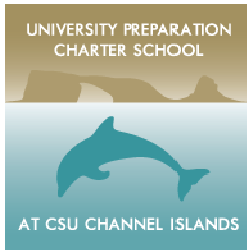


University Preparation Charter School
at CSU Channel Islands
Charter Renewal
2016-2021



Respectfully submitted to
Pleasant Valley School District
November 23, 2015



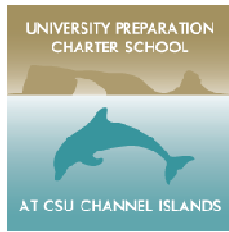
**University Preparation Charter
School at CSU Channel Islands
(PK-8th grade)
*Charter Renewal Petition***

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i. AFFIRMATIONS/ASSURANCES

The University Preparation Charter School at CSU Channel Islands (“UPCS” or “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of UPS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere 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 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [[Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

I: INTRODUCTION

In the thirteen years since the school's inception, University Preparation Charter School at CSU Channel Islands (UPCS) has evolved, expanded and celebrated great achievements. The school community - including students, teachers, parents, families, CSUCI faculty, and community partners - has experienced great pride in the accomplishments of the past thirteen years and wishes to see the school continue to make strides in the future. In this renewal cycle we are pursuing closure of University Charter Middle School at CSU Channel Islands (UCMS) with the express purpose of adding those students to University Preparation Charter School at CSU Channel Islands and the creation of one K-8 school. Among the numerous successes experienced by both UPS and UCMS are the following events, awards, programs and achievements that have contributed to the growth and development of UPS and UCMS between 2002 and 2015:

- *\$170,000 awarded to UPS and UCMS for the creation and implementation of a science lab program (complete with a highly qualified science lab Coach)*
- *\$40,000 granted to UPS and UCMS to help support salary of Science Lab Coach*
- *Cutting Edge Technology: 1:1 in grades 2-8 with Chromebooks or laptops, smartboards in all classrooms*
- *School-wide implementation of Lucy Calkins, Writers Workshop*
- *Opportunity to learn two languages for all students via our two programs: Two-way Immersion and Language Enrichment*
- *Peaceful Playground school; assigned Playground Coach at each campus*
- *Developed PE program for grades K-8*
- *Active Participation in Parent-Teacher-Student Association (PTSA)*
- *POET (Peer Observation to Enhance Teaching) teachers are relieved by the administrator to go and observe their colleagues for the purpose of professional growth*
- *School Counselor to support social emotional growth and challenges of students*
- *Over 1,000 preservice teachers have worked and trained in our classrooms*
- *Recipient of the Rooted Futures grant*
- *Battle of the Books lunch clubs*
- *Middle School leadership program*
- *Triton Autism Ambassadors for Middle School students*
- *Renaissance for Middle School students*
- *Science Fair*
- *After-school athletics program (basketball, volleyball, track, flag football, soccer)*
- *National award winning cheerleading team*
- *Robotics Team actively involved in First Lego League (FLL) and local competitions*
- *After-school clubs include Math Club, Art Club, and Ballet Folklorico*
- *Participation in Camarillo Academic Olympics (CAO)*
- *Annual participation in Ventura County Spelling Bee*
- *Planned and executed county-wide STEMposium event for over 100 Ventura County educators, summer 2015*
- *Peer Buddies program*
- *Specialist classes providing students enrichment opportunities; Music (theory, ukuleles, xylophone), Technology (coding, minecraft), Lego engineering program, keyboarding, art classes, etc.*



- *Named a Promising Practices School in the area of School Partnerships by University of Southern California*
- *Grant recipient of \$60,000 for Family Resource Center by anonymous donor*
- *Dual Language and Language Enrichment Programs*
- *Fall Harvest Festival and Spring Luau*
- *Key Experience trips 2/3 grade to Santa Cruz Island, 4/5 grade to Catalina Island Marine Institute, 8th grade to Washington DC*
- *School wide CHAMPS (A proactive and positive approach to classroom management)*
- *Names a Role Model School for Systematic Language Instruction by the California Reading and Literature Project*

These achievements supplement the progress made in our overarching curricular and instructional programs, which have been successful in providing a rigorous, project-based educational program for all students. UPCS strives to provide an education that focuses on the academic, social and emotional development of each and every child.

Founding Group, History and Overview



For more than three decades, Ventura County residents envisioned a public four-year university to serve the region. Within the past fourteen years, this vision has become a reality. In December 1998, the California State University Board of Trustees approved conveyance of the Camarillo State Hospital site to California State University Channel Islands (CSUCI) with the objective to establish a comprehensive university in Ventura County. In fall 2002 California State University Channel Islands opened its doors.

During the community meetings in preparation for CSUCI, participants also expressed a need for a PreK-8 school to meet the educational needs of students that would be both visionary in its approach to education as well as a professional development school model for educators. CSU Channel Islands recognizes the need to educate local individuals who would obtain teaching credentials and remain in the area to meet the needs of area school districts and their students. The CSUCI vision as a “lighthouse” for educators includes having students in University pre-requisite and credential programs working and learning with master teachers in a professional development school setting for a portion of their pre-service teaching experience.

In August 1999, a Steering Committee of approximately forty county-wide educators, community members, and CSU representatives convened to articulate this vision of a “lighthouse” school, formed subcommittees and assembled the beginning components of a school plan. The vision was ratified and served as the guiding document for development of the school. It is this vision which rallied the community in the discussion of the University Preparation School at CSU Channel Islands. The UPS petition, which was originally approved by the Pleasant Valley School District on October 11, 2001, was then renewed in 2007. The University Charter Middle School at CSU Channel Islands (UCMS) petition was approved by the Pleasant Valley School District in 2006 and then renewed in 2011. In this charter renewal cycle we are pursuing the marriage of our two charter schools, UPS and UCMS, into one K-8 school. As we embark on the process of charter renewal we take time to reflect on the original vision,

our current realities, and future goals. With much credit to the high level of expertise and professionalism of the UPS and UCMS faculty, the school program is thriving and is gaining recognition as a premier professional development school. UPS is currently located at 550 Temple Avenue, Camarillo, California, 93010 and UCMS is currently located at 700 Temple Avenue, Camarillo, California, 93010. Upon approval these two schools will become one and will be known as University Preparation Charter School at CSU Channel Islands (UPCS). For the remainder of this petition any reference to UPCS will include what was formerly UPS and UCMS.

UPCS functions under the governance structure and direction of the University Preparation School at CSU Channel Islands Board of Directors. The 501c3, non-profit public benefit corporation will maintain the name University Preparation School at CSU Channel Islands. The Board of Directors, UPCS faculty and staff, UPCS community members, and CSUCI faculty are partners in the implementation of the University Preparation Charter School at CSUCI. The UPS Board of Directors is the governing body with the responsibility for establishing policy and overseeing ongoing evaluation as set forth in the charter legislation and the UPCS charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach. The Board of Directors meets monthly during the school year and once or twice during the summer months, as necessary. The Board of Directors membership can be as few as five members and as many as nine members. The Board membership is a mixture of stakeholder representatives and appointees. The stakeholder representative positions include one representative from the chartering agency, Pleasant Valley School District, one representative from Ventura County Superintendent of Schools Office, one representative from CSU Channel Islands Education faculty and, one representative from CSU Channel Islands President's Office. There will also be four board positions that will be solely appointed by the sitting board members; two will be from the parent population and two will represent the community at large. Finally, there is one seat reserved for the founder of the school, Dr. Jeanne Adams. (Appendix A – Board of Directors Roster, Appendix B – Resume: Dr. Jeanne Ponticello Adams, Appendix C – Resume: Richard Urias, and Appendix D – Resume: Michelle Dean) The vast experience and backgrounds of the Board members assure expertise across the areas of curriculum/instruction, education management, finance, law and business. Additionally, the Board currently contracts for support of fiscal operations with ExEd, legal matters with Young, Minney, and Corr, LLP, and auditors with Vavrinek, Trine, Day and Co., LLP.

Well-qualified individuals are responsible for the administration and instructional program of UPCS. The UPCS administration team consists of two Directors, one at the elementary school site and one at the middle school site and one Assistant Director. The two directors and the assistant director are responsible for the day-to-day management of the school sites, including curriculum/instruction, staff supervision, facilities, safety, etc., as well as responsibilities that would be considered district level like board relations, budget development, and state reporting. (Appendix K – Organizational Chart)

Miss Charmon Evans is based at the elementary site. Miss Evans is a founding teacher at UPCS and has played an influential role in the growth and development of the school as both a teacher and an administrator. Miss Evans has twenty-three years of experience in education and holds a California Administrative Credential and has also completed the School Chief Business Official program at University of Southern California in June 2012. In addition, she holds an M.A. in Educational Leadership from CSU Channel Islands, and a M.Ed. in Curriculum and Instruction from Azusa Pacific University. She has also participated in CSDC's Charter School Leadership Development Training.

Miss Evans has been recognized by the Ventura CAFE Association for Historic and Innovative Contribution to, and Ongoing Leadership in Ventura County's Bilingual Education Programs. Miss Evans serves on several Advisory Boards of partner organizations; CSUCI School of Education and Pleasant Valley Neighborhoods for Learning. Miss Evans was influential in the creation of the Ventura County Dual Immersion Network and continues to serve on their planning committee. Additionally, Miss Evans has worked at the university level since 1997 teaching in undergraduate and teacher preparation programs. (Appendix E – Resume: Charmon Evans)

Mrs. Gayle Hughes is based at the middle school site. She has thirty years of experience in education and holds an Administrative Services Credential. She received her M.A. in Educational Leadership from California State University, Los Angeles and a B.A. in French from Pepperdine University, Seaver College-Malibu. She is a certified Leading Edge Administrator (May 2014) and has received training through the California School Leadership Academy, as well as training in Categorical Programs, Leadership Coaching, Pupil Services and Personnel through ACSA academies. Mrs. Hughes has extensive experience working with second language learners, dual language and bilingual programs. In addition to serving as a middle and elementary school teacher, administrator and director, Mrs. Hughes has worked as a district-level math specialist and as an adjunct faculty member at Cal Lutheran University. She has also participated on contract negotiating teams, as well as budget, benefits and technology advisory boards. Mrs. Hughes has been a district representative on the ELD steering committee for the Ventura County Office of Education, the Teacher Education Advisory Board for Cal Lutheran University and on the California Reading and Literature Project Advisory Board. (Appendix F - Resume Gayle Hughes)

Veronica Solórzano is the Assistant Director for University Preparation School. Mrs. Solórzano is entering her 19th year in education. She received her Multiple Subjects Credential as a bilingual teacher from California State University, Northridge. While working for Oxnard Elementary School District, as a bilingual teacher, she joined the University Preparation School staff as a teacher on leave. She worked for University Preparation School for seven years as the Spanish teacher in a dual language partnership. Mrs. Solorzano also holds a California Administrative Services Credential. She received her M.A. in Educational Leadership from California State University, Northridge. She has participated in CSDC's Charter School Leadership Development Training. Recently, Mrs. Solórzano participated in Writing Project Summer Institute at Teachers College, Columbia University. (Appendix G - Resume Veronica Solórzano)

Teachers who demonstrate the best and most promising pedagogical and standards-based practices teach in the school. Each teacher provides expertise in a variety of curricular areas, practices, and brings to the school a desire and commitment to improve the educational opportunities for the students in Ventura County. While standards are always at the forefront of lesson planning, teachers plan and implement lessons with the whole child in mind. Considerations are made for a variety of learning styles in the creation of units of study. University professors participate with the teachers in all aspects of the educational process. CSUCI student teachers practice skills in an environment where students reflect the diversity of the state of California.

CHARTER RENEWAL

In the spring of 2015 the 3-8 students at both UPS and UCMS took the new California state assessment, Smarter Balanced Assessment Consortium. This data will act as the charters' baseline for the new state assessment and accountability program. While there is room for much improvement, UPS and UCMS had sufficient baseline scores. Of importance, is the fact that the charter schools showed comparable baselines with the three most demographically similar schools in the Pleasant Valley School District. This is important because the majority of students that attend the charters would otherwise be attending Pleasant Valley School District schools. While there have been no API scores for two years, we set forth that based on the schools' performance on the Smarter Balanced Assessment Consortium, as well as continued growth on local assessments, **UPCS has met the renewal requirements pursuant to Education Code Section 47607(b)(4).**

Figure 1

Schoolwide Scores

<i>Smarter Balanced 2015 Baseline Scores Mathematics</i>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
UPS	31%	35%	25%	10%
UCMS	27%	32%	23%	17%
El Descanso	32%	41%	20%	6%
Dos Caminos	28%	38%	24%	10%
Las Posas	31%	42%	19%	8%
Monte Vista Middle School	34%	37%	17%	12%
Ventura County	37%	28%	20%	14%
State of California	38%	29%	19%	14%

Figure 2

<i>Smarter Balanced 2015 Baseline Scores Language Arts</i>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
UPS	34%	29%	26%	11%
UCMS	20%	28%	37%	15%
El Descanso	20%	36%	32%	12%
Dos Caminos	22%	29%	23%	25%

Las Posas	27%	28%	30%	15%
Monte Vista Middle School	33%	21%	29%	17%
Ventura County	31%	25%	28%	16%
State of California	31%	25%	28%	16%

Additional Justification for Charter Renewal

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

As demonstrated below, the charter schools’ student subgroups have shown significant growth since the inception of both schools. Included below in Figures 3, 4, 6, and 7 are Smarter Balance data with comparisons from the three most demographically comparable PVSD schools as well as county and state data for English Learners and Low Socio-economic students. Also included in Figures 5 and 8 are historical CST data for both UPS and UCMS. It is evident, historically, that the UPS and UCMS programs are moving these struggling subgroups forward in an attempt to close the achievement gap. With the addition of LCFF funding specifically targeted to these two important subgroups, UPCS will be able to further fund specific programs that will propel progress for these students and close the achievement gap further. In both the LCAP and the Title I plan there are specific, rigorous goals set to target the growth of both subgroups. (Appendix Q – LCAP and Appendix R – Title I)

Thus, this outstanding student subgroup performance further solidifies the Charter School’s renewal status under Education Code Section 47607(a)(3).



