

Students are reminded that their use of the School's equipment and resource networks reflect upon the School, and students should guide their activities accordingly.

Student Responsibilities

Use Limited to an Educational Purpose

The student acknowledges that access to the Internet via VOCS's equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The student recognizes that he/she has a duty to use the School's equipment and resource networks only in a manner specified in the policy.

- Educational Purpose "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, the School approved personal research activities, or other purposes as defined by the School from time to time.
- Inappropriate Use An "inappropriate use" is one that is inconsistent with an educational purpose or that is in clear violation of the School policy.

Plagiarism

Researching information and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he/she will acknowledge the source through quotation or any academically accepted form of notation.

Copyright

Student agrees that he/she will not use the School's equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by the School and the owner of the copyrighted material.

Communication

Student agrees that he/she will use the School's equipment or resource networks or the School's email accounts any of the following manners listed below.

- Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
- Student will not make threats against others.
- Student will not reveal personal information about others.

- Student will not use email to send chain letters or “spam” email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
- Student will not place illegal information on the Internet, nor will Student use the Internet in any way that violates federal, state, or local law.
- All communications will be polite and respectful of others.
- Student will not give out to any other Internet user or post on the Internet his or her personal information, including name, address, telephone number, credit card information and social security numbers, unless expressly authorized by the School in writing.
- Student will not arrange a face-to-face meeting with someone he/she has “met” on the computer network or Internet without a parent’s written permission.
- Student will not use the School’s equipment in a manner that jeopardizes the security of access of the computer network or other networks on the Internet.
- Student will not engage in cyber-bullying or cyber threats.

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the student’s parent/guardian may be granted access to the student’s email files.

Illegal, Dangerous Activities and Hacking

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, download hacker tools such as port scanners, and password crackers designed for use with Mac OS (or applicable operating systems), or use Chrome Browser (or other WWW browsing tools) to evade restrictions on what programs the student can run on the School’s computers.

Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to; materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this policy and must not be accessed. Student further agrees that he/she will not access any Internet site which requires the student to state that he/she is eighteen years of age or older as a condition of accessing the site.

Supervision and Student Privacy

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by the School and provided to students for educational purposes. The School will provide staff to monitor and supervise all student access to computer equipment, Internet access networks, and email accounts.

The School will be a Google Apps for Education school and employs the services of *Gaggle* for the monitoring and safety of students:

Gaggle meets CIPA requirements to “block visual depictions that are obscene or are harmful to minors.” *Gaggle* provides real time image analysis to detect and prevent pornographic images displayed through email. *Gaggle* will provide a single sign-on for students containing them in the School’s Google App for Education environment.

To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. The School also reserves the right to access stored computer records to assure compliance with this policy. Student is aware that communication over School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- Routine system maintenance;
- General inspection or monitoring, with or without notice to student, if there is suspicion of inappropriate use;
- Specific review of individual files or monitoring of individual activity, with or without notice to student, if there is suspicion that student is engaging in inappropriate use.

Commercial Activities

Student agrees that he/she will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by the School in writing.

Information About Others

Student agrees that he/she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

Violation of Policy

Student acknowledges that violation of this policy can result in a loss of all Internet access and email privileges. If Student violates this policy, or in any other way uses the School’s equipment in a manner that is not consistent with educational use, Student will be promptly notified that he/she has violated the policy. Student will be given the opportunity to explain why the School should deem the activity in question a use consistent with the educational purposes stated in this policy. If the School deems that the use is inconsistent with the educational purposes stated in this policy, the School may terminate the student’s Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, the School reserves the right to fashion penalties to specific concerns or specific violations, and student acknowledges that he/she may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that the School will contact the proper legal authorities if the School concludes or suspects that the student’s Internet activity is a violation of any law or otherwise constitutes an illegal activity.

Student Email Permission Form *

Vista Oaks Charter School creates email accounts for all students in grades 9-12 to allow for collaboration and sharing using Google Apps for Education. These email accounts will be used at school for school related projects but students with parental permission may also use them as personal email.

Parental or guardian approval is required for the creation of a student email account and no student will be assigned an email without it. Emails will be generated using the following format:

[graduation_year + first_name .+ last_name]@vistaoaks.net

Example: James Smith who will graduate in the year 2019 would be 19james.smith@vistaoaks.net

The email permission slip is located on the *Acknowledgment of School Policies and Procedures* signature page. Students will still have access to other features of Google Apps for Education, such as Google Docs and Google Calendar, even if they are not given email permission.