English Learner Scores

Figure 3

<i>Smarter Balanced 2015 Baseline Scores Language Arts ENGLISH LEARNERS</i>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
UPS	46%	30%	20%	4%
UCMS	61%	30%	9%	0%
El Descanso	38%	40%	18%	4%
Dos Caminos	31%	44%	19%	6%
Las Posas	44%	28%	24%	4%
Monte Vista Middle School	59%	29%	13%	0%
Ventura County	68%	23%	7%	1%
State of California	65%	24%	9%	2%

Figure 4

<i>Smarter Balanced 2015 Baseline Scores Mathematics ENGLISH LEARNERS</i>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
UPS	41%	43%	14%	2%
UCMS	54%	43%	3%	0%
El Descanso	45%	32%	23%	0%
Dos Caminos	34%	47%	16%	3%
Las Posas	48%	40%	4%	8%
Monte Vista Middle School	60%	40%	0%	0%
Ventura County	68%	24%	7%	1%
State of California	65%	24%	8%	3%

Figure 5

Historical CST API Scores for English Learners	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
UPS	550	571	590	616	616	565	659	618	675	703	708
UCMS	n/a	n/a	n/a	n/a	n/a	n/a	637	n/a	630	642	712

Low Socioeconomic Scores

Figure 6

Smarter Balanced 2015 Baseline Scores Language Arts LOW SES	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
UPS	43%	32%	19%	6%
UCMS	25%	39%	31%	5%
El Descanso	26%	38%	28%	9%
Dos Caminos	37%	29%	19%	15%
Las Posas	35%	29%	31%	6%
Monte Vista Middle School	31%	28%	33%	8%
Ventura County	45%	28%	21%	6%
State of California	41%	28%	23%	8%

Figure 7

<i>Smarter Balanced 2015 Baseline Scores Mathematics LOW SES</i>	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
UPS	37%	38%	20%	5%
UCMS	34%	38%	20%	8%
El Descanso	41%	36%	19%	4%
Dos Caminos	39%	40%	17%	4%
Las Posas	41%	40%	16%	3%
Monte Vista Middle School	49%	36%	12%	4%
Ventura County	53%	30%	13%	4%
State of California	49%	30%	15%	6%

Figure 8

<i>Historical CST API Scores for Low Socioeconomic</i>	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
UPS	628	643	664	671	646	628	669	658	687	674	682
UCMS	n/a	n/a	n/a	n/a	704	692	699	654	669	700	731

(Appendix R - FPMCE, II-CE 04, 08)

II: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Mission

University Preparation Charter School at CSU Channel Islands is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment.

Guiding Principles

The Students...

create a positive community environment by exhibiting ownership of their education through self-discipline and high expectations.

The Curriculum...

is standards-based, fosters critical thinking skills, and utilizes best educational practices. It includes instruction in the core subjects (Language Arts, Math, Science, Social Studies) as well as in Spanish, technology, and the arts.

The Professional Community...

is dedicated to participating in on-going professional development that includes leadership capacity building, school-wide collaboration and articulation, communication of “best practices”, and team building experiences.

The Cooperating Community...

flourishes as a result of collaboration with CSUCI faculty and students, and because of strong relationships with involved and informed parents, with area districts, and with businesses that support the educational program.



Educational Philosophy

University Preparation Charter School at CSU Channel Islands will fulfill its mission by utilizing the following research-based practices of effective schooling:

- Providing a curriculum that is aligned with the Common Core State Standards, is project based, fosters critical thinking skills, and maximizes student potential by utilizing the best educational practices, including instruction in the core subjects, foreign languages, technology, and the arts;
- Addressing both academic and social emotional needs of students via the RtI² research and intervention model;
- Offering a heterogeneous educational setting, reflecting the ethnic, linguistic, socio-economic, and special needs diversity of local and statewide students;
- Optimizing student potential and performance via instructional delivery by teachers who maximize regular school-wide professional development through Active Collaborative Team Time (ACTT), cross-grade collaboration, and articulation to implement and model the best and most promising research-based pedagogical practices;
- Encouraging students to create a positive community environment by exhibiting ownership of their education through self-discipline and high expectations and by being self-motivated, competent learners; and
- Serving as a professional development school for applied and action research which will contribute to the body of knowledge regarding curriculum, instruction, assessment, community education and involvement, and site administration.



Central to the UPCS educational philosophy is the focus on all students' mastery of the Common Core State Standards and Next Generation Science Standards. UPCS teachers have extensive knowledge of grade level standards and regularly communicate them to students and families. Teachers plan effective lessons using state standards and current, research based methodologies to provide students with a rigorous curriculum. Teachers take into consideration the whole child while planning lessons including learning styles, communication needs, and higher order thinking skills.

Teachers meet regularly in both grade level and cross grade level PLCs (Professional Learning Communities) to discuss research based strategies, student data, and expectations ensuring student success at the highest levels. Students also participate in comprehensive fine arts, physical education, technology and enrichment programs that provide them with a variety of opportunities to express themselves and discover strengths outside of the core academic program.

The environment of the University Preparation Charter School at CSU Channel Islands exemplifies the findings of the much-replicated Effective Schools research of the past thirty-five years which has identified the following correlates as central to student learning and success:

- Strong instructional leadership
- Equal opportunity to learn
- High expectations

- Frequent monitoring of student progress
- Positive climate
- Safe and orderly environment

Edmonds, Ronald, "Programs of School Improvement: An Overview". Educational Leadership, 40, (1982), 4-11

The UPCS program prepares students to contribute successfully in a global community. Students are taught life-long learning skills that include study skills, problem solving skills, and the ability to plan, initiate, and persevere while learning from failures. UPCS strives to educate the whole child by providing a wide variety of experiences in core curricular areas, the arts, multi-cultural awareness, technology, engineering, and second language development as we prepare students to be contributing citizens in a multi-cultural, multi-lingual world.

Students will demonstrate “life” skills through behaviors that reflect characteristics such as punctuality, dependability, organizational skills, appropriate grooming, and responsibility. Strong citizenship and leadership skills are among the social/interpersonal skills students will demonstrate through school wide activities connected to our PeaceBuilders program. Problem solving skills will be developed utilizing the principles of the PeaceBuilders program. Older students will be expected to demonstrate the ability to engage in responsible, compassionate peer relationships, by participating, for example, in peer buddies/tutors programs and big/little buddies programs. All students will demonstrate the ability to collaborate and work effectively with others in cooperative groups and learning teams.



CSU Channel Islands and UPCS recognize the need to educate local individuals who would obtain teaching credentials and remain in the area to meet the needs of area school districts and their students. The CSU Channel Islands’ vision as a “lighthouse” for educators includes having students in University credential programs working and learning with Master Teachers in the UPCS setting for a portion of their pre-service teaching experience. The students attending UPCS benefit along with university faculty, school faculty, and future educators. Benefits to UPCS students include:

- Lower student to adult ratios through the use of student teachers and pre-service students;
- Collaboration with CSUCI professors and students on content area knowledge, research and expertise, shared professional development opportunities;
- Access to state of the art facilities and equipment located on the CSUCI campus (art studio, science labs, technology); and
- Guest speakers and field trip opportunities with CSUCI staff and faculty.

Students to be served

University Preparation Charter School at CSU Channel Islands will serve a learning community composed of approximately 790 preschool through eighth grade students reflecting the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and many California classrooms. Students are drawn from the immediate neighborhood, other Ventura County school districts, and from

the families of CSUCI faculty members. The percentages below labeled UPCS are a combination of UPS's and UCMS's most recent demographic data from the 2014-2015 CBEDS report. It is important to note that the data labeled PVSD, Pleasant Valley School District, includes data from both UPS and UCMS as PVSD is our chartering district. Also included in the chart below are the three PVSD schools most similar, demographically, to UPCS. Data from Ventura County as a whole is also included. (Figure 9)

Figure 9

CBEDS 14-15	UPCS	PVSD Includes UPS	El Descanso	Dos Caminos	Las Posas	County
Hispanic/Latino	73%	36%	62%	48%	42%	56%
White	17%	44%	23%	37%	30%	32%
Asian	2%	6%	4%	3%	3%	4.4%
African American	3%	3%	2.4%	.6%	9%	1.4%
Filipino	1%	5%	2.3%	5%	7%	2%
Pacific Islander	0	.1%	.3%	.6%	.4%	.2%
American Indian OR Alaska Native	1%	.5%	.5%	.3%	.4%	.3%
Two or More Races	3%	5%	5%	6%	8%	2.5%
Socio-Economically Disadvantaged	56%	29%	63%	48%	52%	52%
English Learners	24%	10%	26%	23%	14%	24%

The data in Figure 9 provides evidence that UPCS has maintained the goal of creating a diverse community of learners that represents a wide variety of languages, cultures, and socio-economic statuses and is fairly representative of California's demographics. There is a strong bank of research supporting the advantages for all students in a diverse environment. This diverse environment also creates an ideal situation for preparing future teachers.

One of the critical elements of successful learning is a deep understanding, appreciation, and integration of the students' heritage, languages, and cultures into the school environment. This creates and maintains a learning environment where all learners are accepted and valued and is crucial to meaningful instruction. When aspects of students' experiences and backgrounds are infused into instruction, their positive self-concept improves and students are more motivated, confident and involved in learning.

Curriculum and Instructional Design

UPCS has an innovative school model using curriculum and instructional strategies validated by the work of many respected researchers and practitioners of the last 40 years. The UPCS program will focus on research that supports the following factors affecting student achievement.

- A. *School Factors:* Guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, collegiality and professionalism.
- B. *Teacher Factors:* Instructional strategies, classroom management, classroom curriculum design.
- C. *Student Factors:* Home atmosphere, learned intelligence and background knowledge, motivation.

Robert Marzano, *What Works in Schools: Translating Research into Action*, 2003



Key Factors: The instructional program's key factors, which will drive the curriculum, schedules, activities, and school's organization will include the following:

- 1) Students and teachers engaged in a learner-centered, standards-based curriculum;
- 2) Research-based curriculum and instructional pedagogy shared with others in the field;
- 3) Learning enhanced through incorporation of constructivist learning opportunities;
- 4) Social, intellectual, physical, psychological, ethical and emotional development of young children and adolescents are considered at all times;
- 5) Students engaged and responsible for their own learning;
- 6) Students communicating and collaborating effectively;
- 7) Instruction informed by on-going assessments;
- 8) Swift and intense intervention provided;
- 9) Life-long learning exemplified by faculty, staff, and students;
- 10) Parents serving as integral partners throughout;
- 11) Adults modeling what is expected of students;
- 12) Technology infused throughout the curriculum;
- 13) All students receiving enrichment classes in music, arts, cultural studies, and technology;
- 14) All elements of the school's organization are for the purpose of facilitating learning; and
- 15) Students are working towards college and career readiness.

Core content

The curriculum model is focused on the mastery of the Common Core and Next Generation Science State Standards, while keeping the needs of the whole child in mind. The curriculum is developed using the Common Core State Standards and Next Generation Science Standards and Frameworks, state/national reform documents, and other research-based curriculum and instructional resources. The expertise of the UPCS staff ensures that each student has rich instruction and experiences in all content areas (Reading/Language Arts, Math, History/Social Science, Science, Spanish, Physical Education/Health, Technology, and the Visual and Performing Arts). The integration of technology is embedded in all programs and classrooms. Students in grades 2-8 have 1:1 access to technology, i.e.

Google Chrome Books or laptop computers. Students in K-1 have a learning station of 6 desktop computers and an additional learning station of 4-6 tablets. (Appendix Q – LCAP Goal 1, State Priorities 1, 2, 4, 7, 8)

Language Arts: Students will build knowledge through content-rich, authentic experiences with both high quality pieces of fiction and through multiple experiences with informational nonfiction text. In the elementary grades students master the language arts state standards via a variety of methods including readers workshop, guided reading, centers based practices, literature circles, and direct instruction lessons. Middle school students continue many of these learning methods with a great focus on using text-based evidence to comprehend, analyze and respond to text. Students utilize programs such as “Achieve 3000” to read and respond to informational text at their individual reading lexile. Our recent addition of “Collections” engages learners with digital tools that teach students how to annotate critical passages for discussion and writing. It also promotes practice of close reading strategies, and engages students in California Common Core aligned interactive reading, writing, and listening activities. In addition the importance of exploring a wide variety of literature is evident in classrooms.

Students across the grades are using the Lucy Calkins Writers Workshop program to further develop their writing skills and understanding in the areas of narrative, informational and argumentative writing. The curriculum was developed to address the elements of the California Common Core standards and is designed to increase student engagement and accountability in the writing process.



In all grades teachers are using multiple measures of assessments to determine each student’s progress towards their individual goals. The assessments include both formative and summative tools. In grades K-5, local assessments include the California Reading and Literature Project suite of assessments and DRA2 reading lexile assessment. In grades 2-8 data from Achieve 3000 will be used to evaluate students’ lexile growth, as well as informational text comprehension and analysis. In all grades, teachers will administer NWEA three times yearly to measure student progress toward meeting curriculum standards.

School wide rubrics and writers workshop will be used to assess progress toward writing goals. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Math: Math instruction is aligned to the California Common Core State Standards and is focused on key ideas, understandings, and skills at each grade level. The standards are implemented via the curriculum to provide coherence across the grades with rigor in conceptual understanding, procedural skill and fluency, and practical applications. Students will get experience with hands-on, real-life, situations that help to make math meaningful while still providing the depth and complexity necessary to meet the rigorous Common Core Math Standards. The learning opportunities will include project-based activities, open-ended questions, the use of technology as a tool for organizing thoughts and data, and the students’ ability to communicate their thinking and methodology through written and spoken modalities. Students in grades 4-5 will have opportunities to differentiate, either enrichment or intervention, through the ALEKS program. ALEKS is an online, self-paced program that provides pacing that is individualized to each students need. For the middle school grades we are providing Math 6, 7, 8 and the opportunity for students to participate in accelerated class options at the 7th and 8th grade

level. Additionally, all students have opportunities for math support and enrichment through our ALEKS math program. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Science: During spring of 2009, UPS/UCMS completed the renovation of a laboratory classroom located on the middle school campus that has the amenities and equipment necessary for students to perform scientific investigations in the curricular areas of Life Sciences, Earth Science, Physical Science, and Chemistry. A full-time, science credentialed teacher serves as the Science Lab Coach and provides



all students the opportunity to explore Next Generation Science Standards aligned lessons through hands-on experiences in a laboratory setting. The science program integrates scientific investigations in all areas of science in a spiral design, where concepts presented throughout primary grades are revisited in the middle school years with increasing sophistication and complexity. The science laboratory program was designed to bring science theory to life for all students, thus creating an interest in the real-world applications of science concepts. Instructional objectives include the acquisition of basic laboratory skills as well as the understanding of scientific concepts and the enhancement of critical thinking skills. The core classroom science teachers collaborate with the science lab coach to align lab projects and experiments with daily lessons and Next Generation Science Standards using a constructivist based philosophy with students in charge of their own learning. When walking into a science class a UPCS, one can observe student engaged I scientific discourse, exploration, modeling, and questioning which stems from their own curiosity and search for answers. The teachers serves as the guide as the students drive the lesson, truly embracing the teaching of all science for all students. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)



Social Studies: Social Studies will be integrated where appropriate into the language arts curriculum. Students will use original sources and nonfiction texts to investigate the themes and concepts presented in the Social Studies standards. As the state transitions to new Social Studies standards, UPCS will revise the integrated curriculum to comply. The curriculum will include opportunities for students to dive deep into these concepts through the use of project-based learning. Students will communicate their learning via written projects and oral presentations (i.e. reader's theater, role play, PowerPoint). In grades 6-8, Social Studies is

primarily integrated into the language arts block. There is a focus on learning concepts through primary and secondary resources via project based activities that include research and the responsible use of technological resources. Interactive notebooks also play a large role in the social studies curriculum.

Physical Education: Students in the elementary grades, K-5, receive 200 minutes of physical education every ten school days. Students in grades 6-8 receive 400 minutes of physical education every ten school days. PE is taught both by the PE teachers and the classroom teachers with a focus on the five standards of physical education outlined in the Physical Education Model Content Standards for California Public Schools.

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.



Other Content Areas: Specialist teachers provide instruction in the arts, technology, engineering, keyboarding, and enrichment of the core academic areas, which allows full time master teachers to meet in collaborative teams for professional development three times a week. The specialist classes support the core curriculum and develop skills in specialty areas such as fine arts, reader's theater, cultural studies, nutrition and gardening, music, logic games, engineering, technology, keyboarding, and visual arts. Specialist opportunities change based on the expertise of the staff hired for each school year. Students at the elementary school visit all 7 specialists each year and get a well-rounded experience in many areas. At the middle school students have an opportunity to choose from 9 different specialist class options for 3 expanded specialist class opportunities over the course of the school year. Specialist teacher will reference grade level California Common Core State Standards as necessary to support expectations at each grade level. A high quality specialist program helps to increase student motivation, a goal in the charters LCAP. (Appendix Q – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)

There are also before and after school opportunities for students to participate in band in grades 4-8. The school is able to provide instruments to all students that do not have their own.

Language Programs: All students are learning two languages via our language programs. There are decades of research that cite the cognitive advantages and economic benefits for those who learn additional languages.

- **Two-Way Immersion**

Students are in a 50/50 Spanish/English model of TWI. These students spend about 50% of their instructional day in each language at the elementary level. At the middle school level it is 50% of their core instruction in Spanish and 50% in English. These students learn to read in both languages from the onset of the program. There are language models for both languages as some students in this program are native Spanish speakers and some are native English speakers. The end goal of this program is biliteracy at an equal academic level in Spanish and English by eighth grade.

- **Language Enrichment Program**

Students receive about 1 to 1 ½ hours of Spanish a week at the elementary level. This is an experience model and students learn Spanish through games, songs, and experiences, as well as, direct instruction. When students enter the middle school they take Spanish as an elective class which meets four days a week for 40 minutes. These students are often competent through high school Spanish I when they leave our Language Enrichment program in eighth grade.

Technology: Technology competency is essential for success in the 21st Century. While much of technology is taught in authentic learning situations as a tool, there is also the necessity to teach technology in isolation. Students participate in curriculum centered on digital citizenship. The “Common Sense Media” curriculum empowers students to think critically, behave safely, and participate responsibly in the digital world.

Students learn a wide variety of applications including but not limited to; PowerPoint, Word, Excel, Google Docs, Google Sheets, Google Slides, and Google Forms. Students in grades 2-8 will learn how to manage a cloud account through Google Drive. A variety of web-based programs will be used to further student’s progress towards goals; Achieve 3000, Success Maker, NWEA, ALEKS math, I’lit, and Rosetta Stone. Additionally the students have several applications on Chromes and tablets that are utilized on a regular basis and students in grades 6-8 learn a variety of Web 2.0 tools to collaborate and demonstrate learning. (Appendix Q – LCAP, Goal 1, State Priority 1, 2, 4, 7, 8)



Learning Environment

Grouping: Heterogeneously mixed classes at University Preparation Charter School create a learning environment in which all students are engaged through differentiated instruction based on readiness for learning, learning styles and topic interest (Tomlinson, *The Differentiated Classroom; Responding to the Needs of All Learners*, 1999). In the elementary grades many classes have multi-age groupings which



provide further opportunities for students to grow both academically and social-emotionally by providing students time to be in the role model grade. Some of the specific strategies that support a differentiated learning environment include: project-based curricula, instruction at students’ learning pace, and small group instruction. At the middle grades there are some opportunities for students to advance in math and special classes are formed as the need arises. The learning environment in all grades is designed to meet the needs of a wide variety of learning styles. Classrooms environments allow for various student groupings and student seating placements are fluid based on the type of activity and communication needs of the lesson. Students are provided ample time to communicate their learning with both peers and teachers to ask clarifying questions to fully grasp concepts.

Looping: Students in the elementary grades loop with teachers for at least two years. Long-term relationships between teachers, students, and families provide a seamless transition for students. Teachers see many advantages to looping including the reduction of anxiety for students and the quick start to the year when working with a looped class. Teachers start the year with established relationships with students, understand student's intellectual strengths and weaknesses, and have trusting relationships with parents. Students too have better social relationships with peers and are more willing to take risks.

Schedule: The school operates on a traditional 180 day calendar (August-June) with a total number of instructional minutes based on the currently required 36,000 minimum for Kindergarten, 50,400 minimum for grades 1-3, and 54,000 minimum for grades 4-8. Monday – Wednesday and Friday are full instructional days with banked time to allow for early dismissal on Thursdays. All students get out of school at 1:10 on Thursdays to allow teachers the afternoon for professional development opportunities.

Strategies to Motivate Students

Motivation begins with good teaching. Teachers will use a wide variety of methods and modes of instruction to address the needs of students and motivate them to come to school and fully participate in learning. Learning styles will be taken into consideration when planning curriculum and students will be provided ample time to process, communicate, and collaborate with peers when solving problems. A child centered approach will be used as programs are created, revised, and implemented with a focus on maintaining rigorous standards.

All aspects of the school will be taken into consideration when working to motivate students to come to school. Providing engaging and challenging activities for the playground will be considered. The school administration will regularly ask students to provide input on the types of activities they would like to have at recess. When students are a part of the decision making process it gives them buy-in and ownership.

Incentive programs will be maintained for good attendance, academic achievement and social emotional/behavioral successes. This will equate to awards assemblies, special celebrations, and membership in Renaissance at the middle school grades. (Appendix Q – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)



Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), UPCS' annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School's Local Control Accountability Plan ("LCAP"). The current LCAP is on file with the District and is also available in Appendix Q – LCAP.

UPCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. UPCS shall submit the LCAP

to the District and Ventura County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Plan for Students who are Academically Low Achieving

Struggling learners are identified through both formative and summative assessment. During ACTT (Active Collaborative Team Time), teachers look at student data from across the grade level to create groups with similar needs and determine the type of intervention that will help these students master the standards. Teachers use a variety of tools to identify student's needs including state testing, local assessments, observations, and student performance on regular class assignments and homework. Students receive intervention using the RtI² (Response to Intervention and Instruction) model via a variety of methods both in the classroom, after school, and in the Learning Center. In grades 6-8 the students may have an elective period focused on intervention. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8 and Appendix R - FPMCE, II-CE 08)

A Student Study Team (SST) consisting of teachers, school psychologists, parent/guardian and the school administration meet twice monthly, and more as needed, to strategize further safety nets for individual student cases. The team makes intervention recommendations and monitors the student's progress towards his/her goals using current student data and work samples. When necessary, students are referred for further assessment.

Types of Interventions:

During School Day Support/Intervention– The Early Years (K-1) classes have instructional aides that work in the classrooms for 1.25 hour each day to assist teachers in providing differentiation/intervention. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

All teachers, kindergarten through eighth grade, provide times during the day where they provide small group or 1:1 instruction for students who need re-teaching or frontloading of concepts. These groups are generally considered very fluid and students come and go based on need as they acquire new concepts. Teachers utilize small group, direct instruction lessons, and web-based programs like I'llit, ALEKS, SuccessMaker, and Achieve 3000 to provide extra practice for mastery of deficient skills. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

The Learning Center is located at the elementary site and is open each day from 8am -10am and is staffed by 2-4 credentialed teachers, based on need. Second through fifth grade students, who are nearly meeting grade level or are not meeting grade level standard, are assigned to the learning center for 5-6 weeks, 5 days a week, for 20-25 minute sessions. The Learning Center teachers meet regularly with the classroom teachers to discuss the progress students are making through the intervention process.