Philosophy

Vista Oaks Charter School encourages the use of student email to effectively and efficiently improve communication between students, faculty, and administration. The student emails are primarily used to support teaching and learning. Vista Oaks email accounts are housed on a Google mail server, thereby allowing student access to Google Drive (a word processor, spreadsheet, and presentation software) and also giving teachers and students the ability to easily share information housed in these file areas with others.

Prohibited Conduct

Student email may not be used in the following ways:

- Unlawful activities - including harassment and/or bullying
- Commercial purposes
- Personal financial gain
- False identity in email communications
- Misrepresentation of Vista Oaks Charter School
- Interference with Vista Oaks Charter School technology operations through
 - Electronic chain letters
 - Unsolicited electronic communications
 - Disruption of electronic communications

Access Restriction

Access to and use of student email is considered a privilege granted at the discretion of Vista Oaks Charter School. The District maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or District policies have occurred. The following action will be taken in addition to other disciplinary actions, if any, the District deems necessary according to its policies:

- **First violation:** An oral and written notice will be sent to the parent and the child will lose privileges for a minimum period of 30 school days.
- **Second violation:** An oral and written notice will be sent to the parent and the child will lose privileges for a minimum period of 90 days.
- **Third violation:** An oral and written notice will be sent to the parent and the student will forfeit privileges for the remainder of the school year.
- **Fourth violation:** An oral and written notice will be sent to the parent and the student will forfeit privileges for the remainder of their enrollment in Vista Oaks Charter School.

Security

Vista Oaks Charter School cannot and does not guarantee the security of electronic files housed in the Google Mail system. Although Google does have a powerful content filter in place, Vista Oaks cannot assure that users will not be exposed to unsolicited information.

Privacy

The general right of privacy will be extended to the extent possible in the electronic environment. Vista Oaks Charter School and all electronic users should treat electronically stored information in individuals' files as confidential and private. There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources. In the normal course of system administration system administrators may have to examine activities, files, and electronic mail to gather sufficient information to diagnose and

correct problems with system software or hardware. Student email users are strictly prohibited from accessing files and information other than their own. Vista Oaks reserves the right to access the vistaocks.net Google Mail system, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

Parent Engagement

Title I

Title I, Part A federal funds help to meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low-performing students and enable the students to meet the state's challenging academic standards. Title I-funded schools are either targeted assistance schools or school-wide program schools. VOCS was approved for federal funding as school-wide program. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal.

School Site Council/Parent Advisory Committee

The School Site Council (SSC) and the Parent Advisory Committee (PAC) is an opportunity for parents, students, teachers and community members to voice interests and concerns in the school programs provided at VOCS. SSC/PAC members participate in establishing priorities, planning the educational program, allocating funding, defining goals, and evaluating the academic effectiveness of the school. Members also act as facilitators of communication among the school, parents, and the community. SSC/PAC meetings provide an opportunity to understand and shape the philosophy and quality of education our children receive each day. At the beginning of each school year, VOCS will hold an election for parents and students to participate in the SSC. Please consider this opportunity to become involved in shaping the learning environment at VOCS.

English Learner Advisory Committee

The English Learner Advisory Committee (ELAC) is comprised of parents, school staff, and community members specifically designated to advise VOCS administration on program services for English learners. For more information on the ELAC, please contact your student's teacher.

School-Parent Compact *

VOCS's compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through:
 - Parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's education; and opportunities to attend school functions that will help in the academic growth of their child.

VOCS asks for input from parents, students, teachers, and school staff at our spring School Site Council meeting, in addition to other parent input meetings held throughout the year. The school distributes this compact at our orientation meeting with parents and students at the beginning of each new school year. The teacher reviews the compact with the parent and student and all three parties sign and agree to follow the agreements listed on the compact.

School-Parent Compact *

Vista Oaks Charter School staff, students, and parents will share the responsibility for improved student academic achievement and help students achieve the state's high standards. This school-parent compact is in effect during the school year.