Students in grades 6-8 who are identified for language arts intervention, receive this support during the school day as it is embedded during rotations. Rotation class periods are 40-45 minutes 4 days weekly. Currently the language arts intervention teachers are using a

combination of Achieve 3000 and the I'lit program. The most intensive students are identified for this program and they are only exited when they reach grade level standards. This intervention is especially targeted to the highest need subgroups as identified in the LCAP. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

After School Support/Intervention - Students in kindergarten through third grade have an opportunity to participate in after school intervention, which is held most Mondays, Tuesdays, and Wednesdays from 2:00-2:50. The regular teachers are the instructors for this after school intervention. When needed, extra hourly teachers are added to meet the needs of students requiring intervention. Teachers decide during ACTT how they will divide the grade level students based on need. There is also homework help for students in grades 2-3. This intervention is especially targeted to the highest need subgroups as identified in the LCAP. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Students in fourth and fifth grades have opportunities for after school intervention and help with homework, as well. There are intensive interventions in both Language Arts and Math. Both of these opportunities are designed for groups of no more than 15-20 students who are about 1 year behind. The programs run 1 hour a day, 3 days a week and are designed to serve the same 20 students all year. Students are carefully selected to participate in these programs. The language arts intervention is currently utilizing the web-based curriculum, I'lit. The I'lit program is designed to raise students up to two grades levels in one school year. The intensive math program is currently utilizing the web-based program ALEKS along with direct instruction lessons. There is also a homework club for fourth and fifth grade students to support students with completing homework. As teachers select students for these intensive opportunities, students targeted in the LCAP are taken into consideration. (Appendix Q - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8)

In grades 6-8 mathematics intervention takes place after school utilizing both direct instruction, tutoring, and the use of the ALEKS math program. As teachers select students for these intensive opportunities, students targeted in the LCAP are taken into consideration. (Appendix R – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8) Additionally, students in grades 6-8 receive after school instructional and homework help at Study Spot. Study Spot is facilitated by two credentialed teachers who are able to provide students with instructional support in all subject areas. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Summer School and Intersession Intervention - A standards-based summer and intersession program are offered as funding allows. Title I, SES, funds have been used to provide a spring break intersession intervention for the past several years. Students are identified using the Title I standards. Parents are notified via letter at the beginning of the year as to the schools Title I and PI status as applicable. Parents are informed of the SES options in clear, understandable language and the document is translated, as necessary. SES providers are identified using the state criteria and are listed on the schools website. (Appendix R - FPMCE, II-CE 11, 12, 13, 16)

This past summer UPCS provided summer school for second through eighth grade students. The program offered research based intensive intervention in both language arts and mathematics. Students also had an opportunity to participate in sports, arts and crafts, and other enrichment

activities. LCAP priority subgroups are used as one factor for assigning students to these additional opportunities. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Plan for Students who are Struggling Socially/Emotionally

Students struggling with the social/emotional side of the RtI pyramid need to be identified and receive intervention in a timely manner. Identification takes place primarily through teacher/staff observation and via assessments when necessary. Professional development will be provided to assist teachers in identifying and intervening when students are struggling with social/emotional issues. A counselor will be available to provide 1:1 and group counseling/social groups. Providing social/emotional supports can also increase student motivation and confidence which can lead to improved academic success. Middle school at risk students are assigned a teacher mentor. The student and mentor meet on a regular basis to talk about school, grades, life goals, and any concerns the student may have. Bullying prevention and education programs and assemblies will be implemented to support a positive school culture and promote effective strategies for dealing with conflict. (Appendix Q – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)

Plan for Students who are Academically High Achieving

Based on current enrollment UPCS can anticipate approximately twenty-five percent (25%-30%) of its students to be academically high achieving students each year. High achieving and gifted students are identified through multiple criteria such as on-going local assessments, teacher observation, state standardized tests, and performance assessments.

UPCS is aware that the unique and special needs of individuals must be identified, addressed, and closely monitored by skilled staff. The role of the teacher and the mode of delivery are varied and responsive to the specific learners and the learning environment. Specific strategies to meet the needs of academically high achieving students include:

- Enrichment opportunities offered through differentiated classroom instruction, extended projects and specialist programs.
- Small group and individual instruction at each students' instructional level. Differentiated instruction throughout the day with flexible grouping opportunities.
- Supplemental instruction for high achieving students with diverse and open-ended projects that encourage and support students to go in-depth using high level academic processes.
- Project-based curricula with extended enrichment activities.
- Technology use where the students will present open ended projects.
- Literature studies that support extended instructional levels across the humanities.
- Critical thinking skills
- Second language development opportunities.

Plan for English Learners

Based on recent demographic trends, UPCS can anticipate approximately twenty to thirty percent (20% - 30%) of the student body to be identified as English Learners (EL) each year.

A major component of the curriculum at UPCS is supporting English Learners both with the

acquisition of the English Language and with the cognitive and academic demands of the Common Core State Standards and Next Generation Science Standards. In order to support English Learners, they first need to be accurately identified and then placed in the appropriate program. The Language Acquisition Team (LAT) serves as the committee to ensure the proper identification and placement of the English Learners on the UPCS campus. This team is comprised of a core academic teacher and a member of the administrative team. When a new student enrolls, the Home Language Survey is reviewed by the LAT to determine whether or not the CELDT should be administered. Further investigation is completed to determine if the student is taking the CELDT as an initial EL or annual (continuing EL). Additionally, this team evaluates and monitors the progress of all EL and Re-designated Fluent English Proficient (RFEP) students. For EL/RFEP students at-risk, the team develops a plan for immediate intervention. Parents are notified, in a timely matter, of their student's status as an English Learner and subsequently notified of their child's progress toward proficiency on an annual basis. (Appendix R - FPMCE, II-CE 15)

Ongoing validated local ELD assessments (ADEPT and Express) are used to measure and monitor progress and to drive curricular and resource choices for ELs. Students are placed in leveled ELD groups based on the language proficiency descriptors of Emerging, Expanding, and Bridging. Both campuses implement designated ELD time four times a week. The curriculum and resources chosen during the school day support designated ELD as well as embed the ELD standards across the curriculum. During designated ELD time, the teachers in the elementary grades implement the Systematic English Language Development program and supplement with GLAD strategies and at the middle school grades teachers are currently utilizing the National Geographic's "Inside" program, but both sites will be exploring new adoptions through 2015-2016 school year. Within the classrooms, the teachers also use GLAD strategies along with other strategies such as SIOP, TPRS, SDAIE, and Frontloading to ensure all students have access to grade level standards and curriculum. Depending on the rigor of the content and the students' individual levels of language acquisition the amount of support students receive in the classroom is differentiated to meet the students' needs. Teachers provide substantial scaffolding when the academic content and the language demands are both challenging. Moderate scaffolding is utilized when either the content or the language demands are less rigorous. When the students need limited scaffolding, the teachers provide light support to the students.

Also integrated into the curricular program for ELs, both during designated ELD and core curriculum instruction is providing opportunities for the students to practice their oral language skills in a variety of contexts. Students are given ample practice in the three modes of communication. When students dialogue with others they practice collaborative skills. Interpretive skills are put to use as the students express their comprehension and analysis of text. As students create oral presentations and written texts they utilize productive skills. All three modes of communication are integral in the development of English Learners' academic success with the Common Core State Standards and the Next Generation Science Standards.

In order to appropriately meet the varying needs of ELs throughout the day, grade level teams meet together during ACTT to group the students and plan for designated ELD time. Teachers regroup students as necessary to keep groups flexible based on student achievement of the language forms and functions. Students who are not English Learners receive enrichment or Spanish Language Development based on individual needs and program placement.

In addition to the intervention opportunities previously mentioned, ELs will be supported by the following:

- Highly qualified teachers who are proficient in providing sheltered instruction, scaffolding concepts and front loading strategies.
- The English Language Advisory Committee (ELAC) will address the needs of the EL community within our school environment by monitoring, advising and facilitating programs and budgets supporting the students.
- Materials used include but are not limited to: Systematic ELD, and *GLAD*.
- Teachers who have been trained in word recognition strategies to support the development of foundational literacy skills.

The state has recently approved materials for ELA/ELD. The charter will be piloting new materials and determining what materials may meet the needs of the UPCS English Learner students. Teachers will receive training, as it becomes available, on the new standards, framework, and curriculum. (Appendix Q – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

To further support English Learner students, we are offering English classes to parents of English Learner students. This program includes direct instruction lessons and the use of Rosetta Stone. It is taught by credentialed teachers who have expertise with serving English Learners. (Appendix Q – LCAP Goal 1, State Priorities 1, 2, 4, 7, 8; LCAP Goal 3, State Priorities 2, 3, 4, 5, 6)

Plan for Homeless and Foster Youth

Students are sometimes placed in challenging situations that are out of their control. Both homelessness and being placed in the foster system put students at risk both physically, academically, and emotionally. UPCS is committed to supporting these students through these transitional seasons of life by assuring they have access to additional resources on an as needed basis. The school has adopted an *Education for Homeless Children and Youth Policy*. This policy is reviewed regularly to ensure it is in compliance with state and federal guidelines in regards to the education of homeless youth. The school has a designated Homeless Liaison that assists with the determination of homeless families and attaining the necessary resources to aid families. Both homeless and foster youth/families are priorities in all additional support programs including intervention, homework help, parent education classes, summer school, intersession intervention, and access to resources. The school will be a refuge for homeless and foster families and will act as a hub for resources and referrals to assist with needs. Homeless and foster youth will also be closely monitored for social emotional support and have access to the school counselor as necessary. (Appendix Q - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8 and LCAP Goal 2, State Priorities 1, 5, 6, 7, 8 and LCAP Goal 3, State Priorities 2, 3, 4, 5, 6)

Plan for Socioeconomically Disadvantaged

The state has identified the socioeconomically disadvantaged students to be at risk for failure. At UPS we have also identified this to be the most at-risk subgroup within our community. This subgroup has proven to struggle both academically and social emotionally. While many of these students crossover into other at risk subgroups, this subgroup continues to be the most at risk. These students often lack resources and supports systems at home so the school must take on the role of filling the holes that exist in their infrastructure. Students who are socioeconomically disadvantaged receive priority in

all additional support programs including intervention, homework help, parent education classes, summer school, intersession intervention, and access to resources. Socioeconomically disadvantaged students will be closely monitored for both academic, social emotional, and support needs. Recognition programs will be put into place to provide motivation for academic, behavioral, and attendance successes. (Appendix Q - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8, LCAP Goal 2, State Priorities 1, 5, 6, 7, 8, and LCAP Goal 3, State Priorities 2, 3, 4, 5, 6)

Plan for Special Education

For special education services, the charter school will contract with and operate as an arm of the Pleasant Valley School District. The school's state and federal special education funding will be allocated to the chartering district's Special Education Local Plan Area (SELPA), not the charter school. All special education procedures and services are in compliance with the Ventura County SELPA local plan. This includes identification processes, Individualized Educational Plan (IEP) formulation, special education programs, services, and implementation. The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

UPCS recognizes its legal obligation to participate in the "child find" process. Identification actions will include vision and hearing screenings and regular Student Study Team (SST) meetings that include the school psychologist. Teachers meet weekly to discuss student concerns and to align Response to Intervention (RtI) strategies to classroom instruction and intervention programs. School staff and parents will be able to request SST support and referral. UPCS also contracts with a trained counselor to better support the needs of the students in a social-emotional capacity.

As part of the SELPA and as an arm of PVSD for Special Education, UPCS services include, but are not limited to, the following:

- Inclusion Services for students with severe disabilities (autism, mental retardation, orthopedic handicaps, etc.) who are placed in general education classrooms and require significant modifications of the curriculum for the majority of the school day. The specific services offered will vary depending upon the needs of the student.
- Resource Specialist Program for students with mild to moderate disabilities who have significant delays in language arts and/or mathematics. Services may be "pull-out," where students receive intensive intervention in the resource room, or "push-in," where students are supported in the general education classroom by the resource specialist. Decisions as to the nature of the services will be made by the IEP team on an individual basis. Many RSP students may require accommodations in the general education classroom but not modification of the curriculum.
- Speech and Language services for students with significant delays in either speech or language. Students with language delays may have pull-out and/or push-in services depending upon the student's individual need.
- Occupational Therapy for students with an IEP who have difficulties in either fine or gross motor skills. Services may be provided by a pull-out and/or push-in model.

- Adapted Physical Education for students with an IEP who are unable to benefit from or need support for a regular or modified regular education PE program due to delays in gross motor development.
- Other Designated Instructional Services may be provided as identified in the IEP.

Special education staff will participate in the district and local SELPA staff development and in the UPCS professional development plan as outlined below.

Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School recognizes its legal responsibility 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 be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during

the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Comprehensive, Ongoing Professional Development Program



Professional development initiatives are driven, primarily, by student data. Each year the teachers and administrative staff look at both local and state student data to identify areas of growth for staff and students. Based on these areas the staff and administration will investigate current research, best practices, and programs available to support the identified areas. Goals are created in collaboration with parents, teachers, and administration that align with areas of need and a plan is designed. It is important that progress toward goals is closely monitored so plans can be modified in a timely manner. Professional development takes on many forms at UPCS but it is always centered on improvement of current practices and student success. Much of the professional development that occurs at UPCS is embedded into the job; collaboration time, student teachers, and staff in-service. Teachers and staff are also sent to high quality workshops and conferences that align with the schools mission and goals. (Appendix R - FPMCE, II-CE 06)

Job Embedded Professional Development - As a professional development opportunity, all teachers participate three days a week in Active Collaborative Team Time (ACTT) with their colleagues to discuss individual students, analyze student data, develop and refine curriculum, and determine courses of action that will support success. ACTT is a function of the grade level teams. Teams establish norms, maintain agendas, and adjust meeting structures based on the needs of the group. Administration supports the teams as necessary. A culture of collaboration, communication, sharing and professionalism maintains a school-wide focus on student success and achievement and will be fostered

throughout the school structures. (Fullan, *Leading in a Culture of Change*, 2001).

Working with pre-service teachers naturally leads to professional growth for cooperating teachers. Acting as a mentor allows the classroom teacher to validate beliefs, define areas of growth, and articulate teaching methods and pedagogy. Pre-service teachers bring with them new learnings in the field which also provides learning opportunities for cooperating teachers and students.

As an additional support UPCS has two teachers on special assignment who are serving as Special Projects Coordinators. The Special Projects Coordinators are teachers proven to be successful in the field who also have the skills to coach, mentor, and support teachers and school-wide initiatives. The Special Projects Coordinators provide trainings and model lessons for teachers to assist teachers in improving practice. The activities the Special Projects coordinator engages in can be administrator or teacher driven. (Appendix Q - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8 ; LCAP Goal 4, State Priorities 1, 2, 4, 6, 8)

Designated Professional Development – On Thursdays all students are dismissed at 1:10 so teachers can participate in professional development opportunities. Thursdays are spent in a variety of Professional Learning Communities that include all staff together, smaller cross grade level groups, and groups assembled to address school wide issues and to assure articulation of grade level standards and expectations across the organization.