School Responsibilities

Vista Oaks Staff - I, as the teacher, agree to do the following:

- Provide high-quality curriculum and instruction.
- Create a supportive learning environment that enables students to meet the state's academic achievement standards.
- Hold conferences during which this compact will be discussed as it relates to the individual child's achievement. Conferences will be held: upon request of the teacher(s), parents(s), student(s), or administration.
- Provide reports on academic progress as follows: mid-semester progress reports and end-of-semester report cards.
- Communicate with parent in a timely manner if student is not meeting the requirements as stated in the Master Agreement.

Parent/Guardian's Responsibilities

In order to support my student's academic success, I, as the parent/guardian agree to do the following:

- Ensure that my student attends and arrives on time to their scheduled meetings with teachers/school staff and on-site classes.
- Monitor my student's progress at home and school, as well as ensure assignments are completed and turned in on time.
- Assure that my student participates in mandatory state testing.
- Stay informed about my student's education and communicating with the school by promptly reading all notices from the school either received by my student, by mail, or by phone/text/email and responding, as appropriate.
- Attend any school related functions that will keep me involved with the school and my student's academic successes.

Student Responsibilities

I, as the student, agree to support and follow the *Schoolwide Learner Outcomes (SLO'S)* that have been established by Vista Oaks as listed below.

- **Valued members of the community**
 - Prepared for college and career
 - Contribute to the positive culture of the school
 - Participate in activities that support and improve their local community
- **Independent and self-directed**
 - Critical thinkers
 - Engaged and life-long learners
 - Utilize technology to enhance learning and communication
- **Striving for personal excellence**
 - Set and achieve challenging goals
 - Demonstrate persistence and commitment
 - Achieving strong academic gains
- **Thoughtful, respectful, and responsible students**
 - Cooperative and collaborative when working with peers
 - Compassionate and considerate of others
 - Responsible for their own actions
- **Academic achievers**
 - Demonstrate mastery through their course of study
 - Committed to achieving at the highest level
 - Practice strong organizational and study skills

Parent Involvement

VOCS and its supporting Board of Directors recognize that parent/guardians are a child's most influential teachers. Continuous family involvement in a child's education contributes greatly to student achievement and success. In order to support and promote essential family involvement, VOCS provides a variety of programs and activities for parent involvement. These opportunities encourage and validate family participation in decision making related to your student's education. Your participation in these events is vital to the success of both your student and the school. Below is our Parent Involvement Policy.

Parent Portal for School Pathways

Parents have direct access to view their child's classes, grades, and transcripts (if applicable). The access the portal, ask your advisor for your login information. The website for the portal is:

<https://vistaoaks.parentstudentportal.com>

Weekly Newsletter

Each learning center has a weekly newsletter to share parent resources, and upcoming school and community events. The weekly newsletter is available through email or on Vista Oaks website, under each learning center. Please check with your advisor to ensure your email address is current.

Parent/Guardian Right to Know

Parent/Guardian Legal Rights *

The law requires that all parents/guardians are notified of their legal rights and responsibilities. The purpose of the Parent and Student Handbook is to inform parents/guardians of the terms and conditions of enrollment at VOCS. By signing the Acknowledgment of School Policies and Procedures Form (located at end of the Parent and Student Handbook on the signature page) you are agreeing to follow the procedures and policies as stated in the handbook.

Release of Directory Information *

VOCS is allowed to release directory information to certain persons or organizations, which includes military recruiters. Directory information can include name, photograph, address, telephone number, email addresses, dates of attendance, diplomas, and awards received at the most recent school the student attended. It is the right of parents/guardians to have VOCS withhold this information by marking "NO" on the Release of Directory Information section (located at end of the Parent and Student Handbook on the signature page).

Student Records

VOCS will provide copies of requested documents within **10 school days** of a written request. VOCS may charge reasonable fees for copies that are provided to parents or eligible students, unless doing so effectively prevents a parent or eligible student from exercising the right to inspect and review the educational records. The charge will not include a fee to search for or to retrieve the educational records.

Textbook Procedures and Liability *

Parent/guardian and student agree that the textbooks/materials checked-out to the student are the property of VOCS. In addition, all parties agree that textbooks/materials that are checked-out will be returned in the same condition (normal wear and tear is acceptable). When the student has completed the course or is no longer enrolled at VOCS, all items will be immediately returned to VOCS (unless it is a consumable material). If any textbooks/materials fail to be returned or are damaged, parents/guardians will be held liable for the cost to replace the textbooks/materials.

Furthermore, the California Education Code Section 48904(a)(1), states that the parent/guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of a student or VOCS staff. The parent/guardian is also liable for damages to real or personal

property belonging to the VOCS or personal property belonging to a VOCS staff member, resulting from the willful misconduct of the minor. The liability of the parent/guardian will not exceed \$10,000, adjusted for the inflation per EC Section 48904(a)(2).

Injury and Illness Prevention Program

VOCS recognizes there is a link between a healthy lifestyle and academic growth. VOCS has created and implemented the following Injury and Illness Prevention Program (IIPP) to promote and monitor a safe workplace.

Every California employer must establish, implement and maintain a written IIPP and a copy must be maintained at each worksite or at a central worksite if the employer has non-fixed worksites. The requirements for establishing, implementing and maintaining an effective written Injury and Illness Prevention Program are contained in Title 8 of the California Code of Regulations, Section 3203 (T8 CCR 3203) and consist of the following eight elements:

- Responsibility
- Compliance
- Communication
- Hazard Assessment
- Accident/Exposure Investigation
- Hazard Correction
- Training and Instruction
- Recordkeeping

Non-Discrimination and Bullying

Non-Discrimination, Harassment, Intimidation, and Bullying

VOCS does not discriminate on the basis of race, color, religion, sex, age, national origin, or disability in admission, access, treatment, or employment in its programs, services, and activities. Applicants, students, parents/guardians, employees, referral agencies, and all organizations holding agreements with VOCS are hereby notified of this policy. Any person with concerns regarding VOCS's compliance with the regulations implementing Title VI, Title IX, Section 504 or the Americans with Disabilities Act are directed to contact the Executive Director.

Uniform Complaint Procedures

The Uniform Complaint Procedure (UCP) contains rules and instructions about the filing, investigation, and resolution of a complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and noncompliance with laws relating to student fees.

The UCP presents information about how VOCS processes concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include:

- An allegation of unlawful discrimination;
- Harassment;
- Intimidation;
- Bullying; or
- Charging student fees for participation in an educational activity.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including:

- Allegations of unlawful discrimination;
- Harassment;
- Intimidation;

- Bullying; or
- Noncompliance with laws relating to pupil fees.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, VOCS shall assist the complainant in the filing of the complaint.

Williams Settlement Complaint Procedures

Pursuant to California Education Code Section 35186, you are hereby notified that:

- There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
- School facilities must be clean, safe, and maintained in good repair.
- There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

A complaint form may be obtained at the school office, or downloaded from the school's Web site at: www.vistaooks.net. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

Testing

California Assessment of Student Progress and Performance and California Science Test (CAASPP)

CAASPP is a state required assessment to monitor student progress. Student's in grades 3rd through 8th and 11th, will complete the English and Math test. Below is the testing window for each testing location. Students will be assigned specific testing dates in March by their advisor.

California Science Test (CAST)

CAST is a required test for eligible students in grades 5th and 8th and one time in high school. All grade 12th students will take the CAST. Students in grade 10th or 11th who are enrolled in their last high school science course will be assessed. Once a student takes the CAST, that student is ineligible to take the test again.

The CAASPP and CAST testing windows are listed below for the testing center. Advisors will communicate with families each student's specific testing dates in March.

- Lodi Learning Center Monday, April 8th to the Friday, 12th
- Byron Learning Center, Tuesday, April 16 to Friday, 26
- Walnut Creek Brandman University, Tuesday 23 to Thursday, 25

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through 12th grade understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT).

Initial Assessments are given if a student has a primary language other than English, the student has not taken ELPAC before, and that student has not been classified before as an English Learner. The Initial Assessment is used to identify students as either English learner who needs support to learn English, or as proficient in English. Student are given the Initial Assessment within 30 days of when they enroll at VOCS.

Summative Assessment is given to students who are identified as an English learner on the Initial Assessment. The Summative Assessment is used to measure the skills of English learners. Students who

are English learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.

English and Math Placement Assessments

VOCS assesses each student upon their enrollment to place them in the appropriate English Language Arts and/or math course. The assessment program used is the Measures of Academic Progress (MAP). Returning students are assessed using MAP every February, to ensure that students are growing academically. Students working below grade level are assessed each August and February to monitor student growth.