There are six days distributed throughout the school year that are specifically for professional development activities. These days provide the perfect opportunity to bring in outside experts to provide professional development in specific school wide programs or initiatives. Bringing trainers into the school gives us the opportunity to customize the training to our specific needs. Additionally, teachers are given many opportunities to attend conferences, workshops, and receive individualized coaching as needed.

Education in California has been inundated numerous initiatives over the last several years. To combat the pressures of all of these changes, UPCS teachers have been given a stipend for working five planning days each summer for the last two years. If funding allows, this practice will continue, as we have found that this intensive time, outside of the school year, gives teachers time to dive deep into improving curriculum and assessments. (Appendix Q - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8; LCAP Goal 4, State Priorities 1, 2, 4, 6, 8)

Professional Development School for CSUCI – UPCS will continue to serve as the hub for the CSUCI professional development school network. Following is how UPCS will support the four functions of a Professional Development School as defined by the National Council for Accreditation of Teacher Education (NCATE):

- Professional preparation of student teachers
 - UPCS will have approximately 40+ pre-service teachers through semester-long or year-long student teaching and observation/participation experiences each year.
- Professional development of their faculty
 - UPCS faculty will participate in ACTT (Active Collaboration Team Time) between 40 minutes and one hour a day, three times a week in grade level teams to collaborate on

- curriculum, analyze assessment data, and participate in professional development opportunities.
- UPCS faculty will attend conferences, workshops, and institutes and share research implementation with peers.
 - UPCS will have early dismissal each Thursday as a result of banked time. The faculty will participate in staff-wide or small group professional development.
 - UPCS faculty will collaborate with professors from CSUCI on special projects.
 - Research into best practices
 - UPCS faculty will collaborate with professors from CSUCI on action research.
 - UPCS faculty will participate in ongoing action research in their own classrooms.
 - Enhancement of student learning
 - UPCS believes that if the first three functions are happening effectively, this will be a natural and measurable outcome.

III: MEASURABLE STUDENT OUTCOMES, METHODS OF ASSESSMENT AND OTHER USES OF DATA

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

The UPCS educational program is aligned with the California Common Core Standards and the Next Generation Science Standards. Assessments have been adopted and created to show progress and growth toward the attainment of the standards. UPCS is committed to closing the achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, low socio-economic students, English Learners, and students with special needs. To achieve these goals, there must be an efficient, effective system for identifying and responding to individual student needs, valid assessments for placement and ongoing achievement measurement, research-based learning programs, and a process for collecting, analyzing, and reporting student achievement. Achievement results are then used for continuous improvement of the educational program.

The UPCS students are assessed in each of the core academic skill areas via multiple measures including the Smarter Balanced Assessment as a part of California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test (CELDT), and appropriate diagnostic, performance, and achievement tests to assess progress towards meeting the California Common Core State Standards. (Figures 1-6) The 2015 scores will act as a baseline for future progress on the SBAC assessment. All students will be expected to show progress toward grade level standards as outlined in the California Common Core Standards and frameworks. Student objectives/outcomes take into consideration that some students are working on Individual Education Plans and will be held accountable to meet specific goals and objectives toward meeting grade level standards. The UPCS approach of constant, targeted assessment will produce data that can in turn immediately inform on-going instruction. The nexus in the research clearly demonstrates the link between standards-based instruction with frequent assessment informing instruction and increasing student achievement.

The school vision centers on a commitment to maximize student growth toward mastery of Common Core State Standards and Next Generation Science Standards. The school will be absolutely dedicated to supporting all students in achieving this goal. Research proves that the most experienced and best prepared teachers elicit higher achievement from educationally disadvantaged students than those less

prepared and experienced. Acting on these findings, UPCS will hire teachers who demonstrate the best and most promising pedagogical and standards-based practices. Continuous professional growth opportunities will be offered to teachers to keep abreast of the most current methods and pedagogical practices. Teachers will be encouraged to participate in ongoing action research providing opportunities to reflect on classroom practices and outcomes.

Figure 10 outlines the methods of assessment that UPCS will use to track student progress and the effectiveness of our programs. Both formative and summative assessments are included in the comprehensive program. As most of these assessments pieces are new we are working with very fresh baseline scores or creating baseline scores in the 2015-2016 school year. The state SBAC assessment scores from 2015 will be the baseline for progress on the state test. Teachers and administration will regularly evaluate the effectiveness and validity of the assessments pieces to keep the data relevant.

Methods of Assessment to Measure Student Outcomes and Growth

Figure 10

Learning Objectives	Formative Assessment Measures/Benchmarks	Annual Progress Indicators
Students will develop their abilities as readers, writers, researchers, listeners, speakers, and collaborators	<p>Development Reading Assessment (DRA2) given at the beginning, middle, and end of the school year.</p> <p>Writing samples collected at the beginning, middle, and end of the school year and are scored using the grade-level writing rubric.</p> <p>Reading Results suite of foundational skills assessments given beginning, middle, and end of the school year.</p> <p>North Western Evaluation Assessments (NWEA) Language and Reading MAP and/or MPG assessments given beginning, middle, and end of school year.</p> <p>Teacher-designed rubrics, assessments, and checklists.</p> <p>Portfolios and projects</p> <p>Teacher Observations</p> <p>Achieve 3000 non-fiction reading assessments and progress</p>	<p>Current state-mandated accountability measures (CAASPP)</p> <p>California English Language Development Test (CELDT)</p> <p>State writing tests (if the state brings these back, currently not being given)</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>

	ALEKS math assessments and progress	
Students will develop their math computation, application, and problem-solving skills	<p>Standards based content and skill assessment instruments given at the beginning, middle, and end of year.</p> <p>Standards based end of unit/concept assessments.</p> <p>North Western Evaluation Assessments (NWEA) Math MAP and/or MPG assessments given beginning, middle, and end of school year.</p> <p>Teacher Observations.</p>	<p>Current state-mandated accountability measures (CAASPP)</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>
Students will develop their knowledge and understanding of history, social sciences, and global studies that promote cultural understanding and social responsibility.	<p>Research reports, group and individual projects, narratives, presentations, and exhibitions scored utilizing rubrics created by teachers and students.</p> <p>End of unit/concept assessments.</p> <p>Teacher Observations.</p>	<p>Applicable state-mandated tests.</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>
Students will acquire knowledge of science concepts through exploration, experimentation, application, and utilization of the scientific method.	<p>Assessments based on Next Generation Science Standards given at end of unit/concept.</p> <p>Evaluation of hands-on, project-based activities, reports, and interactive journals.</p> <p>Teacher observations.</p>	<p>Applicable state mandated tests.</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>
Students will develop an understanding of the importance of physical exercise and fitness, nutrition and healthy eating habits, and positive life choices for physical and mental wellbeing.	<p>Teacher observations of student participation and performance in physical education activities and healthy nutrition and life choices.</p> <p>Teacher-selected checklists and student self-evaluations</p>	<p>State mandated physical performance tests.</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards</p>

		goals.
Students will apply the skills necessary to work collaboratively and cooperatively in group and community settings and will communicate effectively to solve interpersonal problems.	<p>Teacher observations and checklists of social/emotional and interpersonal skills.</p> <p>Various emotional development, conflict resolution and social skills continuums, rating scales</p> <p>Student reflections</p> <p>Surveys</p>	Local conference guides and report cards, which indicate achievement of and progress towards goals.
Students will develop their artistic creativity and aesthetic appreciation for fine, performing, and applied arts.	<p>Self reflection</p> <p>Portfolios, presentations, and performances</p>	Local conference guides and report cards, which indicate achievement and progress towards goals.
<p>Students identified as English Learners will develop language proficiency in English.</p> <p>Students in the dual immersion program will develop language proficiency in Spanish.</p>	<p>Teacher observation, checklists, forms and functions matrix.</p> <p>Student's achievement levels in target language in regular class assignments.</p> <p>Development Reading Assessment (DRA2) given at the beginning, middle, and end of the school year.</p> <p>Writing samples collected at the beginning, middle, and end of the school year and are scored using the grade-level writing rubric.</p> <p>Reading Results suite of foundational skills assessments given beginning, middle, and end of the school year.</p> <p>North Western Evaluation Assessments (NWEA) Language and Reading MAP and/or MPG assessments given beginning, middle, and end of school year.</p>	<p>ADEPT/Express</p> <p>CELDT/ELPAC</p> <p>IPT</p>

(Appendix Q - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8)

Measuring Pupil Outcomes

The goals for UPCS listed below are aligned with the schools LCAP goals. (Appendix Q – LCAP) The LCAP comprehensively covers the school’s schoolwide and pupil outcome goals and performance targets aligned to the eight state priorities outlined in Education Code Section 52060(d), and specific annual actions to achieve those goals. The measurable goals and objectives of UPCS include the school’s annual goals in each of the eight California identified priority areas. Student success requires many factors to be achieved including student motivation, good attendance, parental involvement and providing resources to families. The goals listed below in Figure 11 are all the goals listed in both our LCAP and our Single Plan for Student Success. UPCS’s Single Plan for Student Success further outlines goals for Title I students. (Appendix R - Title I Goals and Appendix Q - LCAP)

Figure 11

LCAP Goals	Annual Measurable Outcomes 2015-2016
Goal 1: Student achievement will increase in the core academic areas State Priorities: 1, 2, 4, 7, 8	<ol style="list-style-type: none">1. Student performance on local benchmark and/or end of unit assessments will increase by 1% in reading and math2. 90% of all English Language Arts, Math, and Science assessments and curriculum will be aligned with the CCSS and NGSS.3. Maintain 100% of all 2-8 classrooms will have access to 1:1 devices4. Maintain that 100% of all K-1 classrooms will have a computer station equipped with 6 working desktops and a station with 6 tablets5. Continued implementation of keyboarding program6. All benchmark assessments in ELA and Math results will be maintained in the EADMS data base.7. All students in grades K-8 will take a computerized beginning, middle, and end of year CCSS aligned assessments. Baseline will be attained for the multiple measures assessment adopted for the 15-16 school year.8. English Learner students will be grouped in designated ELD groups based on the new leveling system9. Increase by 1% the number of students moving up at least 1 level on CELDT annually.10. Teachers will create writing rubrics that reflect CCSS11. Create baseline for Smarter Balanced12. All classrooms will be equipped with smartboards and updated audio/visual equipment
Goal 2: Increase student engagement	<ol style="list-style-type: none">1. Maintain attendance rates of at least 96.50%

State Priorities: 1, 5, 6, 7, 8	<ol style="list-style-type: none"> 2. Reduce percentage of tardies by 10% 3. Reduce office referrals by 5% 4. Reduce suspension rates by 25% 5. Reduce chronic absenteeism by 15% 6. Healthy kids survey will indicate a 1% increase in students reporting high levels of personal-school connectedness 7. School survey will establish a baseline for levels of personal-school connectedness 8. Student focus groups/surveys will indicate increased motivation for specialist's courses. 9. Student focus groups/surveys will indicate increased interest in choices at recess.
<p>Goal 3: Increased collaborative partnerships with parents, community members, and outside service providers</p> <p>State Priorities: 2, 3, 4, 5, 6, 8</p>	<ol style="list-style-type: none"> 1. Maintain parent positions on the board of directors 2. Maintain that each grade band will hold at minimum 1 parent education night each year 3. Increased parent attendance at parent education nights 4. Increased parent attendance to the ELAC meeting to an average of 4 to 6 parents. 5. Hold at least two Family Resource center activities either on or off campus. At minimum 1 of these activities will be facilitated/supported by an outside resource. 6. Provide at least two 6 week sessions of English as a second language classes to parents. 7. Provide at least two 6 week sessions of Spanish as a second language classes to parents. 8. Coffee and Chat with the director once a month.
Goal 4: Recruit and retain fully credentialed, highly qualified teachers and high quality staff	<ol style="list-style-type: none"> 1. Maintain 100% highly qualified staff 2. 3% raise for all staff 3. Increased training for classified staff
Single Plan for Student Success	Annual Performance Growth Targets
<p>Performance Goal 1A: All Students will reach high standards, at a minimum, attaining proficiency or better in reading by 2020-2021</p> <p>By June 2016 85% of students will meet end-of-year growth targets in Language Arts and Reading RIT scores based on NWEA MAP/MPG assessments.</p> <p>By June 2016, 50% of students in grades kindergarten through second grade will meet or exceed standards in ELA on local assessments.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Schoolwide:</p> <p>2016: +5%</p> <p>2017: +5%</p> <p>2018: +5%</p> <p>2019: +4%</p> <p>2020: +4%</p> <p>Hispanic/Latino:</p> <p>2016: +5.5%</p>