Physical Fitness Test

Physical Fitness Test (PFT) is a state required assessment for all 5th, 7th and 9th grades. Students in those grade levels will receive instructions from their Advisors on how to complete the assessment in the spring.

PSAT, SAT, ACT, and AP Exams

For students that are interested in taking the PSAT, SAT, ACT, or AP Exams please contact the Academic Counselor.

School Accountability Report Cards

School Accountability Report Cards (SARCs) are available at www.vistaoaks.net.

Parent Opt Out

California Education Code section 60615 allows a parent or guardian to submit a written request to school officials to exclude his or her child from any or all parts of state-mandated assessments. Section 852 of Title 5 of the California Code of Regulations further provides that parents or guardians may annually submit a written request to the school to excuse their child from any or all parts of CAASPP for the school year.

How do parents opt out of standardized testing for their child?

To opt out your child for testing parents write a letter to the superintendent or school principal letting them know that their child will not take part in the specific test (name the test) and the year.

How does opting out affect the school?

The state requires all public school to administer the test to a minimum of 95% of the students enrolled in order to receive performance indicators. Schools that do not test 95% do not receive performance indicators on the state accountability dashboard. The performance indicators are a valuable tool that illustrate a school's growth over time. For charter schools this is a particularly helpful tool to share when presenting to stakeholders and is needed for charter renewal.

How will opting out of testing affect my child's grades or academic standing?

Currently, there are no state-mandated consequences for students who do not take the Smarter Balanced Assessments or other state-mandated tests.

Is opting out of testing legal?

Yes. While there are federal laws requiring states to administer these tests to at least 95% of eligible students, the Every Student Succeeds Act (ESSA) recognizes a parent's right to refuse testing in states that have opt-out laws. California Education Code section 60615 allows a parent or guardian to submit a written request to school officials to exclude his or her child from any or all parts of state-mandated assessments. Section 852 of Title 5 of the California Code of Regulations provides that parents or guardians may annually submit a written request to the school to excuse their child from any or all parts of the CAASPP for the school year.

Student Services

Student Study Team Meetings

Students who are experiencing academic or behavior difficulty in the school setting (at home or onsite) may be referred to a Student Study Team (SST) meeting. This should occur after a variety of intervention strategies have been implemented to assist the student. The team will include the parents, advisor, and an administrator. Together the team will determine the next steps needed. There are several possible outcomes that range from additional intervention to further assessment. Any student with a physical impairment that affects educational performance may be eligible for a section 504 plan that allows for accommodations to be made in the learning setting. For assistance with interventions or to begin the SST process, please contact your advisor.

Success Contracts

Students that need additional support with being successful in our program, will be given the opportunity to create a Success Contract. Once it is decided that a student would benefit from a Success Contract, a meeting will be held with a school administrator, the student's advisor, the student's parent, and the student.

Individuals with Disabilities Eligibility

Many students who meet the definition of an individual with a disability under Section 504/ADA also qualify for services under the Individuals with Disabilities Education Act (IDEA). This document does not address these students or their parents. Such students are served pursuant to the requirements of the IDEA. If you have reason to believe your child (ages 0 to 21) has disability requiring special services or accommodations, you should inform your child's teacher or the Director of Special Education. Your child will be evaluated to determine whether he/she is eligible for free special instruction or services. To qualify for such services students must meet eligibility criteria under one of the following categories: Emotionally Disturbed (ED), Intellectual Delayed (ID), Orthopedically Impaired (OI), Other Health Impaired (OHI), Multiple Disabilities (MD), Speech and Language Impaired (SLI), Specific Learning Disability (SLD), Traumatic Brain Injury (TBI), and Visually Impaired (VI). VOCS notifies parents of the rights related to special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment. Parents receive this special education information at their child's annual IEP. For more information about special education services, please contact the Director of Special Education.

Special Education

Vista Oaks provides special education services for students who qualify based on federal and state eligibility guidelines. Our school meets all requirements under the Individuals with Disabilities Education Improvement Act (IDEIA). If you feel that your child may require interventions or may require special education services, please contact your teacher/advisor. Vista Oaks has an intervention process to address your concerns.

Foster Youth

VOCS is required to provide and ensure access to specific services for students and youth in foster care (dependents and wards of the court). Those services are:

- Provided with the opportunity to meet the same academic achievement standards as their peers;
- Placement in a program that is not a restrictive educational programs;
- And will be given access to the same resources as their peers, which includes academic resources, service, extracurricular and enrichment activities.

In some situations, VOCS may be required to modify graduation requirements for students who are in out-of-home care or who are dependents under the supervision of Child Welfare or Probation. Eligibility for the foster youth is as follows:

- The student must be in the 11th or 12th grade;
- Be determined by VOCS unable to complete the necessary requirements for graduation;
- Meet with VOCS's foster youth liaison to agree upon the modified graduation requirements;
- Be aware of the inability to transfer to a four year college after graduation;
- Be aware of the option to attend a two year community college or vocational program after graduation;
- Have moved from school to school within a district or;
- Have moved from district to district during the school year.

In addition, VOCS is required to allow wards and dependents to continue enrollment at the original school and to complete the school year at the same school.

Furthermore, VOCS is required to inform a foster youth's county social worker and attorney if the student is in danger of expulsion or a meeting to determine the student's eligibility for an Individualized Education Program (IEP). This requirement ensures that the student will have an adult advocate present at the meeting.

Each of these education codes was established to provide foster youth with the necessary support to achieve success. VOCS strives to ensure that all students are able to achieve the academic goals that they have set for themselves.

Homeless Students

As stated by the federal McKinney-Vento Homeless Assistance Act, VOCS must provide equal access to all students. Homeless students should be provided with the same opportunities and access to services as their peers. Students identified as homeless will be provided with a liaison (a VOCS staff member) to ensure that their needs are being met with the services that VOCS provides.

Suicide Prevention

The purpose of this policy is to protect the health and well being of all VOCS students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

VOCS:

- Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome;
- Further recognizes that suicide is a leading cause of death among young people;
- Has an ethical responsibility to take a proactive approach preventing deaths by suicide; and
- Acknowledges the school's role in providing an environment, which is sensitive to individual and societal factors that place youth at greater risk for suicide and one that helps to foster positive youth development.

Responding to Immigration Issues Student and Instructional Policy

Annual Information Notice to Parents and Guardians General Information Policy

- **Vista Oaks Charter School must provide an annual notice to parents and guardians of the school's general information policies that includes:**
 - Assurances that Vista Oaks Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
 - A description of the types of student records maintained by Vista Oaks Charter School.
 - A list of the circumstances or conditions under which Vista Oaks Charter School might release student information to outside people or entities.
 - A statement that, unless Vista Oaks Charter School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Vista Oaks Charter School shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Funding

Local Control Accountability Plan

The Local Control and Accountability Plan (LCAP) provides new ways for parents, students, and staff to engage in the school's decision making process. Charter schools and districts are required to involve parents, educators, employees, and the community as they create these plans and outline the school or district's goals.

The California Department of Education requires that the school's LCAP plan address each of the eight areas identified as state priorities. In addition, the LCAP will outline how the school's budget will help the school achieve its goals, as well as how the school will monitor its progress towards reaching their goals.

Places and People

Learning Centers

Byron Learning Center

14301 Byron Highway

Byron, CA 94514

Phone: (925) 420-6616

Lodi Learning Center/Business Office

315 South Lower Sacramento Road Suite A

Lodi, CA 95242

Phone: (209) 365-4060

FAX: (209) 365-4065

Board of Directors

Susan Williams, Board President

Mary Wright, member

Tiffany Violich, member

Staff Directory

Administration

| | | |
|------------------|---------------------------------|--------------------------------|
| Joy Groen | Executive Director | joy.groen@vistaoaks.net |
| Alton Seyford | Associate Director | alton.seyford@vistaoaks.net |
| Shannon Linn | Testing Coordinator | shannon.linn@vistaoaks.net |
| Kathy Mayo | Coordinator of Special Programs | kathy.mayo@vistaoaks.net |
| Lucy Berk-Fisher | Director of Special Education | lucy.berk-fisher@vistaoaks.net |

Site Contacts

| | | |
|----------------|-----------------------------|------------------------------|
| Megan Balderas | Byron Site Director | megan.balderas@vistaoaks.net |
| Margie Giltner | Byron HS Academic Counselor | margie.giltner@vistaoaks.net |
| Kristen Hatch | Lodi HS Academic Counselor | kristen.hatch@vistaoaks.net |
| Dede Wall | Lodi K-8 Coordinator | dede.wall@vistaoaks.net |

Notes