<p>By June 2016, 42% of students in grades three through five will meet or exceed standards in ELA on CAASPP; 57% of students in grades six through eight will meet or exceed standards in ELA on CAASPP.</p>	<p>2017: +5% 2018: +4.5% 2019: +4% 2020: +4.5%</p> <p>English Learners: 2016: +5.5% 2017: +5% 2018: +4.5% 2019: +4% 2020: +4.5%</p> <p>Socioeconomically Disadvantaged: 2016: +5.7% 2017: +5.2% 2018: +4.7% 2019: +4.2% 2020: +4.7%</p> <p>Homeless & Foster Youth Grades 3-8: 2016: +5.7% 2017: +5.2% 2018: +4.7% 2019: +4.2% 2020: +4.7%</p>
<p>Performance Goal 1B: All students will reach high standards, at minimum, attaining proficiency or better in mathematics by 2020-2021</p> <p>By June 2016 85% of students will meet end-of-year growth targets in Math RIT scores based on NWEA MAP/MPG assessments.</p> <p>By June 2016, 50% of students in grades kindergarten through second grade will meet or exceed standards in Math on local assessments.</p> <p>By June 2016, 40% of students in grades three through five will meet or exceed standards in Math on CAASPP; 45% of students in grades six through eight will meet or exceed standards in Math on CAASPP.</p>	<p>Anticipated annual performance growth for each group: (Grades 3-8 only)</p> <p>Schoolwide: 2016: +5% 2017: +5% 2018: +5% 2019: +4% 2020: +4%</p> <p>Hispanic/Latino: 2016: +5.5% 2017: +5% 2018: +4.5% 2019: +4% 2020: +4.5%</p> <p>English Learners: 2016: +5.5% 2017: +5% 2018: +4.5% 2019: +4%</p>

	<p>2020: +4.5%</p> <p>Socioeconomically Disadvantaged: 2016: +5.7% 2017: +5.2% 2018: +4.7% 2019: +4.2% 2020: +4.7%</p> <p>Homeless & Foster Youth Grades 3-8: 2016: +5.7% 2017: +5.2% 2018: +4.7% 2019: +4.2% 2020: +4.7%</p>
<p>Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>Based upon analysis of student data, by December 2016, all students will increase their proficiency in English by at least one level on the CELDT until redesigned as Fluent English Proficient.</p> <p>By August 2017, there will be a 5% increase in English Learners in grades 3-8 meeting or exceeding grade level standards on the CAASPP tests in English Language Arts and Mathematics.</p> <p>By August 2017, there will be a 5% increase in the number of English Learners in grades K-2 meeting their end-of-year growth target, RIT score, on NWEA MAP in reading and mathematics.</p> <p>UPCS will meet Annual Measurable Achievement Objectives outlined in the Title III Plan</p>
<p>Performance Goal 3: Recruit and retain fully credentialed, highly qualified teachers and high quality staff by 2015-2016 school year.</p>	<p>Maintain 100% highly qualified staff Provide a 3% raise for all staff Increase training opportunities for classified staff Provide bilingual differentials/stipends to bilingual classified staff members</p>

(Appendix R – Title I Plan and Appendix Q – LCAP)

UPCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in the tables above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Standardized Testing

Figure 8 describes the state adopted standardized assessments, CAASPP and CELDT, as well as locally developed assessments and their frequency of administration to monitor student improvement and progress. While the standardized state tests are only given annually, the testing schedule ensures

that pupil progress and growth is closely monitored through multiple measures, and the assessment results ensure that all statewide standards are met.

Benchmark Assessments

Figure 8 describes the formative, benchmark, assessments UPCS will utilize to monitor student progress towards goals. These assessments are generally given three times a year and provide essential information to guide teachers in the meeting the needs of individual students and to make programmatic changes. All assessments are aligned with the Common Core and Next Generations Standards. Teachers also give ongoing formative assessments to evaluate growth and to inform changes to the program, as needed. A variety of assessments, based on grade level, have been adopted but one assessment piece remains consistent across grades with a focus on growth, NWEA. NWEA will be given three times a year in grades K-8.

Academic Performance Growth

Students will demonstrate growth in academic performance by working to meet or surpass the growth targets as outlined by the California Department of Education. At the time this charter petition was written the state of California has not yet published growth targets. University Preparation Charter School's objective is to reduce the achievement gap for all underperforming subgroups. Additionally, the school will work to ensure that each subgroup will make required growth to meet Annual Measurable Academic Objectives. The school will utilize data analysis software to facilitate the regular and consistent use of data to target areas of need and improvement.

Use and Reporting of Data

UPCS students will be assessed in each of the core academic skill areas via multiple measures including the Smarter Balanced Assessment, California Standard Test for science, California English Language Development Test (CELDT/ELPAC) and appropriate local diagnostic and achievement tests to assess growth towards meeting the California Common Core State Standards and Next Generation Science Standards. Program planning will include the analysis of student, class, and school-wide data targeting growth for students in all subgroups. During ACT Times and using a web-based data analysis program, all student data, demographic and performance, will be disaggregated and analyzed for use in refining and implementing curriculum, intervention/support programs, and enrichment classes.

The student objectives/outcomes will take into consideration that some students are working on Individual Education Plans and will be held accountable for their specific goals and objectives while striving to meet grade level standards. With the understanding that children learn at different rates, intervention strategies are both built into the school day and offered after school so that all students are supported in the grade level core content. Ongoing ACTT, parent involvement, SST, and open communication ensure that students will not slip behind and that instruction will be designed to continually close the gap for underachieving students.

A key strategy for improving student achievement through the effective and continuous use of data will be Active Collaboration Team Time (ACTT). During this segment of the instructional day, teachers will collaborate, analyze data, confer, and participate in professional development opportunities that support the needs of their students. Student work and assessment results will be the driving force for staff to continually monitor the growth and development of all students. In ACTT teachers will

utilize both standardized test data, local test data, and student performance to determine the appropriate course of action for each student.

School wide progress and achievement will be regularly reported to the Board of Directors, School Site Council, and school community through the newsletters, School Accountability Report Card and report presentations. Through regular communication and conferences, parents will be kept abreast of their children's academic progress and achievement. Students, as appropriate, will participate in student-led conferences two times a year. Other school-community methods for reporting and use of data will include daily and weekly meeting agendas, web page, web based newsletter and communication, community building activities, and ongoing parent education opportunities through the School Site Council (SSC), Parent-Teacher-Student Association (PTSA) and school programs.

Each year the school will notify parents, in a timely manner, of the schools PI status. Options available to parents will be outlined in annual notification letter and at an annual Title I/Test Scores parent meeting. Notifications and meetings will be available in multiple languages. Parents will be duly informed of the actions the school is taking to make improvements to the school's program and plans to assist students in making progress towards goals. (Appendix R - FPMCE, II-CE 04, 10, 11)



IV: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-profit Public Benefit Corporation

The University Preparation School at CSU Channel Islands is a nonprofit public benefit corporation that operates UPCS. (See Appendix H – ARTICLES OF INCORPORATION of the University Preparation School at CSU Channel Islands.) The school is governed by the University Preparation School at CSU Channel Islands Board of Directors as outlined in the bylaws. (See Appendix I – Bylaws of the University Preparation School at CSU Channel Islands.) UPCS is subject to and follows Government Code Section 87100 (The Political Reform Act) and the Brown Act.

UPCS shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and UPCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of UPCS, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by UPCS, as long as the District has complied with all oversight responsibilities required by law.

UPCS shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of any of the characteristics described in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Board of Directors

The membership of the University Preparation School at CSU Channel Islands Board of Directors includes the following:

- One representative appointed by the Pleasant Valley School District,
- One representative appointed by the Ventura County Superintendent of Schools office,
- Two representatives appointed by CSU Channel Islands; one from School of Education and one from the President's Office,
- Founders seat to be filled by Dr. Jeanne Adams until such time that she chooses not to fill the position,
- Two positions occupied by parents of current P-8 student(s),
- Two positions occupied by members of the community at large.

The authorized number of Directors will not be less than 5 or more than 9, the exact number to be specified from time to time by action of the Board of Directors. The current Board of Directors brings a wide variety of educational and organizational expertise to the school community. (Appendix A - Board of Directors Roster.)

The Board of Directors is responsible for establishing policy and for ongoing evaluation of policies as set forth in charter legislation and the charter petition with regard to personnel, instructional program, budget, student welfare, transportation, facility oversight, dispute resolution, public relations, community outreach, and ongoing communication with the host/partner district and county schools. The Board of Directors meets quarterly unless a special meeting is deemed appropriate. Additionally, the Board currently contracts expertise in support of fiscal operations with Ex Ed, legal matters with Young, Minney, and Corr, LLP, and auditors with Vavrinek, Trine, Day and Co., LLP.

Corrective Actions, PI status

As applicable, the school will follow the guidelines outlined in the Title I regulations regarding corrective actions for years 3+ of PI status. (Appendix R - FPMCE, II-CE 14)

School Site Council and School Advisory Council

The UPCS School Site Council assists with the analysis of assessment data and the on-going development, review, revision, and adoption of the comprehensive Single School District Plan / School Charter. It assists in budget development and oversight of categorical programs for the ongoing evaluation of the educational programs of UPCS. Further, the Council serves as a recommending body to the Board of Directors. The School Site Council is comprised of an administrator, four teachers, one “other staff” member and six parents. Elections, by peers, take place annually. The School Site Council meets concurrently with the School Advisory Council, which is open to all parents and includes a representative from CSU Channel Islands. (Appendix J – School Site Council By-Laws and Appendix R - FPMCE, II-CE 04, 05, 07, 08)

ELAC

The primary purpose of the ELAC is to advise the administration and staff regarding issues relating to programs and services for ELs. Required tasks include: 1) advising the school administration and staff on the adequacy of the school’s program for ELs and the effectiveness of the school’s efforts to make parents aware of the importance of regular school attendance, 2) advising the School Site Council (SSC) on the SSC’s development of the Single Site Plan for Student Achievement 3) Reviewing the school’s annual language census, and 4) conducting a site EL needs assessment. The ELAC will meet regularly and receive regular updates on the school’s progress toward goals. The percentage of parents of ELs on the ELAC must be at least the same as that of the ELs at the school. Meetings will always be offered in multiple languages and great work will be taken to promote the involvement of EL parents.

On-Site School Administration

The on-site administrative structure of UPCS reflects a spirit of community participation, support and partnership. (Appendix K – Organizational Chart) The Directors of UPCS share administrative responsibilities of the organization. Such overarching responsibilities such as Human Resources, Budget and Finance, Enrollment, and Title Funding/Reporting are divided between the two Directors. The Assistant Director supports a variety of programs at both sites. The site level responsibilities at the elementary and middle school sites, including instructional leadership and the day-to-day management/operations of the school sites, is divided between the two directors, but the two Directors and the Assistant Director work as a team to support one another.



The school wide team, including staff, administration, community and university liaisons, meets regularly with administration to discuss and implement procedures impacting the whole school environment. These procedures include scheduling curricular and programmatic needs, facilities, and school community events. Staff and community input is valued as part of the school communication and improvement process. The school communication process is facilitated by the newsletter, school bulletins, Web site, phone updates, coffee chats with the Directors, Local Control and Accountability meetings, English Learner Acquisition Council, and School Advisory Council.

Leadership Team

A leadership team comprised of one representative from each grade band, as well as, the Special Projects Coordinator and the administrative team will meet regularly to address the school goals, school-wide initiatives, and concerns. Members of the leadership team will assist with coordination of actions, and services enumerated in the LCAP as they pertain to specific grade levels, parent education pieces, and community services. The leadership team will also act as a conduit between the administration and the grade level teams assisting with communication and execution of school initiatives.

Steering Committee – Professional Development School Partnership with CSUCI

UPCS is a Professional Development School for CSUCI. As a part of this relationship student teachers and fieldwork students are placed at UPCS to receive intensive experience in the field. Many university classes are held on site so students can immediately have the chance to see the things they are learning in class in action with real teachers and students. A Steering Committee comprised of teachers from both the elementary site and middle school site and CSUCI faculty will meet regularly to discuss the university/school relationship and develop, implement, and evaluate all aspects of the program, and its outcomes.

Parent Involvement and Home-School Connections

Parents are involved in UPCS in a myriad of ways including Board of Directors, School Site and Advisory Councils, Parent Teacher Student Association, English Learner Acquisition Council, Board Committees, and more. Thousands of volunteer hours are put in each year by parents on governance

committees, fundraising projects, student activities, parent education classes, and special projects. Parents help to run and organize after school clubs like our highly successful Ballet Folklórico program that teaches folk dances from around the world to over 100 students each year. Parents have coordinated several school beautification projects and two festivals each school year. UPCS will also insure that there is a Parent Involvement Policy and Student/Family/School Compact that meets the requirements of all State and Federal Law and is reviewed on a regular basis. (Appendix R - FPMCE, I-CE 01, 02)



The UPCS teachers and staff, students, parents, community members, and CSUCI faculty are partners in the implementation of the University Preparation Charter School at CSU Channel Islands. Parent involvement is a key component. Meetings are held on a regular basis to facilitate parent input in the school Local Control Accountability Plan and Small School District Plan/Charter Petition which both outline the school programs, budget priorities, and progress toward school goals. The push from the parent community has been significant in moving forward with the development and implementation of the UPCS vision. Evening meetings include dinner, child care, translation services, as necessary, and plenty of time for sharing. All flyers, phone calls homes, and meetings are provided in both English and Spanish. We also hold morning meetings, Coffee with the Directors, to accommodate parents who have challenges with evening meetings. A climate survey is given each year in the spring. The data of the climate survey provides strong feedback that is used in the creation of goals, budget priorities, and school programs. (Appendix R - FPMCE, I-CE 02, II-CE 04, 05, 08, 09)

Parents are asked to continue their home literacy practices, including reading and engaging in extensive and substantive conversations for rich language, cognitive, social, and affective development. Parents are encouraged to develop their children's literacy in all languages in which the parents are fluent. Parent education nights are held throughout the year to support parents with strategies to help their child at home. Parent surveys are sent out each year to better address the specific needs of parents. Further, the school offers English as a Second Language classes for limited-English speaking parents, as funding allows, and Spanish as a Second Language classes for limited-Spanish speaking parents who wish to increase their skill level. Development of a second language supports the schools mission and further supports student success for students in our dual immersion program. (Appendix Q - Goal 3, State Priorities 2, 3, 4, 5, 8 and Appendix R - FPMCE, I-CE 02)

Attending night time events can be a challenge for all families but proves to be especially challenging to our most vulnerable subgroups. To better enable parents ability to attend these important events, childcare and dinner are always provided. Special activities are planned for students while their parents attend information/education nights or language classes.

Communication is an essential element in supporting the home-school connection. The school provides a comprehensive website outlining school programs, goals, resources, events, and teacher websites. The website can automatically be translated into most languages to provide better access to English Learner parents. Phone calls home, through an automated system, take place weekly to provide parents with reminders and information regarding current school events. A newsletter is sent home in

both English and Spanish every other month with information regarding school programs, parent education classes, and helpful articles regarding student success. Both school sites have office staff and administration that speak both English and Spanish to better support the needs of parents. (Appendix R - FPMCE, II-CE 08, 09)

Parents will be encouraged to do an average of two hours of volunteer participation per week to support the UPCS program. UPCS's parent volunteer program shall at all times operate in compliance with the state's free schools guarantee, and no child will be excluded from UPCS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged hours of participation.

Volunteer hours can be accomplished in a variety of flexible options including participation in school governance or committees, classroom help, lunch sports organization, fundraising activities, etc. We recognize that many parents have limited availability and many may not be able to volunteer on-site during the school day. In this case, parents may consider helping behind the scenes from home or after school hours.

Examples of volunteer opportunities include:

- Serving as a committee member (PTSA, SAC, ELAC, Board)
- Helping in the classroom
- Volunteering on fieldtrips
- Prep work for teacher at home or at school
- Helping with yearbook, book-fair
- Helping with school event (Luau, Harvest Festival, Fun Run)
- Helping run an after school club or coach a sport
- Helping in the library
- Helping with school fundraiser
- Helping with Camarillo Academic Olympics, Spelling Bee, Women in History
- Other



V: HUMAN RESOURCES

Qualifications of School Employees

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Recruitment of faculty and staff will be consistent with the mission, philosophy, program, and student needs of University Preparation Charter School at CSU Channel Islands. UPCS will recruit the highest possible quality faculty and staff. (Appendix Q – LCAP Goal 4, State Priorities 1, 2, 4, 6, 8)

Teacher Credential Requirements

The University Preparation Charter School at CSU Channel Islands employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. Teachers must also meet applicable NCLB “highly qualified” teacher standards. Teachers will meet the requirements for BCLAD or CLAD or other CCTC certification for teaching English Learners. UPCS will maintain current copies of CCTC documents and they will be available for inspection.

Two processes will be used for Teacher staffing:

1. Teachers are contracted back from Ventura County School districts and remain employees of those school districts, subject to agreements with said districts, to be employed on a Master Teacher-on-Leave basis. (See “Rights of School District Employees” below and also see Appendix L - Teacher on Leave Contract.)
2. Teachers will also be recruited and employed by UPCS as the employer. UPS employees will receive benefits and compensation as per UPCS’ personnel policies and procedures. (Appendix M – Direct-Hire Contract.)



Teachers engage students in their own learning through interdisciplinary, thematic, project-based instruction. They are responsible for overseeing their students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operational policies. They serve as Master/Cooperating Teachers for the CSU Channel Islands Teacher Education Program, with responsibilities to mentor/supervise assigned pre-service teachers and for close collaboration with CSUCI education faculty.

Qualifications for professional Special Education personnel (E.g., Resource Specialist, Speech/Language, and Occupational Therapy) will be addressed in the Pleasant Valley School District and University Preparation Charter School at CSU Channel Islands Operations and Special Education MOU.

Announcement of teacher openings are advertised by local media, EdJoin, and are distributed through Ventura County school districts for Master Teacher on Leave positions. Job posting announcements for permanent positions will be done through job posting websites as well as through the school's website. Announcements may include the following requirements and preferences:

Requirements for Teacher Applicants:

- Tenure in home district. (For Teacher on Leave Applicants Only)
- Demonstration of knowledge of CCSS and NGIS based education,
- Demonstration of exemplary classroom design and teaching strategies,
- Demonstration of knowledge of effective assessment strategies,
- Demonstration of knowledge of multiple intelligence theory,
- Ability to work collaboratively,
- Commitment to ongoing professional development and,
- Demonstration of reflective teaching/learning practices.

Desired Qualifications:

- A minimum of three years of classroom experience,
- Demonstrated leadership roles with adults and,
- Second language proficiency, preferably in Spanish.

Search, Screening, and Selection Procedures are guided by attention to the following *National Board Certification Professional Teaching Standards*:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

The Personnel committee in consultation the school's Directors, has developed procedures and forms, as appropriate, for supervision and evaluation of Teachers and student teachers based on the *California Standards for the Teaching Profession*. Evaluation of UPCS teachers will be the primary responsibility of the Directors. Teacher evaluation will be guided by the *California Standards for the Teaching Profession* and the teachers own Professional Growth Plan. Each teacher meets with the Directors at least twice a year to review their Professional Growth Plan and current student data to discuss areas of strength, areas for growth, and opportunities for professional development.

School wide and individual staff professional development needs will be determined by student achievement data, NCLB highly qualified teacher requirements, the *California Standards for the Teaching Profession*, and school/community climate surveys.

Directors and Assistant Director

Credential/Degree Requirements:

University Preparation Charter School at CSU Channel Islands will employ Directors that will preferably have earned a graduate degree in educational administration and a California Administrative Services Credential. (Appendix E and F – Resumes of Directors Charmon Evans and Gayle Hughes) The Assistant Director will also preferably have an earned a graduate degree in educational administration and a California Administrative Services Credential. (Appendix G – Resume Assistant Director, Veronica Solórzano)

Evaluation criteria/qualifications for school administrators are drawn from the *California Professional Standards for Educational Leaders*, as follows. The school administrators will have the ability to promote success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Modeling a personal code of ethics and developing professional leadership capacity.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The Directors are supervised and evaluated by the Board of Directors or a designee. Evaluation of the Directors' performance will be based on mutually agreed upon objectives relative to student achievement, compliance with provisions of the charter petition, fiscal and personnel management, school/community relations, and other indicators incorporated within the *California Professional Standards for Educational Leaders*. The Directors will evaluate the Assistant Director based on these same standards.

Classified Employees

The University Preparation Charter School at CSU Channel Islands will employ classified employees to include, but not be limited to, secretarial/clerical, custodial/maintenance, playground supervision, instructional aides, child care, preschool, and specialist staff. (Appendix N - Classified Offer of Employment.) Classified employees will be supervised and evaluated by the school's administration. Where appropriate services may be contracted (example: custodial, kitchen workers).

Along with meeting the qualifications outlined on their specific job descriptions, classified staff will also preferably have the following qualifications:

- Experience in a school setting,
- Proficiency in Spanish,
- Ability to perform with initiative, independence, and good judgment and,
- Ability to plan and organize work.

Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Compensation and Benefits

Teachers Employed as Teachers on Leave

As a provision of the Teacher-on-Leave contract, sending districts agree to maintain participating educators on the existing district salary and benefit schedule without a loss in seniority, longevity, or any other benefits derived by the educator owing to service in the home district. Thus, Master Teachers retain their status in the State Teachers Retirement System and continue to accumulate service credit years in the same manner as all other members of STRS. The University Preparation Charter School at CSU Channel Islands forwards funds to each sending district equal to the costs of salary, benefits, and district STRS contribution.

Staff Employed by UPCS

Teachers and staff who are direct employees of University Preparation Charter School at CSU Channel Islands will participate in the federal social security system and/or will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. The school will participate in the State Teachers Retirement System (STRS) and Public Employees Retirement System (PERS). UPCS will cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the charter-granting agency or county its actual costs for the provision of such services. Certificated staff will participate in STRS unless otherwise qualified for PERS and requests are made to remain with PERS. STRS employees are exempt from paying into Social Security in accordance with the Social Security Protection Act of 2004, Public Law 108-203. Classified staff will participate in PERS in accordance with PERS policies for qualification unless otherwise qualified for STRS and request are made to remain with STRS. PERS employees will be subject to participation in the Social Security deductions. The Office Manager in conjunction with ExEd are responsible for ensuring that arrangements for retirement coverage are made for all UCPS employees.

Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Teachers employed on a Master Teacher-on-Leave basis from his/her school districts are subject to any existing membership/representation provided by their home district's exclusive bargaining units. In these cases, where a teacher is on-leave from their home school district only, the district will be the

exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (“EERA”; Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

The University Preparation Charter School at CSU Channel Islands shall be deemed the exclusive public school employer of all other employees of the charter school for the purposes of the EERA. UPCS shall comply with the EERA.

Rights of School District Employees

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

Leaving a School District to Work in the Charter School

All employees on Master Teacher-on-Leave contracts apply for positions and, when selected, join the University Preparation Charter School at CSU Channel Islands staff by choice and with their home district’s approval.

Leaving the Charter School to Return to a School District

Master Teachers-on-Leave, employed for specified terms approved by their home districts, may seek return to their school district prior to expiration of their specified leaves, with specific rights as subject to the discretion of the home district.

Other Employees

Other employees who are not Master Teachers-on-Leave will have any return rights as allowable by their home district’s policies.

Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

The health and safety of our students and staff members is our highest priority. For this reason, the University Preparation Charter School at CSU Channel Islands has adopted and is implementing a comprehensive set of health, safety, and risk management practices. These practices have been developed in consultation with officials of the Pleasant Valley School District and the JPA of which the charter participates and addresses the following topics:

- A requirement that all enrolling students and staff provide records documenting immunization against appropriate diseases pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

- Procedures for response to natural disasters and emergencies including but not limited to earthquakes and fires.
- Procedures relating to preventing contact with blood-borne pathogens.
- Procedures relating to the administration of prescription medicines in accordance with Education Code Section 49423.
- Procedures that each employee or contractor of the school submit to criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1.
- Vision, hearing, and scoliosis screening in the same manner as required at District schools. Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.
- All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.
- Faculty and staff will complete a tuberculosis risk assessment and examination (if necessary) prior to commencing employment and working with students as required by Education Code Section 49406.
- The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

Please note the following:

- Requirements outlined above which include reference to criminal records summaries and background checks of employees have been met and confirmed by “sending” districts with whom the charter school has contracted employee services.
- UPCS will maintain records of the employee background checks and initial and ongoing tuberculosis screening for employees directly hired by UPCS.
- Procedures are being incorporated, as appropriate, into the school’s student, parent, and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts and governing policies as established by the Board of Directors and the School Advisory Committee.

At a minimum, UPCS annually reviews, revises as needed, and implements emergency preparedness protocols. Nursing services, student health screening and nutrition programs are currently being negotiated through the MOU process with the Pleasant Valley School District. UPCS will continue to contract these services with PVSD or will work with another individual/agency if a better contract can be negotiated. UPCS will follow all State and Federal requirements and regulations regarding Nursing services, student health screening and nutrition programs.

Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the charter granting agency, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and governing boards of the school and the charter granting agency agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The dispute resolution procedures and policies will be referenced and agreed upon in the MOU between UPCS and PVSD.

Disputes between the School and the Charter-Granting Agency

In the event of a dispute between UPCS and PVSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution.

The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days. All mediation costs and all other costs associated with dispute resolution shall be shared equally by the charter school and the district.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, and the matter relates to an issue that could potentially lead to revocation of the charter, the district shall follow the revocation procedures pursuant to Education Code Section 47607 and its implementing regulations.

Irrespective of the dispute resolution procedure described above, the Charter School and the District agree that the District may pursue revocation in accordance with applicable law, Education Code Section 47607 and its implementing regulations.

PVSD reserves the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the district is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's students or any issue relevant to revocation as defined by the Education Code.

Disputes Arising from Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The University Preparation School at CSU Channel Islands Board of Directors is responsible for adopting policies and processes for airing and resolving internal disputes. The purpose of the school's Dispute Resolution Process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Trustees of the charter granting agency.

The charter granting agency shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board/or Director of the school for resolution pursuant to the school's policies. The charter granting agency agrees not to intervene or become involved in the dispute unless the governing board of the school has requested the charter granting agency to intervene in the dispute. The Charter School shall inform the District as to the resolution of internal disputes upon request.

Oversight, Reporting, Revocation, and Renewal

The charter granting agency may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Director of the school prior to any observation or inspection.

If the governing board of the charter granting agency believes it has cause to revoke this charter, the board agrees to comply with applicable law (Education Code Section 47607 and its implementing regulations).

The Board of UCPS may request from the charter granting agency governing board a renewal or amendment of the charter at any time prior to expiration. The school should present renewal requests no later than 120 days prior to the expiration of the charter. The district governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in Education Code Sections 47605 and 47607, and its implementing regulations.

VI: STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

University Preparation Charter School at CSU Channel Islands will actively recruit an ethnically, linguistically, socio-economic, and special needs diverse student population whose families understand and value the school's mission, are committed to the school's instructional and operational philosophy, and whose children will benefit from the school's design. The University Preparation Charter School at CSU Channel Islands will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

UPCS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into UPCS. UPCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

UPCS shall require students who wish to attend the Charter School to complete an application form. If the number of applications exceeds the number of spaces available in the school, admission, except for existing students of the School who are guaranteed admission in the following school year, shall be determined by a random public lottery. The random public lottery will be conducted by grade level and will be conducted in the month of March, and a waiting list established, as necessary.

UPCS will give admission preference in the public random lottery to the following students in the following order:

- For the 2016-17 lottery, current UCMS students will be given priority on the UPCS lottery for grades 7-8, providing continuity for UCMS students as UCMS closes and UPCS adds 6-8 grade to current enrollment
- Siblings of existing students
- Children of the UPCS staff and CSU Channel Islands University faculty
- Students who reside in chartering district (PVSD)
- 50% English and 50% Spanish speakers for dual language program at the Charter School

After the deadline for applications has passed and a public random lottery, as needed, has been conducted, parents will be notified, by mail, of their application status. Applications will continue to be received and processed until all available spaces have been filled. Families whose children have been admitted to the school will be required to fill in registration packets and provide all immunization and emergency information.

Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

UPCS shall be non-sectarian in its programs, admission policies, employment practices and all other operations; shall not charge tuition; and shall not discriminate against any pupil on the basis of any of the characteristics described in Education Code Section 220.

In order to establish a student population which mirrors the ethnic, linguistic, socio-economic, and special needs of the Pleasant Valley School District, UPCS will advertise throughout Ventura County communities in Spanish and English.



The process for seeking admission to University Preparation Charter School at CSU Channel Islands will be advertised in a variety of ways. Advertisements will be placed in the local newspaper and Spanish media outlets across Ventura County. Information packets will be available through the school's office and on the website to families and will include the school's mission and vision statements, and descriptions of the school's programs and instructional organization. Information meetings and tours will be regularly scheduled for interested families. Tours and information will be distributed in Spanish and English.

Families are highly encouraged to attend an orientation/tour of the program prior to applying to ensure commitment/understanding of the program.

Ventura County's student population is richly diverse, thus, it is expected that applications will be received from families representing each ethnic, linguistic, socio-economic, and special needs population residing in Ventura County and representative of California diversity. The student population of Ventura County is approximately 74,000.

UPCS demographics are as follows: (UPCS 2014 demographics include data from both UPS and UCMS 2014 CBEDS data)

Figure 12

<i>Enrollment 2014</i>	UPCS	PVSD	County
Hispanic/Latino	73%	36%	56%
White	17%	44%	32%
Asian	2%	6%	4.4%
African American	3%	3%	1.4%
Filipino	1%	5%	2%
Pacific Islander	0%	.1%	.2%
American Indian OR Alaska Native	1%	.5%	.3%
Two or More Races	3%	5%	2.5%
Socio-Economically Disadvantaged	56%	29%	52%
English Learners	24%	10%	24%

University Preparation Charter School at CSU Channel Islands will serve a learning community composed of approximately 790 preK through eighth grade students reflecting the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and California classrooms. Students will be drawn from the immediate neighborhood, other school districts, and from the families of CSUCI campus residences and faculty members.

The lottery application will consist of basic contact information. There will not be any questions based on race, religion, ethnicity or prior school performance. Parents will apply by completing and returning the application form.

The Board and the Directors will ensure compliance with all laws related to non-discrimination and admissions criteria.

Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend UPCS. Students residing in the school district may choose not to attend the charter school. They may attend a Pleasant Valley School District school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the Pleasant Valley School District.

Parents/guardians of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency (i.e. school district or county) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

Suspension/Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

Discipline policies and procedures for the University Preparation Charter School at CSU Channel Islands are based on concepts of positive behavioral support and a progressive discipline process that involves the children, the school staff, and the child's parent(s)/caregiver(s). The standards for student behavior are communicated to all stakeholders.

Discipline policy and procedures clearly describe the school's policy, its progressive nature, and stipulate who participates, their roles and responsibilities, and guidelines for determining consequences for student behavior. The discipline procedures are generally guided by the view that children should be accountable for their behavior. The climate of the University Preparation Charter School at CSU Channel Islands is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for undesirable behavior. Students and Parents receive information regarding the rules and discipline policy in the Parent/Student Handbook given out each school year.

Underlying this progressive discipline process is the belief that retaining students in their learning environment is essential. In short, the University Preparation Charter School at CSU Channel Islands is committed to providing its students an opportunity to experience the benefits of the curriculum in an environment that fosters and promotes their potential, achievement, and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults and property are manifestations that under gird proper behavior for those who attend.

When there is divergence from these expectations, the staff, the student, and the student's parent(s)/caregiver(s) seek age-appropriate interventions which re-direct inappropriate behaviors into more successful behaviors with the least disruption to the student(s) educational program and class. A desire of the discipline process is to maintain the child in the learning environment and implement interventions that are least restrictive to the individual(s) involved.

The process developed and described is not discriminatory, arbitrary or capricious. Procedures follow general principles of due process. Students and their parent(s)/caregiver(s) will sign agreements related to their understanding of and responsibility to the standards described in the Student/Parent/Teacher Compact. Students who violate school rules may expect consequences that may include but not be limited to the following:

1. Verbal and/or written warnings.
2. Loss of privileges.
3. Notices to parent(s)/caregiver(s) by telephone and/or letter.
4. Parent/staff/student conference.
5. In lieu of suspension from school where appropriate: alternative in-school placement.
6. In lieu of expulsion where appropriate: alternative educational placement.
7. Suspension and Expulsion as described herein.

Discipline policies and procedures conform to federal law regarding all students who attend the school. Disciplinary matters involving students with Individual Education Plans (IEP's) are carried out in consultation with staff knowledgeable about the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and the California Education Code. UPCS will follow all laws in relation to the rights of Special Education Students including the protections afforded through 10-day suspension limits, manifestation determinations reviews, behavior intervention plans, alternative placements and continuing services for expelled students. All decisions affecting the students who attend the University Preparation Charter School at CSU Channel Islands are afforded the rights of due process. The school will notify the child's district of any action that results in the students being moved to an alternative placement. Specific policies for the suspension/expulsion are outlined in the University Preparation Charter School at CSU Channel Islands School Policies and Regulations.

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at UPCS (the "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this

Policy and Procedures are available on request at the Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - 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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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 his or her own prescription products by a pupil.
- 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.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- 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) Committed or attempted to commit 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil.

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

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 his or her age, or for a person of his or her

- 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and 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, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. 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.
- w) A pupil 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 pupil 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).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- 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, sold 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.
 - g) Stole or attempted to steal school property or private property.
 - 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 his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit 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.
- 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 subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils 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 subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating

or hostile educational environment. This section shall apply to pupils 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and 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, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. 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 pupil 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 pupil 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).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director(s) or the Director(s)'s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director(s) or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Director(s) or Director(s)'s designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director(s) or designee determines that the Pupil has committed an expellable offense.

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

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

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

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

UPCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an

unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. UPCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, UPCS must present evidence that the witness' presence is both desired by the witness and will be helpful to UPCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director(s) or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with UPCS.

The Director(s) or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

UPCS shall maintain records of all student suspensions and expulsions at UPCS. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from UPCS as the Governing Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or UPCS shall be in the sole discretion of the Governing Board following a meeting with the Director(s) and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director(s) shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the

closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon UPCS's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, UPCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that UPCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and UPCS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or UPCS, the hearing office shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and UPCS agree otherwise.

5. Special Circumstances

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

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

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to UPCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other UPCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other UPCS supervisory personnel.

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

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

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

VII: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Audits

***Governing Law:** The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

An independent CPA firm specializing in the area of school finance will annually audit the financial records of the school in accordance with the requirements of Education Code Section 47605(m) and the State Controller's approved K-12 audit guide as applicable to charter schools. The annual audit shall be sent to the District, Ventura County Superintendent of Schools, California Department of Education and State Controller's Office by the 15th of December each year. The 2014-15 University Preparation School at CSU Channel Islands Audit shows no findings. (Appendix O – Draft Audit Report.) The audit will be made public and will be presented to the University Preparation School at CSU Channel Islands Board of Directors at a regularly scheduled meeting open to the public. The books and records of the UPCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The Director(s) or designee of the University Preparation Charter School at CSU Channel Islands will be responsible for addressing and resolving in writing any exceptions and/or deficiencies that are cited in the annual auditor's report to the satisfaction of the District. These written responses will be presented at the above referenced meeting of the University Preparation School at CSU Channel Islands Board of Directors, and at the same time will be submitted to the District, along with an anticipated timeline for resolving all exceptions and/or deficiencies. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel in accordance with the applicable law.

Audits and financial reporting will be monitored and prepared by individuals and firms with expertise regarding State and Federal reporting practices, forms, and timelines. General accounting principles will be employed and the State Account Code Structure format will be used. UPCS will provide information on enrollment, funding rates, staff ratios, salaries and benefits, supplies, etc. as required and requested.

Budgets

***Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).*

UPCS has a comprehensive, solid business and management plan. A current operational budget will be adopted by the Board (Appendix P – Operational Budget).

Financial Reporting

UPCS financial records are organized on the basis of funds or account groups, each of which is considered to be a separate accounting entity. The accounts are organized into fund types and account groups as follows: Governmental Funds, Fiduciary Funds, and Account Groups. The financial reports are sent to the District, Ventura County Superintendent of Schools, and California Department of Education as required by law. UPCS will respond to all reasonable inquiries, including inquiries regarding financial records, promptly.

UPCS shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

UPCS maintains and finances general liability, workers compensation and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. UPCS is provided Liability and Property coverage by the Ventura County Schools Self-Funding Authority. Regular on-site inspections are conducted by the VCSSFA. It is the intent of UPCS to continue using the services of the Ventura County Schools Self-Funding Authority however, if less expensive, comparable coverage is available, UPCS reserves the right to change services and will submit the change information to the District.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Director(s) or designee of the University Preparation Charter School at CSU Channel Islands shall provide site administrative services. Other administrative services, including, but not limited to,

fiscal, payroll, attendance accounting, Federal Reduced/Free Price Lunch Program, warehousing, insurance, facilities maintenance, may be contracted as appropriate. UPCS currently contracts with ExEd for “back office” services including, but not limited to, the following: assistance with budget development, bookkeeping, payroll and accounts receivable and payable

A complete SIS system will be used and supported by staff that participates in on going training in the requirements/needs for collection of data, system functions and timelines necessary to complete all State and Federal reporting requirements.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

UPCS is fortunate to be currently housed in the facilities formerly known as El Rancho and Los Altos in the Pleasant Valley School District. The location is in central Camarillo and is located approximately four miles from the CSU Channel Islands campus. UPCS has a Prop 39 agreement with Pleasant Valley School District.

Transportation

UPCS will not provide transportation services for general education students. The District will provide transportation services to special education students whose IEPs require transportation services, or as otherwise required by law.

Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

The University Preparation Charter School at CSU Channel Islands agrees that it will comply with all provisions of Section 11962 and Section 11962.1 of Title V of the California Code of Regulations pertaining to charter school closures as it may be amended from time to time.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Ventura County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the

closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any

assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Reporting

UPCS will respond to all reasonable inquiries, including inquiries regarding financial records, CBEDS, ADA, SARC, Audits, and State Testing results, promptly. UPCS will follow all required state mandates, guidelines and procedures for reporting including financial records CBEDS, ADA, SARC, LCAP, Audits, and State Testing results. All reports that are required to be posted on the website will be posted in a timely manner.

VIII: IMPACT ON THE CHARTER AUTHORIZER

Potential Civil Liability Effects upon the School and Upon the School District

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

UPS is a non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

The District is not liable for the debts or obligations of the UPS or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the School District has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

As noted below, UPCS and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School shall purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The UPCS Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Memorandum of Understanding

UPS is currently engaged in a memorandum of understanding (MOU) with the District that further clarifies the relationship between both organizations and that specifies potential services that the District might provide UPS. The MOU will remain intact for the term of the current UPCS charter unless both parties agree to changes.

Severability

The terms of this Charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the charter granting agency and the Board of Directors of the University Preparation Charter School at CSU Channel Islands. The Boards of both organizations agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Term of the Charter

This renewal Charter is granted for a five-year period commencing July 1, 2016, and ending June 30, 2021. The University Preparation Charter School at CSU Channel Islands Board of Directors may request that the Pleasant Valley School District Governing Board approve an amendment of the Charter at any time prior to expiration.

